The Effectiveness of MURDER Techniques to Teach Reading Comprehension to Students with Different Self-Esteem

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Article Info	Abstract
	This research was an experimental research which aimed to investigate the effectiveness of MURDER and KWL techniques to teach reading comprehension to students with different self-esteem. The research conducted at Junior High School Kesatrian 2 Semarang. There were two classes, they were class VIII.A and VIII.B. MURDER technique was used in class VIII.A as the first experimental class, and KWL technique was used in class VIII.B as the second experimental class. To obtain the data, this research used quantitative method by employing 2x2 factorial design. The data collection was taken by administering self-esteem questionnaire, conducting pre-test and post-test, and observation checklist. The data were analyzed by using t-test and ANOVA. The result of the research showed that (1) MURDER and KWL techniques are effective to teach reading comprehension to the students with high and low self-esteem; (2) There is no significance different between the use of MURDER and KWL technique to teach reading comprehension to students with high self-esteem; (3) There is a significance different between the use of MURDER and KWL technique to teach reading comprehension to students with low self-esteem; and (4) There is an interaction among MURDER, KWL, students' self-esteem, and reading comprehension. © 2018 Semarang State University

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INTRODUCTION

Teaching English becomes an important issue in the world since English is an international language. It is one of important language in the world. In Indonesia, English has become the first foreign language that learned at school (Passaung in Faridi and Bahri, 2016). English is not first or second language. It is a foreign language. It means that people do not use English in daily activities, so it hard for Indonesian people to master it. English is taught as a compulsory subject in Indonesia from the first year of junior high school up to the third year of senior high school.

According to Unit Level Education Curriculum, in Indonesia there are four skill that are supposed to be acquired by the students, they are speaking, listening, reading, and writing skill (Pribadi, Wahyuni, Yuliati, 2017). Speaking, listening, reading, and writing skill are the objectives of teaching and learning process of English subject as a foreign language in Indonesia. English is also an important subject because it is one of the subjects that would be tested in national examination.

In national examination, there are two skills that tested, they are reading and writing skill. Reading skill takes more than 50% part in national examination. Based on the curriculum for junior high school, the students should master reading exactly to comprehend meaning in short essay in such genre as narrative and recount text to interact with society. In general reading means a process to convey the message or information. By reading, the readers take the messages or information that comes from the author and it can be understood and comprehended easily. According to Murcia (2001, 187), reading is the most important academic language skill for second language student. In academic setting reading is assumed to be central means for learning new information and gaining access to alternative explanation and interpretation.

Reading is a skill which is acquired through reading such as comprehension skill.

However, skill is also used to refer to the parts of acts that are primarily intellectual as involved in comprehension or thinking. Comprehension is the process of constructing meaning by connecting what has been read to what the reader already knows and thinks about all of this information until it is understood (Kirmizi, 2010). Meanwhile, Rosari and Mujiyanto (2016) stated reading comprehension is a process acquiring the comprehension to what the reader read. Reading comprehension also refers to the ability beyond the words; understand the ideas and the relationship between the ideas that deliver through the text. Hence, in dealing with reading comprehension, the students must be able to understand the words, sentences, and the whole text to get the main idea of the text. Furthermore Younnis (2013: 2) stated that reading comprehension is the process of constructing meaning from the text. The goal of all reading instructions is ultimately targeted at helping a reader to comprehend a given text. It can be concluded that reading comprehension is the activity to understand the meaning.

Reading skill appears to have the significance role for human life in both academic and common society. Reading ability is also the ability to read "the main foundation skills for all school-based learning (Ruedel & Mistrett in Faridi and Bahri, 2016). It can be stated that reading ability has a big role in human life.

After conducting early observation in Junior High School Kesatrian 2 Semarang, some of eighth grade students do not reach the minimum standard score. That problem cause by several thing such as the students are not active in reading class, they were seen to be passive in the teaching and learning process. Most of the students have no motivation of reading. The students are lack of reading skill and their reading comprehension is very low. Further, the students' perception, feeling, and reaction are low toward learning English. These kinds of problems would influence students' self-esteem. The students' self-esteem would also influence the result of teaching and learning

process of reading skill especially reading comprehension.

According to Powell (2006, 8) self-esteem is how we think and feel about ourselves. It refers to how we think about the way we look to our abilities, our relationship with other, and our hopes for the future. Furthermore self-esteem is the experience that appropriate to our life and to the requirements of life. More specifically, self-esteem is the confidence in our ability to think and to cope with the challenges of life (Branden, 1992, p. 8). In short, self-esteem is the way we place our self and believe to our self. If we believe to our self, it would make us feel positive to ourselves and vice versa.

Self-esteem can be either positive (high self-esteem) or negative (low self-esteem). High self-esteem is partly the result of good performance. People with high self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem. Powell (2006, 12) stated that having high self-esteem means that we feel positive to ourselves as individual in comparison with other. It means that people with high self-esteem will feel confident with themselves. Meanwhile, according to Plummer (2005,19), the people with low self-esteem will invariably have problems in forming close attachment because it difficult for them to believe themselves worthy of a fulfilling relationship with another person. In simple words, people with high self-esteem will feel confident with their self because they fell positive toward their self. People with high self-esteem also have high aspirations, great efforts, believe themselves to be capable, successful, worthy, and more persistence. Meanwhile, the people that having low self-esteem has low aspiration, bad effort, they do not believe themselves to be capable, less persistence that will cause the unsuccessful.

Based on that problem, the teacher especially English teacher have to motivate the students in reading skill especially in reading comprehension by using various alternative and innovative teaching technique. According to

Trihandayani and Sofwan (2016), the teachers are given the freedom to utilize a variety of methods, media, and techniques that can improve the interest, attention, and the creativity of the students. The teacher also acts as a facilitator who is expected to select the alternative and effective methods, media, and technique which is used in teaching and learning process. In English teaching and learning process teachers should be able to create a student-centered atmosphere with different teaching and learning techniques so that the learning is fun and interesting. Additionally, Bharati (2016) stated that English teachers need to apply some kinds of fun activities to create the enjoyable atmosphere to make the students enthusiastic and enhance their motivation to learn English.

This research proposed two effective techniques to teach reading skill especially reading comprehension. They are Mood, Understanding, Recalling, Detecting, Elaborating, and Reviewing (MURDER) technique. Hythecker (1988, 24) stated MURDER is a cooperative learning that requires each pair member to read a passage and one pair member then serves as re-caller and attempts to orally summarize from memory what has been learned. The other member serves as the listener or facilitator and attempt to correct errors in the recall (metacognitive activities) and to further facilitate the organization and storage of the material.

MURDER technique is compared to Know, Want, and Learned (KWL) technique. KWL is one of teaching and learning technique that use mainly for information. It help the students as the readers to elicit prior knowledge of the topic of the text, set a purpose for reading, monitor their comprehension to the text, assess their comprehension of the text, and expand ideas beyond the text (Hana, Warsono, & Faridi, 2015). Meanwhile, Carr and Ogle (in Fritz, 2002: 1) stated that KWL technique is a technique to teach students to read actively by engaging previous knowledge, asking questions,

and recalling important information in the text to enhance students' comprehension.

Based on the background of the research, the researcher formulates the statements of the problem as follows: (1) How effective is MURDER technique to teach reading comprehension of students with high self-esteem? (2) How effective is MURDER technique to teach reading comprehension of students with low self-esteem? (3) How effective is KWL technique to teach reading comprehension of students with high self-esteem? (4) How effective KWL technique to teach reading comprehension of students with low self-esteem? (5) How significant is the difference between the use of MURDER and KWL technique to teach reading comprehension of students with high self-esteem? (6) How significant is the difference between the use of MURDER and KWL technique to teach reading comprehension of students with low self-esteem? (7) How is the interaction among MURDER, KWL, reading comprehension, and students' self-esteem?

METHODS

This research used experimental research that can be classified to one of quantitative research. According to Nunan (1992, p. 24) experimental research is carried out and explores the strength of the relation between variables. In this research there are three variables namely independent variable, dependent variable, and moderator variable. The independent variables are MURDER and KWL technique. The dependent variable is reading comprehension achievement, and moderator variable is self-esteem that divided into high and low.

This research used 2 X 2 factorial design because this research employed two independent variable that consist of MURDER and KWL technique. Factorial design is a design that has more than one variable (or grouping variable), also known as a factor. Furthermore, According to Cohen et al. (2007, p. 281) state that factorial design also should consider the interaction of the independent variables.

The population of this research was eighth graders of Junior High School Kesatrian 2 Semarang. Two classes were chosen as the sample of the research. They were class VIII.A and VIII.B. Class VIII.A consisted of 37 students, while class VIII.B consisted of 36 students. The researcher took 30 students as the sample to make the number of students equal in the case of their level of self-esteem. Each of group class consisted 15 students with high self-esteem and 15 students with low self-esteem. Thus, the total sample for two classes was 60 students. The first experimental class was taught by using MURDER technique, meanwhile the second experimental class was taught by using KWL technique.

There were three instruments that used in this research. The first instrument was the questionnaire for students' Self Esteem Inventory (ESI) which was adapted from Coopersmith (1967). The questionnaire consisted of 40 items. The second instrument was reading comprehension test that divided into pre-test and post-test. The aim of reading comprehension test was to know the students' ability in comprehend the text. The third instrument was observation checklist. Observation checklist is a list of things that used to observe the teaching and learning process. Observation checklist was used to record the activities during the teaching and learning process.

In collecting the data, there were five main steps which conducted. The first step wasto find out the students' self-esteem. All of the students of class VIII.A and VIII.B were given self-esteem questionnaire to know their level of self-esteem, whether they were categorized as high or low self-esteem. The second step was conducting pre-test in order to know the students' reading comprehension ability before receiving treatment. The third step was conducting treatment for both classes. The next step is administering observation checklist

to know the process of teaching and learning activities of both classes. The last step was conducting post-test. The aim of post-test was to measure the students' reading comprehension achievement after receiving the treatment.

RESULTS AND DISCUSSION

The aim of this research was to find out the effectiveness of MURDER and KWL techniques to teach reading comprehension of students with high and low self-esteem. This research was conducted in two classes. The first experimental class was implemented MURDER technique, while the second experimental class was implemented KWL technique.

Concerning to the students' self-esteem, the students should answer the questionnaire in order to know their level of self-esteem. The result of questionnaire of first experimental research showed there were 20 students that categorized as students with high self-esteem and 17 students that categorized as students with low self-esteem. While, in the second experimental class there were 21 students that categorized as students with high self-esteem and 15 students categorized as students with low self-esteem. Therefore, the researcher took 15 students with high self-esteem and 15 students with low self-esteem to make an equal number of the students for both of the classes.

Next, the researcher gave the pre-test to the students in order to know the students' reading comprehension ability before receiving the treatment from the certain techniques. The treatment was conducted in the implementing of MURDER technique for the first experimental class and KWL technique for the second experimental class. It was conducted ten times for both experimental classes. After conducting treatment, the researcher conducted post-test in order to know the students' reading comprehension achievement after receiving treatment. Dealing with the effectiveness of MURDER and KWL techniques to teach

reading comprehension to students with high and low self-esteem, there were seven data that being analyzed. The findings are as follows:

The first research question addresses on the effectiveness of MURDER technique to teach reading to students with high self-esteem. The statistical analysis showed that there is an improvement of students' reading comprehension achievement after receiving some treatments. It showed from the mean score of pre-test and post-test. The mean score of pre-test of students with high self-esteem that taught by MURDER technique was 71.93. Meanwhile, the mean score of post-test of students with high self-esteem was 88.07. From the result of the pre-test and post-test, it can be concluded that there is an improvement of students' reading achievement. Moreover, the paired samples statistic revealed that the value of *Sig.* (2-tailed) was 0.000 which was lower than the level of significance (α) = 0.05. It means H_o was rejected which means the result proven that there was a significance effect of the use of MURDER technique to teach reading comprehension to the students with high self-esteem. In other words, MURDER technique is effective to teach reading comprehension to the students with high self-esteem.

The second research question deals with the use of the MURDER technique to teach reading comprehension to students with low self-esteem. The result of pre-test and post-test shows there is a different achievement on students' reading comprehension. The means score of pre-test of students with low self-esteem was 81.93, whereas the means score of post-test of students with low self-esteem was 91.40. The outcome of pre-test and post-test also can be stated that there is an improvement. Furthermore, the value of *Sig.* (2-tailed) was 0.000 which was lower than the level of significance (α) = 0.05. Thus, H_o was rejected and H_a was accepted. It means that there is a significant effect of using MURDER technique to teach reading comprehension to the students with low self-esteem. So, MURDER technique

is effective to teach reading comprehension to the students with low self-esteem.

The third research concernedto the use of KWL technique to teach reading comprehension to students with high self-esteem. The statistical analysis shows that it was a different in terms of reading comprehension achievement before and after receiving the treatment. It showed from the mean score of pre-test and post-test. The mean score of pre-test of students with high self-esteem that taught by KWL technique was 61.60. Meanwhile, the mean score of post-test of students with high self-esteem was 84.87. From the result of the pre-test and post-test, it can be concluded that there is an improvement of students' reading comprehension achievement. Moreover, the paired samples statistic revealed that the value of *Sig.* (2-tailed) was 0.000 which was lower than the level of significance (α) = 0.05. It means H_o was rejected and H_a was accepted. The result proven that there was a significance effect of the use of KWL technique to teach reading comprehension to the students with high self-esteem and it proved that KWL technique is effective to teach reading comprehension to the students with high self-esteem.

The fourth research question concerned to the use of KWL technique to teach reading comprehension to students with low self-esteem. The result of pre-test and post-test shows there is a different achievement on students' reading comprehension. The means score of pre-test of students with low self-esteem was 65.33, whereas the means score of the post-test of students with low self-esteem was 82.87. Additionally, the value of *Sig.* (2-tailed) was 0.000 which was lower than the level of significance (α) = 0.05. Thus, H_o was rejected and H_a was accepted. It means that there is a significant effect of using KWL technique to teach reading comprehension to the students with low self-esteem and it proved that KWL technique is effective to teach reading

comprehension to the students with low self-esteem.

The fifth research question concerned to the significant different between two technique which were MURDER and KWL techniques to teach reading comprehension to the students with high self-esteem. The statistical result showed that the mean score of post-test of the students of high self-esteem which was taught by using MURDER technique was 88.07, while the mean score of the students with high self-esteem which was taught through KWL technique was 84.87. Based on the statistical result, MURDER technique has a better effect to the teaching reading comprehension to the students with high self-esteem compared to KWL technique. Furthermore, both of the technique, MURDER and KWL techniques gave better result for the students with high self-esteem.

The independent sample test revealed that the value of *Sig.* (2-tailed) was 0.053. Therefore, H_o was accepted because it was higher than the level of significance (α) = 0.05. It proved that there is no significant different on the effect ofMURDER and KWL techniques toward reading comprehension achievement of students with high self-esteem. It caused because the result of post-test score of students with high self-esteem of both experimental group that taught by using MURDER and KWL techniques has a quite similar result. The range score of the students with high self-esteem in the first experimental group was 80-90, as well as the second experimental research. That's why there is no significance different between MURDER and KWL techniques to teach reading to students with high self-esteem because they got a quite similar score.

Meanwhile, research question number six concerned to the significant different between two techniques which are MURDER and KWL techniques to teach reading comprehension to the students with low self-esteem. The statistical result showed that the mean score of post-test of the students with low self-esteem that taught by using MURDER was 91.40, while the mean score of post-test ofthe students with low self-

esteem which was taught through KWL was 82.87. Based on the result of post-test score, MURDER technique also has a better effect to the teaching reading comprehension to the students with low self-esteem compared to KWL technique. Furthermore, both of the technique MURDER and KWL techniques gave better result for the students with low self-esteem.

The value of *Sig.* (2-tailed) of equal variance assumed was 0.000. H_o was rejected because it was lower than the level of significance (α) = 0.05. Therefore, it proved that there is the significant different on the effect of MURDER and KWL techniques toward reading comprehension achievement of students with low self-esteem. The result of research question number six was different with the result of previous research question, because the range score of the students with low self-esteem in the first and second experimental was different. The range score of the students with low self-esteem in the first experimental was group was 83-97, whereas the second experimental research was 80-87. That's why it showed that there is significance different between MURDER and KWL techniques to teach reading to students with low self-esteem.

Furthermore, the last research question of this research deals with the interaction among teaching techniques that covered MURDER and KWL technique and students' self-esteem to increase students' reading comprehension achievement. The statistical analysis the significance value (p value) of both techniques was 0.000, where it lower than the level of significance (α) = 0.05. It means that H_o was rejected and H_a was accepted. It can be stated that there is a significant difference between the result of post-test between MURDER and KWL techniques.

Meanwhile, the statistical analysis of the significance value (p value) of students' self-esteem was 0.529 and it higher than the level of significance (α) = 0.05. It means that H_o was accepted and H_a was rejected. It proven that there is no significant difference between

students with high and low self-esteem on the result of post-test.

Additionally, the statistical statistic result showed the significance value of students' self-esteem and both of the techniques was 0.014. it means that H_o was rejected and H_a was accepted becauseit was lower than the level of significance (α) = 0.05. Therefore, it proven that there is an effective interaction between MURDER and KWL techniques and students' self-esteem. It can be concluded that there is an effective interaction among techniques and students' self-esteem, and reading comprehension achievement.

CONCLUSION

This reserach has explained the result of the implementation of two techniques to teach reading comprehension. Both of the techniques are effective to the students with high and low self-esteem. However, based on statistical analysis showed that there is no significant different on the effect of MURDER and KWL techniques toward reading comprehension achievement of students with high self-esteem. In addition, there is the significant different on the effect of MURDER and KWL techniques toward reading comprehension achievement of students with low self-esteem. Furthermore, this research also showed there is an effective interaction between MURDER and KWL techniques and students' self-esteem. It can be concluded that there is an effective interaction among techniques and students' self-esteem to increase the students' reading comprehension achievement.

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