IMPROVING STUDENTS’ READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH COLLABORATIVE MURDER

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Abstract. The objectives of the research was to find out whether or not teaching of descriptive text through collaborative “MURDER” improve students’ reading comprehension at the Eighth grade students of SMP Negeri 2 Pancarijang, and to find out whether or not the students’ attitude in teaching of descriptive text through collaborative “MURDER” technique of reading comprehension at the Eighth students of SMP Negeri 2 Pancarijang. This research employed pre-experimental method that applied pre-test and post-test. The population was the Eighth grade students of SMP Negeri 2 Pancarijang. Total number of population was 131 students and one class of them were taken as sample by using cluster sampling technique, class VIIIb was sample. Total number of sample was 20 students. The instrument used in this research were reading comprehension test and questionnaire. The result of this research showed that the mean score of the students in the post-test (79,60) was greater than pre-test (55,00). This showed that there was significant difference between the students who were taught by using collaborative “MURDER” technique in descriptive text in reading comprehension. The result in pre-test and post-test that the p-value was lower than the df (0,000<0,05). This meant that Ho was accepted. The study concluded that teaching reading comprehension by using collaborative “MURDER” improved the students’ to read descriptive text at the Eighth grade students of SMP Negeri 2 Pancarijang.

Keywords: Reading Comprehension, Descriptive Text, Collaborative Murder

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INTRODUCTION

Reading is information between the reader and the writer where the reader tackles what the writer means. Reading comprehension is important because it can help the students to find information about the general knowledge or the subject of school. Today there were so many books written in English. Since the students study at the elementary school, junior high school, they have been taught English. In this sense, the researcher discussed about reading because it could cover the three other skills. Rahmawaty cited in Taylor (1986:3) states that reading is very closely allied to other language processes such as listening, speaking and writing.

Harmer (1998 : 68) states that reading is useful for other purposes too: any exposure to English (provided the students understand at more or less) it a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition. Alderson (2000 : 28) states that reading is for many people, an enjoyable, intense, private activity, from which much pleasure can be derived, and which one can become totally absorbed.

Hibbard (2003 : 1) says that reading is a complex behaviour including decoding words, developing fluency, and improving comprehension. Jhonson (2008 : 7) who states that reading helps students become better writers. Through reading students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary. Furthermore, Wolley (2011 : 16) defines reading comprehension is a complex interactive set of operation requiring complex cognitive functioning at a number of levels simultaneously. White (2012 : 3) states that reading comprehension is the process of simultaneously extracting and
constructing meaning through interaction and involvement with written language.

Reading comprehension is essential both in the target and the native language. Students may not find any difficulties when reading a text in the source language, but what happens to the students is the other way when they read texts in the target language. As the result, the students tend to have poor reading comprehension and habits. The matter arises because of some factors: (1) Students do not have good motivation to read because the text is not interesting, the teaching technique is boring or the text is too hard, (2) they believe that when comprehending the text, they must comprehend every word in the text, so they keep on looking up the words in a dictionary to find out the meaning of the words, (3) they have very limited techniques and strategies in reading, (4) they read aloud which slows them down and which may inhibit comprehension.

In teaching reading comprehension text in SMP Negeri 2 Pancarrijang, there were so many types of texts learned as stated in their own KTSP. Those were narrative, descriptive, recount, report and procedure. The researcher focused on descriptive text. Descriptive text is the text which describes something, situation, etc. or write about the way person, place or things appear. In this study, the researcher focused on descriptive text because based on the test result they got difficulties to comprehend a text consequently all students get low score. That problem affects the value of reading to the students and they have not reached the standard completeness. The minimal of mastery learning criteria or KKM is 75.00 but the students only reach 65.00. Reading comprehension is still low due to several factors. First, students still have difficulty in identifying the meaning of English words. Second, students can not answer the question because they less knowledge of English words. Third students were not able to retell what has been read. Next, lack of students interests in reading, especially in reading a long text. The last but not least, teachers could not find the appropriate method or technique in presenting the material. Based on the some factors above, the biggest problem teacher have to consider is to find right technique to get students more easy to have the students attain the highest achievements.

There are some methods or technique which can be implemented to increase student’s academic performance (Yusri et al, 2018; Mantasiah et al, 2018; Romadloni, 2017, Qalbi, 2018). To improve students SMP Negeri 2 Pancarrijang on reading descriptive text comprehensively, the researcher proposed one technique. The technique was name collaborative “MURDER”, which consists of 6 important points, namely: mood, understand, recall, digest, expand, review. In this way the students were expected to be more active and enthusiastic in attending the English lessons so that learning outcomes can be improved.

“MURDER” was chosen to be applied in the classroom to improve students’ reading comprehension. “MURDER” was a reading technique in collaborative learning model developed by Hythecker et. al. cited in (Kollar, 2006:10). Furthermore, Saenab (2012 : 6) states that collaborative “MURDER” can encourage the students in learning, because to develop a system of effective and efficient learning, then learning to use collaborative methods “MURDER” adaptation from the book by bob nelson “the complete problem solver.” These methods involved the students in interacting with their teachers and fellow students. They could get practice in activating their knowledge in communication.

PREVIOUS RELATED FINDINGS

There have been some researches done related to this research some of them were stated below:

- Glenberg (2011) concluded in his research that both physical and imagined manipulation leads to large gains in memory and comprehension.
- Yildirim (2012) concluded in his research that silent and oral reading fluency were moderately related to each other and had
significant correlations with reading comprehension.

- Wong et al (2008) concluded in his research that the correlation between referential resolution and reading comprehension ranged from 61% to 75% in three reading tasks. The more students practiced in referential resolution, the higher average score they obtained in the reading comprehension test.
- Zare (2013) concluded in his research that significant differences exist between male and female language learners in the use of reading strategies. Furthermore, the use of reading strategies had a strong positive correlation with reading comprehension achievement.
- Alkhasawnehi (2012) concluded in his research that develop a multimedia reading comprehension text to increase students ability to comprehend the reading text.
- Leddy (2011) concluded in her research that improving reading comprehension in remedial students as well as in regular education students.
- Soleimani (2013) concluded in his research that while strategy training appeared to raise students’ awareness of reading strategies and could encourage strategy use by some students, the reading strategy instruction was not able to enhance the students’ reading performance.
- Jahandar (2012) concluded in his research that there is significant increases in mean score of treatment group, confirming the positive effect of think-aloud method on improving learners’ reading comprehension.

READING SKILL

Weaver (2003) states that reading is process very much determined by what the reader’s brain and emotions and beliefs bring to the reading: the knowledge/ information (or misinformation, absence of information), strategies for processing text, moods, fears, and joys all of it. Alderson (2000 : 28) says that reading is for many people, an enjoyable, intense, private activity, from which much pleasure can be derived, and which one can become totally absorbed.

Pang (1986 : 6) who states that reading is about understanding written text. It is a complex activity that involves both perception and thought. Furthermore, Moreillon (2007 : 10) says that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.

Reading printed words has different purposes. Reader can know and satisfy within if they read the information, as they need. It means that, the reader will have expectation of that they are going to read before them actually to do so. Nurulia cited in Grellott (1981 : 4) said that there are two main reasons for reading, they are reading for pleasure and reading for information (to find out something or in order to do something with the information you got). In additions, the purpose of reading to Grabe and Stoller (2002 : 7-8), it has been classified into four purposes they are,
1) Reading to search for simple information and reading to skim.
2) Reading to learn from text.
3) Reading to integrate information, write, and critique text.
4) Reading for general comprehension.
According to Paveen (2008 : 117-124) there are four kinds of reading related to its purpose, there are intensive reading, extensive reading, silent reading, and aloud reading.
1) Intensive reading is related to further progress in language learning under the teacher’s guidance. There are few characteristics of intensive reading:
   a) This reading helps learner to develop active vocabulary.
b) Teacher play main role in this reading.
c) Linguistic items are developed.
d) This reading aims at active use of language.
e) Intensive reading is reading aloud.
f) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.
2) Extensive reading is material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Few characteristics of extensive reading are:
   a) It helps learner to develop to active vocabulary.
   b) Extensive reading is silent reading.
   c) In extensive reading the subject matter is emphasized.
   d) In the extensive reading the learners play main role because they have to ask for measures.
   e) In extensive reading the idea can be developed.
   f) The aim of extensive reading is to enrich learners’ knowledge.
   g) Through extensive reading the good reading habit can be developed.

3) Aloud reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. Advantages of aloud reading:
   a) It enables learner to develop the skill of reading very well by speaking or expressing ideas.
   b) It enables learner to develop the skill of pronounce very well.
   c) It makes reading very enjoyable while teacher uses reinforcement during reading.
   d) Language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. So teacher should have innovative ideas so that it can make this activity very affective.

4) Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Advantages of silent reading:
   a) This reading makes students very active and accurate.
   b) Silent reading concentrates the attention of learners toward subject matter and he learns naturally.
   c) It saves time because this activity is done at a time. All students participate together in this activity at a time. It is very useful to develop the skill of reading fast.
   d) This skill plays main role to increase the knowledge of students.

According Paveen (2008 : 114-115) states that the process of reading may be broadly classified into three stages:
1) The first stage is ‘the recognition stage’.
2) The second stage is the ‘structuring stage’.  
3) The third stage is the ‘interpretation stage’.

Pang et al (2003:6) confirm reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. According to Brath (2012:3) true reading comprehension is not just the ability to recognize words and articulate them but also the ability to understand the underlying concepts expressed by those words.

**THE NATURE OF COMPREHENSION**

Wolley (2011 : 19) says that comprehension is, therefore, more effective when readers use what they already know about the text theme to conceptualize the gist of the present text. Pang et al (2003:6) says that comprehension is the process of making sense of words, sentences and connected text. Readers typically involved background of knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. From the definition of comprehension above, the researcher concluded that comprehension was
understands of the content and idea of that passage.

Wolley (2011:17) who says that reading comprehension (understanding, gaining, meaning, and interpreting the text) depends on a variety of reader-related, text-related, and situational factors. Wolley (2011:15) who says that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. While White (2012:3) defines reading comprehension as a complex skill: it requires the successful development and orchestration of a variety of lower-level and higher-level processes and skill. Another definition comes from Harmer (1998:68) states that reading comprehension is especially interesting and engaging, acquisition is likely to be even more successful.

Hibbard (2003:6) selected the four levels of reading comprehension they are: initial understanding, developing an interpretation, making connections, and critical stance. The first level of reading comprehension is initial understanding. Initial understanding is the student is asked to retell factual information from the fiction or nonfiction text. Verbs used with the level, such as: name, list, describe, sequence.

The second level of reading comprehension is developing an interpretation. Developing an interpretation is the student is asked to process information from one story or a part of a nonfiction text using a higher-order level of thinking. Verbs used with the level, such as: infer, predict, generalize, analyze, explain.

The third level of reading comprehension is making connections. Making connection is the student is asked to process information from the text and connect that information to his own experience (text-to-self), the everyday world (text-to-world) and/or information from other texts (text-to-text) using a higher order level of thinking. Verbs used with the level, such as: compare, contrast, infer, predict, generalize, analyze, explain.

The last level of reading is critical stance. Critical stance is for fiction, the student is asked to critique the work of the author and/or illustrator regarding how well they did their job to create an effective story. For nonfiction, the student is asked to judge the quality of an information source. Here the student might be asked to determine if the information in the book is on the desired topic, is accurate, is written by a qualified author, and is unbiased. Verbs used with the level, such as: evaluate, judge, rate.

Afida cited in Dallmann (1982:165) points out the factors influencing the reading comprehension as follows:

1) External factors:
   a) Difficulty of material
   b) Intelligence
   c) Environment
   d) Teacher’s method

2) Internal factors:
   a) Motivation is one of the important factors of learners in reading comprehension.
   b) Self-esteem has important role in developing reading comprehension. It is a human being personality that is active, highly confident.
   c) Self-actualization, is one of the basic physical needs, students have a feeling to create and improve their ability in reading to be best.

THE CONCEPT OF COLLABORATIVE “MURDER”

Ardika (2014:3) states that there are various strategies to involve and engage students in reading activities. Collaborative “MURDER” is one strategy. According to Olsen et. al. (1992), collaborative “MURDER” technique is a technique using six strategies. This step can be implemented during the students and the teacher read the text or story to develop their comprehension about it and is motivated to increase the learning of other.

Realizing benefits of collaborative “MURDER” for students, this study, propose to be
applied in the classroom to improve the reading comprehension of students. Saenab (2012: 6) states that collaborative “MURDER” can encourage the students in learning, because to develop a system of effective and efficient learning, then learning to use collaborative methods “MURDER” adaptation from the book by bob nelson “the complete problem solver.” These methods involve the students in interacting with their teachers and fellow students.

“MURDER” actually an acronym for each step of the process that the “MURDER” study uses the acronym stands for mood, understand, recall, digest, expand, and review. There are six steps in “MURDER” which started in word M (Mood), get into positive mood. Choose a good time and place to study and approach the study session with an upbeat attitude. U (Understand) makes a note of any information that does not understand. R (Recall) after studying a chapter or an assignment, put what being learned into own word. D (Digest), go back to what did not understand and reconsider the information. E (Expand) suggests that the individual should go back and start asking and attempting to answer questions about the specific topics. R (Review) goes over the material once, twice, or however often it takes to master it.

Good teaching includes teaching students how to learn, how to remember, how to think and how to motivate themselves (Claire Weinstein and Richard Meyer) of the statement they teach how to learn is a very important educational objectives and main, but not a lot of educators who are able to realize this goal. For that Norman in book learning strategies called for in learning more teachers to teach how to learn. Norman thinks groove contains in-depth understanding and provide a strong argument for the importance of teaching strategies, Akmal (2011)

For that teaching strategies are taught with the aim that students are able to learn independently and monitor their own learning, thus becoming independent learners who can do the following four things:
1) Carefully diagnose a particular learning situation.
2) Select a specific learning strategies to resolve specific problems faced learning.
3) Monitoring the effectiveness of learning.
4) Motivated to engage in a learning situation until the matter.
Saenab cited in Dansereau (1979), that ask students to collaborate to perform the thinking tasks or summarizing and elaboration on reading material. The procedure for the “MURDER” is a fallow:

**Mood**

The first step of “MURDER” is setting the mood for study. Saenab cited in Hamzah (2006: 82) states that the general mood also has two scales as, fallows:

a) Optimism, the ability to maintain a positive attitude is realistic, especially in the face of difficult times. In broad terms, the optimism is the ability to see the meaning of life and maintain a positive attitude, even though we are in trouble. Optimism assumes the existence of hope in the way people cope with life.

b) Happiness, namely the ability to appreciate life, love yourself and others, and for the vibrant and passionate in conducting any activity.

**Understand**

Understanding can be interpreted also mastered certain thoughts, it means learning to understand the mental and philosophical meaning, intent and implications and its applications, causing students to understand a situation. It is very important for students to learn. Understanding requires the ability to capture the meaning of the concept. Then it must be stressed that the understanding is dynamic, with this expected to be creative. He will produce a calm mind and the imagination, but if the study subjects truly understand the material presented by his teacher, then they will be ready to give definitive answers to these questions or problems in learning Saenab cited in (Sadirman, 1996: 42-45). In understanding the material, must concentrate fully on the material in a way to understand each sentence and digest the meaning of the sentence.
Recall
Recall is an active effort to incorporate the information into long term memory. This activity recall can be done after obtaining such material, can also be done after school and recess, on repeating this activity can be done by re-reading material that has been given, then summarize it with its own language that is easily understood, so it does not directly read memorize the material that has been well studied.

Digest
Success of a teaching process measuring the extent to which students can master the subject matter presented teachers. Contents or subject matter is a second component in the learning process, meaning that the learning process is often defined as the process of delivering the material. This can be justified when the main purpose of learning is the mastery of learning materials (centered teach the subject). To be able to master the subject matter students are not only based on one book, because basically there are many sources for acquiring knowledge.

Expand
Expand is the cumulative result of learning. Result of the learning process is the change in student behavior. With the expand it will be more know about things that relate to the material being studied. There are three questions that can be raised to criticize the material that is:

a) If I could talk with the author, what questions would I ask or what criticism would I offer?
b) How can I apply this material to what I am interested in?
c) How can I make this information interesting and easy to understand other students?

Review
Relearn lessons the material already learned a process of learning will take place effectively if the information learned can be remembered properly and avoid forgetting. Remember is the process of receiving, storing and issuing back information that has been received through observation and then stored in the center of consciousness after being given an interpretation. Process of remembering much influenced by various factors which include individual factors, factors to remember something, and environmental factors.

Collaborative “MURDER” is a collaborative learning model that can build students’ motivation and to improve the reading comprehension of students. As a teacher, first and foremost step taken is to motivate students to learn, for example, gave the real phenomena related to the material presented. Collaborative “MURDER” provides an opportunity for teachers to motivate students thus, collaborative “MURDER” will encourage students to be responsible will be learning independently and groups, summarize learning through understanding the main ideas of the materials studied, so that the process of remembering the information will be more efficient.

RESEARCH METHOD
The researcher would apply pre-experimental design. In a pre-experimental design contained the following three alternative designs (Sugiyono 2008: 109). There were one-shot case study, the one group pretest-posttest design, the static-group comparison. The researcher would apply pre-experimental method with one group pre-test and post-test design. The pre-test would be given to find out the prior knowledge of students while post-test would be used to find out the effect of collaborative “MURDER” of reading comprehension at the Eighth students of SMP Negeri 2 Pancarijang.

In this research, the researcher decided two variables of the research entitle, “Improving students’ reading comprehension of descriptive text through collaborative “MURDER” technique at the Eighth students of SMP Negeri 2 Pancarijang”. The independent variable was the implementation of the collaborative “MURDER” technique. The dependent variable was split into two, they were students’ reading comprehension and the students’ attitude.

Population is the generalization region consisting of objects that have certain qualities and characteristics that have certain qualities and...
characteristics defined by the researchers to be studied and then drawn conclusions (Sugiyono, 2008; Jufri, 2017; Jufri, 2007). The population of the research was the Eighth grade students of SMP Negeri 2 Pancarjjang.

The sample is part of the number and characteristics possessed by this population. When large populations, and researchers may not learn all that there is in the population, for example, because of limited funds, manpower and time, the researchers could use the sample drawn from that population, Sugiyono (2008: 118). In this research, the researcher applied cluster sampling technique. The researcher would choose one class from six classes of the Eighth grade students of SMP Negeri 2 Pancarjjang. So, VIII6 was sample. In this research, the researcher would be used two kinds of instruments to collect the data, namely the reading comprehension test and questionnaire.

The researcher gave reading comprehension tests to the students. The tests were given for getting the objectives data of students’ achievement in reading comprehension by using collaborative “MURDER” technique in pre-experimental class. The researcher would apply two test, there were pre-test and post-test. Pre-test was given before teaching learning process and post-test was given after teaching learning process.

Questionnaire was used to obtain information about students’ attitude toward the application of collaborative “MURDER” in reading comprehension of descriptive text. The questionnaire consists of 20 items, 10 items positive statements and 10 items negative statements. The researcher gave optional there were: (1) Strongly agree, (2) Agree, (3) Netral, (4) Disagree, (5) Strongly disagree. The questionnaire would be distributed to the students of pre-experimental class in post-test, after the treatment was given.

RESULT AND DISCUSSION

Reading comprehension of students pre-test and post-test has significant different, where students who were applied a technique of collaborative “MURDER” in descriptive text instruction has a higher score better than students without technique. The description of the data collected through the test as explained in the previous section showed that the students’ comprehension in reading improved after the treatment after the using collaborative “MURDER” technique especially the mean score of post-test was greater than the mean score of pre-test (79,60>55,00). It is supported by the mean score of the students’ test in post-test.

This research data indicated that the applying of collaborative “MURDER” in reading comprehension descriptive text was significantly improved the students’ reading comprehension. Even though both techniques (collaborative “MURDER” in reading comprehension descriptive and without collaborative “MURDER” in reading comprehension descriptive). The result of the research also supported from the statements of according to Olsen et. al. (1992) said collaborative “MURDER” technique is a technique using six strategis. This step can be implemented during the students and the teacher read the text or story to develop their comprehension about it and is motivated to increase the learning of other. Realizing benefits of collaborative “MURDER” for students, this study, propose to be applied in the classroom to improve the reading comprehension of students. Saenab (2012 : 6) states that collaborative “MURDER” can encourage the students in learning, because to develop a system of effective and efficient learning, then learning to use collaborative methods “MURDER” adaptation from the book by bob nelson “the complete problem solver.” These methods involve the students in interacting with their teachers and fellow students.

The researcher used paired samples t-test in inferential statistic through SPSS 21.0 program for Windows Evaluation Version to test the hypothesis. In pre-test and post-test, the researcher found that the p-value was lower than the df (0,000<0,05). This meant that H0 was rejected and H1 was accepted. It meant that the use of
collaborative “MURDER” technique in improving reading comprehension at the Eighth grade students of SMP Negeri 2 Pancarijang could improved after they were taught by collaborative “MURDER” technique.

This research data indicated that the analyzed by using questionnaire. Sugiyono (2008: 199) said that the questionnaire is an efficient data collection techniques if researchers know for certain variables to be measured and know what can be expected from the respondents. Department of Education (1975) said that questionnaire is a data collection tool in the form of a series of questions asked the respondents to get a response. Excess questionnaire was a practical method because it can be used for the data to the number of respondents in large numbers and in a short time and it is a method that is economical, in terms of manpower required, among others, does not require the presence of a counselor Rahman (2014). This research data indicated that the analyzed by using Rating scale. Sugiyono (2008: 134-135) said that Rating scale used to measure attitudes, opinions, and perceptions of a person or a group of social phenomenon. The research instrument that uses a Likert scale can be made form or multiple choice checklist. The questionnaire was given in the last of session. Students had the opportunity to answer the questionnaire individually and by the real condition of motivation in teaching reading comprehension after “MURDER” technique were conducted. A questionnaire consisted of twenty questions. The questionnaire which were actually intended to measure the changing learning behavior of the subjects under study in learning reading comprehension through “MURDER” technique were administered by the end of post-test. The subjects would be given twenty questions related to how “MURDER” technique motivate them and in order to avoid misunderstanding and confusion, the questionnaire was written in bahasa Indonesia. The researcher constructed questionnaire in checklist in respective item of SS, ST, RG, TS, and STS and the results of questionnaire were qualitatively scored using the Rating scale 5 – 1. Sugiyono (2008: 138) said that the checklist form, it will be obtained an advantage in this case brief in the making, paper-saving, easy to tabulate the data, and visually more appealing. Data obtained from the scale were in the form of interval data. In students’ attitude 3 (15.0%) student was classified into very positive, 15 (75.0%) students were classified into positive, and 2 (10.0%) students were classified into netral. There were not any students classified into negative and very negative. The mean score of the students’ attitude (75,50) and standard deviation of the students’ attitude (6,245). It meant that the students who were taught by using collaborative “MURDER” technique in descriptive text in reading comprehension changing attitudes and motivation. The findings of the present study were in line with the existing research finding that revealed the improvement of the subject under study in mastering English reading comprehension through “MURDER” technique.

CONCLUSIONS

The teaching of descriptive text through collaborative “MURDER” can improve students’ reading comprehension at the Eighth grade students of SMP Negeri 2 Pancarijang. In pre-test and post-test, the researcher found that the p-value was lower than the df (0,000<0,05). This meant that H₀ was rejected and H₁ was accepted. The mean score of the students in the post-test (79,60) was greater than pre-test (55,00). It meant that the use of collaborative “MURDER” technique in improving reading comprehension at the Eighth grade students of SMP Negeri 2 Pancarijang could improved after they were taught by collaborative “MURDER” technique.

The mean score of the students’ attitude (81,70) and standard deviation (5,079). In students’ attitude 3 (15.0%) student was classified into very positive, 15 (75.0%) students were classified into positive, and 2 (10.0%) students were classified into netral. There were not any students classified into negative and very negative. It meant that the students who were taught by using collaborative “MURDER”
technique in descriptive text in reading comprehension changing attitudes and motivation.

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