

THE INFLUENCE OF MOOD, UNDERSTAND, RECALL, DIGEST, EXPAND, REVIEW (MURDER) STRATEGY TOWARD STUDENTS' SPEAKING SKILL

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Abstract

This Research investigates the influence of Murder strategy toward students' speaking skill. This research was to find whether Murder (Mood, Understand, Recall, Digest, Expand and Review) strategy may enhance students speaking ability. This research used quasi experimental group of pre-test and post-test design and quantitative research method. The instrument used in this research was test (pre-test and post-test). This research involves 30 students as a sampling among eight Grade of SMP Negeri 1 Cikande year 2023 as population. Furthermore, from the hypothesis test, it is known that the significance test by comparing t-count and t-table in this study can be determined using the t distribution table at a significance of $0.05/2 = 0.025$ (two-tailed test) with $df = n-2$ or $df = 30-2 = 28$, and get a table of 2.048. With the test criteria t-count > from t-table or $4.024 > 2.048$ at a significance level of (a) 5% then H_0 is rejected and H_a is accepted or there is a significant influence on students' speaking abilities by using Murder strategy. Based on the result above, it can be concluded that Murder Strategy can be used in teaching speaking toward students speaking skill.. The result of this research shows that the students' speaking skill using Murder strategy achieve better performance than those who do not use it.

Keywords: Mood, Understand, Recall, Digest, Expand, Review(Murder) Strategy; Speaking Skills

Abstract

Penelitian ini menyelidiki tentang pengaruh strategi Murder terhadap keterampilan berbicara siswa. Pada Penelitian ini bertujuan untuk mengetahui apakah strategi Murder (Mood, Understanding, Recall, Digest, Expand and Review) dapat meningkatkan kemampuan berbicara siswa. Pada Penelitian ini, Peneliti menggunakan metode penelitian quasi eksperimen group pre-test and post-test design dan kuantitatif. Instrumen yang digunakan adalah tes (pre-test dan post-test). Penelitian ini melibatkan 30 siswa sebagai sampel di antara siswa kelas delapan SMP Negeri 1 Cikande tahun 2023 sebagai populasi. Selanjutnya dari uji hipotesis diketahui bahwa uji signifikansi dengan membandingkan t-hitung dan t-tabel. Pada penelitian ini dapat ditentukan dengan menggunakan tabel distribusi t pada signifikansi $0,05/2 = 0,025$ (uji dua sisi) dengan $df = n-2$ atau $df = 30-2 = 28$, dan didapatkan hasil tabel 2,048. Dengan kriteria uji thitung > dari ttabel atau $4,024 > 2,048$ pada taraf signifikansi (a) 5% maka H_0 ditolak dan H_a diterima atau terdapat pengaruh yang signifikan terhadap kemampuan berbicara siswa dengan menggunakan strategi Murder. Berdasarkan hasil di atas, dapat disimpulkan bahwa Strategi Pembunuhan dapat digunakan dalam pengajaran berbicara terhadap keterampilan berbicara siswa. Hasil penelitian ini menunjukkan bahwa keterampilan berbicara siswa yang menggunakan strategi Murder (Mood, Undertand, Recall,

Digest, Expand, Review) mencapai kinerja yang lebih baik dibandingkan siswa yang tidak menggunakan Strategi Murder (Mood, Understand, Recall, Digest, Expand, Review)

Kata Kunci: *Mood, Understand, Recall, Digest, Expand, Review(Murder) Startegi; Keterampilan Berbicara*

INTRODUCTION

English has become the world international language for communication in partically every aspect of life, including education, business, technology, politic, and any international interaction. In today's era English is not only a lesson for a students' but also it is a self-development, for everyone. There are four skills to learn English, listening, speaking, reading, and writing. One thing that must be underline is speaking, which is the main aspect to do a communication.

Meanwhile teaching speaking to students' may provide some issues for teacher, particularly in Indonesia, because students regard speaking as a significant difficulty, it needs them to speak and think at the same time. Because English is not students first language, it is became a challenge for a teacher to teach speaking skills. According to Richards and Schmidt (2001) speaking is defined as the capacity to make sounds that are part of the language system, to choose and organize words in the language, to utilize grammar effectively. Teaching students how to communicate effectively in English is a top priority. Students' who learn English must be able to master speaking skills, so that the students can express their mind, ideas, and thought spontaneously.

According to Nunan (1991), using technology such as audio recordings, films, or internet resources, as well as genuine materials such as media, may assist enhance students' speaking abilities by presenting more realistic communication scenarios. To keep students interested in learning, teachers must come up with unique ways to engage them. Speaking ability is also necessary for gaining confidence, critical thinking, and enhancing vocabulary and pronunciation.

According to many students in SMP Negeri 1 Cikande, there are some issues why speaking skills is hard to master by the students. Students is lack of vocabularies. Generally, the students do not know the meaning of words and speaking, lack of speaking experience, the students' speaking skills were relatively low. The students had difficulties in pronouncing certain English word, most of the students lacked of vocabulary, and they preferred to silent and not fully participate in the classroom activity because not confident or unwilling to speak English. It can be caused by their talking attitude is low which is influenced by their issues in the learning method in classroom. Since the teacher applied the teaching learning process with unvaried and challenging technique otherwise, there is no activities variation in learning. Then mostly of the students are unmotivated and uninterested to learn speaking English.

According to William and Miller (2021), the element of success in teaching English is came from the strategies. The strategies that are used by a teacher can be a factor of success learning in the classroom. The main objective in teaching speaking skills is to develop communication efficiency. To achieve the literacy, especially in speaking, students should have a good quality in pronunciation, grammar, and expressing ideas fluently with appropriate word choices, however most students lacked vocabulary mastery, students are not confident to speak English, and feel not interested in English lessons. With this problem teacher must understand the situation and condition also the students' problems in mastering speaking skill. From the explanation above, the researcher found that in learning process, the causes of the students' problem in speaking ability were still low. To tackle down this problem, a great teacher must be able to find best solution by applying a great method in the process of teaching speaking.

Teaching with MURDER Strategy can be applied by teacher with the creativity to improve the material to students. To create an effective and efficient learning system, the learning technique "MURDER" was applied. MURDER (Mood, Understand, Recall, Digest, Expand, Review) is a cognitive learning strategy that stresses students' capacity to reconstruct information and ideas acquired, grasp it, and communicate it verbally. Based on the background above, the researcher conducted a study that aimed to find out whether the Murder Strategy is affective for teaching speaking skills. Therefore, the researchers intends to conduct a research entitle "THE INFLUENCE OF MOOD, UNDERSTAND, RECALL, DIGEST, EXPAND, REVIEW (MURDER) STARTEGY TOWARD STUDENTS' SPEAKING SKILL (AN EXPERIMENTAL RESEARCH AT EIGHT GRADE OF SMP NEGERI 1 CIKANDE)

METHODS

In conducting the research, the researcher will use experimental research method. Experiment are carried out in order to explore the strength of the relationship between variable. Nunan (1992) stated that "Experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variable can be tested." It means that experimental design is a research design that is used to find the influence of one variables to another.

The writer employs quantitative methodology to create quasi-experimental research in this study. The purpose of quasi-experimental is to evaluate objective hypotheses by studying the connection between variables.

Sample/ Population

The Population in this study was taken from class VIII students of SMP Negeri 1 Cikande for the 2023/2024 academic year. The researchers population comprises two classes. There are 15 students in one class. As a result, the total of the

population is 30 students. The sample is a part of a population, and in this research the researchers will take a sample of two classes from class VIII SMP Negeri 1 Cikande.

Instrument

The researcher used speaking test as an instrument to collect the data. There were two kinds of instruments in this study, they were: instruments for experimental group and for the control group. To assess the students speaking ability, the researcher used oral language scoring rubric based on the criteria of assessing speaking. The research used speaking test as an instrument to collect the data. Research instrument is the process of developing, testing, and using the device. The test consisted of accent, grammar, fluency, vocabulary, and comprehension in rating scale.

The rating scale for the speaking test modified from Brown (2013). Researcher used an oral test in the form because the researcher needs data to compare the two types of tests, namely the pre-test and post-test of the two classes. Oral tests are used to find out in reality the differences in students' speaking abilities from two classes, namely between the experimental class and the control class.

RESULTS AND DISCUSSION

In this chapter, the researcher would like to present the description of data obtained. As the researcher explained in the previous chapter that the population in this research were students of eight grade in SMP Negeri 1 Cikande. And the sample were 15 students of VIII A as experimental class, and 15 students of VIII B as control class.

In the following description, it was presented the research finding. The finding was gained from the result of the experimental and control class on pre-test and post-test score. On the test, students should speak in front of the class according to the theme prepared by the researcher. The researcher describe the data in experimental and control class as below:

The description of pre-test and post-test Score in experimental class

The data were collected from the result of the students score of pre-test and post-test in experimental class. the following are description of the students' score in the experimental class

The Students Score of Experimental Class
Statistics

		pre-test kontrol	post-test kontrol	pre-test eksperimen	post-test eksperimen
N	Valid	15	15	15	15
	Missing	0	0	0	0
Mean		52.53	63.60	52.13	74.73

Median	54.00	65.00	52.00	72.00
Mode	55 ^a	65	43 ^a	69 ^a
Std. Deviation	7.239	6.780	6.937	7.096
Minimum	39	51	43	66
Maximum	64	81	64	89

a. Multiple modes exist. The smallest value is shown

Based on figure above, the post test score was higher than pre-test score. It means teaching speaking ability by using Murder Strategy could increase the students' speaking ability score. The data showed that the mean score of pre-test was 52,13 from 15 students. The highest score in pre-test is 64 and the lowest score in pre-test is 43. From the analyzing, it could be seen that most of the students in experimental class in speaking ability is still very low.

Further, the description from the table above also presented the score of post-test. The score which was gained after the treatment of Murder strategy was done. According to the result of post-test above, it could be seen that the mean of post-test was improved and was 74.73.

From the description of score in experimental class above, the highest score of post-test was 89 and the lowest score in post-test was 66. From the data description above, it could be concluded that there was significant effect of using Murder strategy on students speaking ability.

Normality Test

The normality distribution test is a technique used to determine whether the data population is normally distributed or not. The data is stated to be normally distributed if the value is ($p > 0.05$), using the Shapiro Wilk formula.

Normality Test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	class	Statistic	Df	Sig.	Statistic	df	Sig.
result	pre-test kontrol	.126	15	.200*	.951	15	.545
	post-test kontrol	.162	15	.200*	.921	15	.202
	pre-test eksperimen	.124	15	.200*	.938	15	.357
	post-test eksperimen	.183	15	.187	.914	15	.155

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Basis for decision making:

- If the significant value (sig) > 0.05 , then the data used in this study is normally distributed
- If the significant value (sig) < 0.05 , then the data used in the study are not normally distributed

Based on the normality test table above, the results obtained in the pre-test data control class with a value of $\text{sig} = 0.545$, post-test data $\text{sig} = 0.202$ and the pre-test data experimental class obtained a value of $\text{sig} = 0.357$, post-test data $\text{sig} = 0.155$. This means that the significance value of the research data has a significant

value greater than 0.05 ($p > 0.05$). So, it can be concluded that the data used in the experimental class and control class are normally distributed.

Homogeneity Test

Homogeneity test is a test that is used to find out whether the variant score of a variable significantly has homogeneity or not. The variable variant score is said to be homogeneous if the significance value is on the coefficient ($p > 0.05$). Homogeneity testing in this study used a test of homogeneity of variance.

Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
result	Based on Mean	.229	3	56	.876
	Based on Median	.194	3	56	.900
	Based on Median and with adjusted df	.194	3	53.174	.900
	Based on trimmed mean	.198	3	56	.898

Basis for decision making:

- If the significant value (sig) on the basis of mean > 0.05 , then the data used in the study is homogeneous
 - If the significant value (sig) on the basis of mean < 0.05 , then the data used in the study is not homogeneous
- Based on the homogeneity test table in the experimental class and control class, it was obtained sig = 0.876 where the significant value is greater than 0.05 ($p > 0.05$). So it can be concluded that the data used in this study is homogeneous.

Hypothesis test (*Paired Sampel T-test*)

T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test kontrol	52.53	15	7.239	1.869
	pre-test eksperimen	52.13	15	6.937	1.791
Pair 2	post-test kontrol	63.60	15	6.780	1.751
	post-test eksperimen	74.73	15	7.096	1.832

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre-test kontrol & pre-test eksperimen	15	-.064	.820
Pair 2	post-test kontrol & post-test eksperimen	15	-.192	.492

Paired Samples Test

Paired Differences	t	df	Sig. (2-
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		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
					Lower	Upper			
Pair 1	pre-test kontrol - pre-test eksperimen	.400	10.343	2.670	-5.328	6.128	.150	14	.883
Pair 2	post-test kontrol - post-test eksperimen	- 11.133	10.716	2.767	-17.068	-5.199	4.024	14	.001

Basis for decision making:

- If the Sig. (2-tailed) < 0.05 , so there is a significant difference between the students' speaking in the experimental class and the control class
- If the Sig. (2-tailed) > 0.05 , so there is no significant difference between the students' speaking in the experimental class and the control class

In the table above it is known that there is no difference in the pre-test of the experimental class and the pre-test of the control class with a significant value of sig = 0.883, meaning that the students' speaking skills before being given the murder learning strategy in the experimental and control classes are the same.

Furthermore, it can be seen that the experimental class post-test and the control class post-test have a significant value Sig = 0.001, which is a significant value less than 0.05 ($p < 0.05$) so it can be concluded that there is a significant difference between speaking ability students in the experimental class and control class with murder learning strategies. So the hypothesis in this study is accepted, namely that there is an influence on the ability to speak with the murder strategy on students speaking ability at SMP Negeri 1 Cikande.

DISCUSSION

Based on the result of this study, there was no the difference in speaking skill between the experiment class and control class before the use of Murder Strategy at eight grade of SMP Negeri 1 Cikande. However, there was the significant difference in speaking skill between the experiment and control class after using Murder Strategy. In other words, the use of Murder Strategy is an affective way toward students speaking skill. From the description of the result above, there were some discussion that the researcher gave in this research some of them are about how Murder Strategy on students speaking skill.

Experiment and control class were the same in their initial level of speaking skill. It was also probed by researcher by indication the initial level of speaking by conducting the pre-test that as given before the treatment. And the mean score of pre-test in experimental class was 52,13 and the mean score of pre-test in control class was 52,53. Statistically analysis has revealed that there is no the significances effect in their pre-test score of speaking skill. Based on the result of the research, the following interpretations are presented.

After doing the post-test, the result showed a statistically significant effect affection learning strategy on the students speaking ability. The mean score of pre-test in experimental class was 74.73 which is higher than the mean score of post-test in control class which is 63.60. It showed that Murder Strategy gave significant effect to students speaking skill.

After the researcher analyzes the pre-test and post-test, the researcher uses the data to find out the score increase. The increase in score is obtained from the post-test score minus the pre-test score. The increase score is used to analyze the normality test score data and shows that the data is normal. After carrying out the normality test, the authors analyzed the homogeneity test data based on an increase in score and showed that the data was homogeneous. Based on the results of the students' pre-test and post-test scores, it showed that the students' post-test was higher than the pre-test.

Murder Strategy gave opportunities to the students to develop their speaking through a deeper understanding conceptual knowledge, and the can confidence with speaking and remember the words easily, and by these strategy, the students would not feel bored in their learning because they didn't get the monotonous classroom activities. In addition Murder strategy can make students more enjoyable in the learning process, they are motivated to engage in learning activities because they are free to express the opinions so that students are more active in learning process. This supported by previous research namely research conducted by Asfah Rahman and Noni with the effectiveness Mood, Understand, Recall, Digest, Expand and Review (MURDER) Strategy in improving students Reading Comprehension in SMP Muhammadiyah 5 maisiro that the use of Murder Strategy can make students involved in thinking activities, so they can be directly involved in the learning process. Thus students can observe a process or event themselves, so that it will be an enriching their experience.

The use of Mood, Understand, Recall, Digest, Expand, and Review (Murder) Strategy can also help students better understand what thing should be spoken in narrative text. It also increase students motivation in the learning process. This also supported by research put forward by Andi Asrifan, Nadira, and Haedar entitled Improving Students Reading Comprehension of Descriptive Text through collaborative Murder Strategy at Plandaan Jombang State Junior High School that the Murder strategy has a good effect on students' understanding ²¹. Because this strategy can help students better understand the topic and their reading also increase.

In general, the teaching and learning process went well, students enjoyed following the steps. Based on data analysis and hypothesis testing, the results of

calculations with the t test show that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Thus the application of Mood Understand Recall Digest Expand and Review (Murder) Strategy is very well applied in the learning process to improve students' abilities, especially in speaking skill. Students can carry out their roles as subjects in learning, according to the applicable curriculum. While the teacher becomes a guide and facilitator which is done by helping students who experience difficulties in working on questions from assignments and exercises. Therefore, it can be concluded that there is a significant effect after using the Murder Strategy, and this technique is effectively used in the teaching and learning process of students, especially on the ability to students speaking skill for class VII students of SMP Negeri 1 Cikande in the academic year. 2023/2024.

CONCLUSION

Based on the researcher about "The Influence of Murder Strategy toward Students Speaking Skill" at the eight grade of SMP Negeri 1 Cikande, the researcher conclude that:

The students speaking ability at the eight grade of SMP Negeri 1 Cikande before given a treatment are low. It can be seen from the result of pre-test at the experimental class, the lowest score was 43 and the highest score was 64 and the students average score was 52,13. The result of the pre-test at the control class, the lowest score was 39 ad the highest score was 64 and the students average score was 52.53.

Using Murder Strategy in teaching speaking was an effective way in improving students speaking skill. It can be seen from the result of students' post-test which is bigger than pre-test. The average of an experimental class in pre-test was 52,13 while the post-test was 74,73. While the average score of control class was 52,53 in pre-test and 63.60 in post-test. Furthermore, from the hypothesis test, it is known that the significance test by comparing t-count and t-table in this study can be determined using the t distribution table at a significance of $0.05/2 = 0.025$ (two-tailed test) with $df = n-2$ or $df = 30-2 = 28$, and get a table of 2.048. With the test criteria $t\text{-count} > \text{from } t\text{-table}$ or $4.024 > 2.048$ at a significance level of (a) 5% then H_0 is rejected and H_a is accepted or there is a significant influence on students' speaking abilities using the murder strategy, It means the researcher rejected $H_0 : t_0 < t_t$ that there was no significant influence between students that being taught by using Murder Strategy and accepted $H_1 : t_0 > t_t$ that there was the influence between students' that being taught by using Murder Strategy. Based on the explanation above shows that the difference treatment makes different result in between experimental and control class, it means using Murder Strategy in speaking was more effective than not using it.

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