

CHAPTER I

INTRODUCTION

A. Background of Study

English has become the world international language for communication in partially 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-devlopment, 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. According to Richards and Schmidt *"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, and to produce sounds with the appropriate intonation to express the intended meaning"*.¹ 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.

¹ Jack C. Richards, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2001), 92.

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 Nunan, 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.² 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. The utilization of technology and interactive activities may assist students in overcoming fear and improving their public speaking abilities.

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

² David Nunan, *Language Teaching Methodology, A Textbook for Teachers* (Sydney: Macquaire University, 1991), 59-62.

students' speaking skills were relatively low. They experienced difficulties in expressing ideas and opinions in oral way and speak English, they were afraid that they would make mistakes and did not have confidence to, difficulty forming phrases, feeling nervous, unwilling to speak English and lack of emphasis from the teacher, and limited opportunities to practice outside the classroom. Active communication can't be learned if the students are unable to express themselves. If the students unable to offer the ideas, neither communication nor relationship will be develop.

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, 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.³ The main objective in teaching speaking skills is to develop communication efficiency. With their existing abilities, the students should be able to make themselves known and prevent errors in interpreting the message due to improper pronunciation, grammar, or vocabulary.

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. The technique that should be applied by teacher is the method to make the students actively involved, feel

³ Boutaina Guebba, "The Nature of Speaking in the Classroom", *Middle East Research Journal of Linguistics and Literature*, Vol. I, No. 1, (March, 2021), 9–12.

comfort and explore their ideas in speaking class. The teacher can do it by applying fun and enjoyable teaching technique.

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.

As a result, instructors should have a backup approach for improving speaking skills by implementing a strategy of teaching speaking for students by using MURDER (Mood, Understand, Recall, Digest, Expand, Review) strategy. Several terms, including "Mood," "Understand," "Recall," "Digest," "Expand," and "Review," make up the "Murder" technique, Dansereau⁴ and his associates have taught students to use MURDER, a mnemonic which stands for a sequence of steps in a general study strategy: set your Mood, read for Understanding, Recall, Digest information (correct recall, amplify and store), Expand knowledge through self-inquiry, and Review mistakes.

⁴ Donald F and Dansereau, *The Development of a Learning Strategy Curriculum, In Learning Strategies* (New York: Academic Press, 1978), 43.

Specify study skills associated with each meta strategy step also are taught: Mood-setting may involve positive self-talk and progressive relaxation; amplification could be accomplished through imaging or paraphrasing, and so on. Frame of mind in relation to murder is⁵. *Mood* as aspect of Murder is creating a positive mood while studying and also encourages students to relax and focus on their task. *Understand (understanding)* can be done by understanding the material that provided by the teacher. *Recall (repetition)* means re-arranging the information that has been received. With *Understand* and *Recall* activities, it will requires the students to actively repeat the material that has been given by the teacher and find the solution to existing the problems. *Digest* is done by utulizing other learning resources to solve the problem, for example by using internet sources such as youtube, or magazine, or other by group discussion. Then *Expand* is aims to develop the material that has been taught by providing examples of its application in students' daily life. And *Review* means studying the whole material again so that all of the information that has been learned

⁵ Emi Lilawati and Fitria Dwi Cahyani, "Murder Strategy to Improve Students Understanding of PAI in the SMAN Mojoagung", *Social and Literature Study in Education*, Vol. I, No. 4, (June, 2022), 255–258.

can be remembered properly and avoid to forget.⁶ By implementing the Murder Strategy in teaching speaking skills, it is hoped that students will be able to develop all their potential in speaking.

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*”

B. Identification of Problem

According to many students in SMP Negeri 1 Cikande, the students are still unwilling to speaking English, feel bored with the teacher traditional startegies, and also many students who is lack of vocabulary, and the teacher only focusing on grammar assignment without practice English whether inside or outside classroom.

With regard to this issue, the teacher must comprehend the context, the pupils' difficulties with speaking skill acquisition, and the overall

⁶ Emi Lilawati, Dian Kusuma Wardani, and Yudithia Adi Wicansa, “Influence of MURDER Strategy to Improve Students’ Understanding of Islamic Religious Education Subjects”, *Social and Literatur Study in Education*, Vol. I, No. 2, (September, 2021), 92-96.

circumstance. According to the aforementioned explanation, the researcher discovered that the causes of the students' speaking ability issues were still at a low level during the learning process. A fantastic teacher must be able to utilize an excellent method when teaching speaking in order to come up with the ideal answer to this issue. The approach that teachers should use is one that gets students actively interested, at ease, and willing to explore their ideas in speaking class. The educator can accomplish this by utilizing engaging and interesting instructional.

C. Statements of the Problems

How is the application of Mood, Understand, Recall, Digest, Expand, and Riview (Murder) Strategy in teaching speaking?

D. Objective of Study

To find out the application of using Mood, Understand, Recall, Digest, Expand, and Review (Murder) Strategy can effect speaking skills.

E. Significance of Study

This research would be beneficial to the researcher, because it can be used as a future reference. And also It provides insight for the writer. Then this research also implies that the researchers may utilize

this paper as a learning resource later on and acquire knowledge from it.

Besides , this research would be also beneficial for Teacher and administration because they may be used as an input for teachers in the classroom to give insight on how to improve students' speaking abilities. And of course this research is beneficial for students. The findings of this study can encourage students to enhance their speaking abilities. And Students' gain issue solving in strengthening speaking skills. Students may talk with fluency and confidence, acquire a liking in the English language, and find the learning process simple by following the Murder Strategy

F. The Previous Study

For the previous study, researchers have carried out a several previous studies about the application of Murder strategy.

The effectiveness of mood, understand, recall, digest, expand and review (Murder) strategy in improving students' reading comprehension by Syahrul, Asfah Rahman & Nurdin noni.⁷ The purpose of this research is to find out if using the Murder Strategy may

⁷ Asfah Rahman and Nurdin Noni, "The Effectiveness of Mood, Understand, Recall, Digest, Expand and Review (Murder) Strategy in Improving Students' Reading Comprehension", *Journal on English as a Foreign Language*, Vol. 8, No. 1, (March, 2018), 22.

improve students' ability to understand what they read. This experiment was informed by the Murder method developed by Stenberg et al 1983. Nonetheless, the Murder approach was adjusted to incorporate the involvement of the instructor because it was utilized in a real reading class in this investigation. Students from SMAN 12 Bulukumba's MIPA program in the second grade participated in the study. The researchers used a quasi-experimental design for this study, dividing participants into test and control groups and having them take comprehension exams as well as pre- and post-tests to gather evidence for their findings. This research suggests that teaching students to think critically on texts using the Murder method improves their reading comprehension. Analysis of the final data using the t-test reveals a statistically significant difference. Following administration of the intervention, the experimental group improved more generally than the control group. Examining the t-test leads one to agree with the research hypothesis. The data are considered significant if the t-test (t-t) value is larger than the t-critical (tt) value in the table and the p value is more than 0.05. Students that learn to effectively apply the Murder Strategy see significant gains in their reading comprehension. After compiling the data, the t-test results show that there is a statistically significant

difference. Following administration of the intervention, the experimental group improved more generally than the control group. Examining the t-test leads one to agree with the research hypothesis. The data is considered significant if the t-test (t-t) value is more than the t-critical (tt) value in the table and the p value is greater than 0.05. When students learn and use the Murder Strategy, it has a dramatic effect on their ability to understand what they read.

Improving Students' Reading Comprehension Using M.U.R.D.E.R Technique by Geta Ariani, Suparno & Hefy Sulistyawati.

⁸ The purpose of This research aims to (1) explain how the Murder strategy improves students' reading comprehension, and (2) describe possible classroom outcomes when the technique is implemented in reading instruction. SMA N 2 Karanganyar was the site of the research. Subjects for this analysis were second-year students in XI-IPA. The information used in this study is both qualitative and quantitative in nature. Interviews, observations, questionnaires, and images were used to collect qualitative data, which was then evaluated through data coding, comparison, interpretation, and presentation. The testing

⁸ Hefy Sulistyawati ,Geta Ariani, Suparno, "Improving Students' Reading Comprehension Using Jigsaw", *Journal of Literature, Linguistic, and English Teaching*, Vol. II, No. 3, (March, 2018), 24–29.

yielded quantifiable data, which was analyzed using descriptive statistics. The results of the study suggested that (1) the Murder method has the potential to improve students' ability to understand what they read. Students were more involved and talked more throughout class, leading to a rise in mean scores from 61.35 on the pretest to 71.95 and 78.08 on the second posttest. With a friend by their side, they felt more comfortable expressing their opinions.

Influence of MURDER Strategy to Improve Students' Understanding of Islamic Religious Education Subjects by Emi Lilawati, Dian Kusuma Wardani, Yuditha Adi Wicasana.⁹ The purpose of this research is to examine how the MURDER pedagogical strategy, implemented through daily replay, affects students in grade XI at SMK Islam Al-Qomar. It's risky to rely on the results of experiments using the applied research method. Each and every student in SMK Islam Al-Qomar Nganjuk's eleventh-grade class participated in this research. The sampling strategy employed is known as Random Sampling. Eleventh-grade students from both the MM and TKR schools were included in the sample for this research. For this study, we will use a 20-question

⁹ Emi Lilawati, Dian Kusuma Wardani, and Yudithia Adi Wicansa, "Influence of MURDER Strategy to Improve Students' Understanding of Islamic Religious Education Subjects", *Social and Literatur Study in Education*, Vol. I, No. 2, (September, 2021), 96.

multiple-choice exam based on the Daily Deuteronomy to determine whether or not students in the control and experimental courses have different levels of understanding of PAI material. The acquired data were examined with the use of the t sample independent test. The results showed that classes taught with the Murder approach were more successful than classes taught with the Murder technique but without any distinguishing features, and that there were disparities in students' understanding capacities between the experimental and control groups.

There are some differences between this study and the prior studies mentioned above. The distinctions are as follows. In the previous study, the Murder Strategy was used to focus on reading, while in this study, the Murder Strategy was used to focus on speaking skill. In the previous study, the murder strategy was used at the high school level, whereas in the current study, the murder strategy was used at the junior high school level.

G. The Organization of Writing

The researcher used a five-chapter structure to present the results of this study.

Chapter I consists of the background of the study Identification of Problem, Statements of the problem, objective of study, Significance of the study, The previous study, and The organization of writing.

Chapter II is a theoretical framework. Explains about Using of Murder Strategy in Speaking skill from several experts who have conducted research in this study.

Chapter III is a research methodology, which consists of the method of research, participants, setting of research, the technique of data collection, and the technique of data analysis.

Chapter IV will describe the research finding. It consists of data description and data analysis.

Chapter V is closing that comprises of a conclusion and suggestion. Reference In this reference, is the researcher lists various sources from this research.