CHAPTER V
FINDINGS AND DISCUSSIONS

5.1 Introduction

The research findings and discussions will be presented based on the research questions. There are two research questions to answer, *first* how can MURDER help develop students' comprehension in reading class? *Second,* what are the attitudes to the implementation of MURDER strategy? The first research question will be discussed through the learning processes (preparation phase and implementation phase), and the second research question will be discussed based on the types of attitudes toward the implementation of MURDER strategy provided on the questionnaire (beliefs, preferences, benefits of murder strategy, and roles of dyad).

5.2 The Implementation of MURDER strategy

5.2.1 The preparation phase

This phase was aimed at preparing the students with what to do and what to know during the teaching program. This phase took around four sessions in order to make the participants familiar with each phase of MURDER strategy. There were three general activities in preparation phase, *first* administering the diagnostics test (one session), and *second* doing trial and error in implementing MURDER strategy (two sessions), *third* reflection of the trial and error implementation (one session).

5.2.1.1 Participants' initial reading proficiency

The study administered the diagnostic test as suggested by the gate keeper. This action was done in order to find out participants' initial reading proficiency. The TOEFL-like reading pre-test score showed the reading proficiency of the participants before the research began. The diagnostic test (TOEFL-like reading test) was administered at the first session of the program, and it took an hour to

complete. There were five texts with 10 multiple choices of each text, so there were around 50 questions all together. The texts were taken from the exercises of TOEFL test was previously checked previously for its similarity in numbers of words. From the result of the pre-test score, it showed that only one participant passed the institutional standard of the TOEFL-like reading test score (450). The rest of the participants' TOEFL-like reading scores varied in that it ranged from 260 to the highest 460 (see Table 5.1).

According to TOEFL equivalency table based on landscaping.gq/toeflequivalencytable, the TOEFL-like reading scores of the participants were categorized into beginner level (0 – 310), and elementary level (347 – 473). From this category, there were 11 participants categorized into beginner level, and 10 participants as elementary level. These two levels were at the first and the second low level category from the list. This result showed that almost all participants of the study were in low reading proficiency. Thus, the study suggested that the implementation of MURDER strategy was quite relevant with the condition of the participants whose reading proficiency was low, indicating the need of reading strategy instruction. In addition, the low score could also be regarded as the starting point of students reading comprehension level.

Table 5.1.
The scores of TOEFL-like reading test

NO	Student's Id	Scores
1	1122040005	280
2	1122040006	300
3	1122040009	320
4	1122040010	290
5	1122040016	430
6	1122040017	340
7	1122040019	280
8	1122040021	320
9	1122040024	350
10	1122040028	310
11	1122040032	260

12	1122040035	300
13	1122040038	310
14	1122040040	300
15	1122040041	460
16	1122040043	370
17	1122040050	310
18	1122040054	320
19	1122040056	300
20	1122040086	340

5.2.1.2 The trial period phase in implementing MURDER strategy

The MURDER strategy consisted of six consecutive phases – *Mood, Understand, Recall, Detect, Elaborate, and Review*. Each phase had conceptual and technical issues that should be informed to the participants before the teaching program was started. The information of conceptual and technical issues were described in the second and the third session. These second and third sessions were used for the trial period in implementing the MURDER strategy. In the first meeting the teacher explained the benefits of MURDER strategy for the participants in comprehending reading text, so they could apply the strategy in any subjects that require text comprehension. While on the third session, the teacher described the conceptual and procedural knowledge of the program.

At the second session, the researcher provided the information about MURDER strategy. First, she informed the requirements of the participants during the teaching program. The researcher with the help of the gatekeeper enforced the participants to attend every class session. This was expected to reduce the possibility of absenteeism. After that, the researcher provided information about the dyad and its patterns. The participants were informed how the role of the dyad should be changed once within two sessions; the first session served as a recaller and the second session served as a listener as the study required (McDonald, 1985). If any of the students in the dyad were absent, therefore the dyad pattern changed. This had caused the violation exchanging roles procedure because the

students could have the same role in two consecutive sessions. Related to this, the study found that few participants did not regularly attend the class. The data from the participants whose attendance is incomplete were not taken into account and discarded. The data from the discarded participant were not taken into account.

Then, the participants were informed on how to do the MURDER phase by completing the work sheet. The teacher explained every section of the worksheet in detailed (see Appendix A and B). The last, the teacher explained that at the end of every session, a daily comprehension test would be given as a comprehension check. As a consequence, the participants should carefully follow every phase in MURDER strategy. All in all, the study asserted that the participants should have already comprehended any information related to MURDER strategy in order to be successful in implementing the strategy.

After introducing the foundation of MURDER strategy, the MURDER strategy was then tried out. In this first try out, using T1 (Text 1), the participants were required to complete the worksheet. The worksheet was arranged based on used the general description on what had been described by Hythecker, Dansereau and Rocklin (1988). In the process of completing the worksheet, the participants seemed confused and did not know what to do with the worksheet. Although it has been explained in the earlier session, they needed a clear instruction dealing with worksheet completion. The study found the class did not follow the instruction as the study expected. They mostly misinterpreted the information and finally resulted at inaccurate completion. Therefore, the researcher modified the worksheet by incorporating other theories of reading comprehension in order to make clearer task for the students. For detail errors the participants made, it could be seen in the following section (see 5.2.1.3 Reflection to the implementation of murder strategy).

The third session in the preparation phase was the explanation time for informing important aspect of the worksheet. It discussed 1) the pattern of text organization, 2) identifying main ideas, 3) guessing meaning from context, and 4) drawing the semantic map from different organization and ended by giving more

exercises. These exercises were given as the answers to the first try out so that the participants were expected not to make mistakes anymore. At this session, the teacher also clarified the different kinds of mistakes, and let the participants did the exercises, and discussed the correct answer to the exercises.

After the first try out, it continued with the second try out. The second try out of MURDER was conducted at the fourth session. Although the worksheet had been modified, the study still found mistakes such as misidentified the main ideas, inaccurately guessed word meaning, and drew irrelevant semantic map. Having completed the trial period, it was expected that the participants would be more aware of what to do in the real implementation of MURDER strategy.

5.2.1.3 Reflection to the implementation of MURDER strategy

The reflection session was conducted in the fourth session. In this session, students and teacher discussed and reviewed the mistakes; any misconduct of MURDER phases was clarified, so that they could improve their performance in the real teaching practice.

During the two sessions of the trial period, the study summarized that there were errors in the implementation of MURDER. The text used for the first try out was about "Internet" and the second try out was "Going digital". Both texts were relevant with the participants' background knowledge. However, if carefully checked from the students' worksheet, in general, it was found out that the participants did not fully conduct the implementation both in the first and second try out. Some parts of the phases were not made in a complete form. These data suggested that the instruction to conduct the activities in both sessions might not be sufficiently clear or understood by the participants. Therefore, the instructor later in real teaching program should make sure the participants' familiarity with the instruction by discussing certain worksheet section and supervising the activity.

The reflection session yields several findings. First, the study found that some participants misidentified the main ideas. Second, it was found out that participants drew less accurate the semantic map. Third, the participants just

copied and pasted the text to the column in the worksheet. The fourth, the study found that the mistakes was also found in detection sheet and elaboration sheet. Each of the findings will be elaborated in the following paragraph.

First, the participants misidentified the main ideas. Instead of accurately identify the main idea, some of the participants just wrote phrases or incomplete sentences (22%) on the worksheet. Although the written phrases were still semantically related to the main idea, they did not seem to provide controlling ideas as has been required (see section 2.2.2 in the literature review). The presence of key words representing the controlling ideas is important for the semantic map because it described the relationship of key words in the web strands. The study also found that some participants (27%) misidentified the main idea. They are likely to fail in identifying the main idea of the text. With the difficulty of indentifying main idea, it was assumed that the participants might obtain incomplete comprehension. Therefore, these data suggested that the participants should be given more exercises in its real implementation.

Second, the study also found that the participants (31,8%) seemed to draw a less accurate semantic map. The less accurate semantic map could easily be identified from the inconsistent use of different shapes in a single unit of semantic map. Some of the participants drew cloud, call out, diamonds, explosion, square, and rectangle shapes in a single unit of semantic map. The use of inconsistent shapes in a semantic map should be avoided because they might build other text interpretation. Therefore, the study suggests that there should be one uniform shape to use (circle shape) for easy identification of the semantic map. The next finding is that some participants (54%) misplaced the keywords in the semantic map. This state showed that participants still have difficulty in comprehending the text. The last, the participants (54%) were found to choose irrelevant keywords to be used in the semantic map. An irrelevant semantic map should be corrected because it did not give a picture of a complete text comprehension and as a result it caused text miscomprehension.

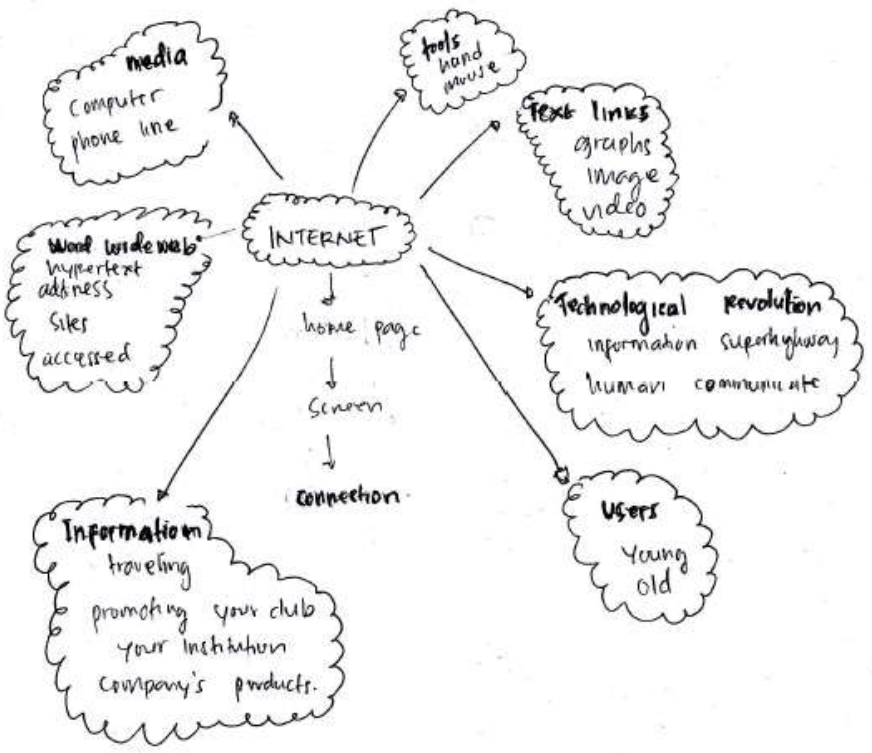

Figure 5.1 Less accurate semantic map of the trial period

The third finding of the trial period revealed that the participants (45%) only copied and pasted the text to the semantic map description section. They did not describe the semantic map; they just picked some sentences from the text and omitted some words and placed as semantic map description. This indicated how participants had not fully understood the act of comprehending text. The study believed that a correct description of the semantic map represented a good text comprehension (Dechant, 1991). Through writing the description of semantic map, the participants reread the text just to make sure that they had written the same idea between the text and their own words. Besides, there were few

participants (38%) who described the semantic map less accurate. They did not write the key word; they in fact drew again in different key words. This was an indication of violating the rule of describing the semantic map in a written form. See the example below

This figure clearly shows that the semantic map was less accurately drawn. The shape of the semantic map was not uniformed; there were web strands drawn within speech bubble and without the speech bubble. Moreover, the web strand was filled with several key words in one web strand instead of using single key word. This indicated a violation to what had been described as semantic map sug gested by Dechant (1991). Furthermore, this semantic map also did not provide any single strand support to complete the semantic map. Seeing this, the researcher discussed this finding with the participants and informed the information how to make a proper semantic map.

The fourth, the study found that the most of participants also complete detection and elaboration sheet inappropriately. In the first try-out, it was found that most of the students did not know how to detect the recall although it had been informed and exercised. Hence, in the third trial, the detection sheet was modified by providing some prompting questions to guide students in detecting the recall. The prompting questions were developed from Hythecker (1988) and Larson and Dansereau (1986). However, it was found out that (4.5%) participants made a really short feedback in the detection sheet, which seemed led to an un clear feedback for the recaller. Moreover, the listener did not provide examples (27%) to support their detection activity. In this case, providing examples on how to complete every prompting question was important. So that listener could give a clear feedback that made the recaller realized the mistakes and might take quick correction afterwards.

At the elaboration phase, the participants (36.3%) did not complete the sheet; they just provided the minimum number of words in the column without

further elaboration. This was contradictory with the sense of elaborating itself, the elaboration sheet should be completed in detail. Therefore, the worksheet for the elaboration sheet was also modified by providing some prompting questions to remind them what to do in the elaboration sheet. The prompts were based on Dansereau et. al. (1978), Nist and Holschuh (2000).

The last, in the review phase, specifically the reflection session the study found that some of the participants (20%) did not send their reflection after the class session. It was 75% of the participants did not write a complete reflection – one or two elements were missing. From this finding, it could be seen which participants who were committed to the class and which one was not. As previously mentioned, the absenteeism was part of consideration in selecting the participants because absenteeism influenced the data analysis. Absenteeism caused the data for the research incomplete. In addition, the trial period also provide information about the time constrains in each phase of MURDER strategy, so that the participants were aware on how much time they have to complete one activity at every phase.

5.2.2 Implementation sessions

This section is the second phase in the research. At this section, the study described the process of how MURDER strategy was implemented. The discussion of the implementation phase was explained based on the description of each MURDER strategy – Mood, Understand, Recall, Detect, Elaborate, and Review. The learning process in each phase would be supported by the TOEFL-like reading test. The result of daily comprehension test scores, the observation taken from the videos, and participants' reflection sent via email.

5.2.3 The phases of MURDER

5.2.3.1.1 Mood

Mood was the first phase in MURDER teaching program. The activity used in mood phase was brainstorming which aimed at activating students' background knowledge regarding the topic. The brainstorming in mood phase is

the implementation of one of the teaching reading principles suggested by Anderson (2003). He stated that the first principle in teaching reading was to 'exploit reader's background knowledge'. As previously mentioned in Chapter II Section 2.3, it was said that the teacher should engage the students with an activity that let them think about what they already knew about the topic. The brainstorming activity was intended to get the students familiar with the topic so they were ready to read the passage; which means that when the mood was set and thus they were expected to be ready to read the text.

Related to achieve the aim of the mood phase earlier mentioned, the study found that the participants were able to activate their background knowledge related to the topic after their mood was set. This was one way to familiarize the participant with the topic. The familiarity was exhibited by the participants in their reflection as P2 in T1 about *Internet* said

> "*I like the text; it's interesting, and also easy to understand because it relates to our daily life, as a student.*" (P2, T1)

> "*Studying overseas is an interesting topic to explore…*" (P3, T4)

With the facts above, this study thus had conducted a teaching activity that is in line with Dansereau et al. (1978), Wallace (1992), Nuttal (1982) and Hedgecock and Ferrris (2009) had suggested - words familiarity helped the participants develop understanding in the text they read. The brainstorming used in the mood phase had facilitated the participants to get familiar with the topic they were going to read.

The process in mood phase was conducted in two ways – the brainstorming with the whole class, and the brainstorming with selected participants. The discussion will be started by the brainstorming with the whole class and followed by the brainstorming with the selected participants.

The brainstorming with the whole class

The brainstorming with the whole class, the participants were able to produce words or ideas related to the topic. This was not a surprising finding

considering that the topic of the text selection had previously been selected by the teacher (see Chapter 2 Section 2.4.3 on topic selection), so that it was well-evidenced from the teaching process that the participants actively produced more words and ideas particularly related to the text as seen in the following picture.

Figure 5.2 Words and Ideas Connected in the Brainstorming

This picture, taken from the observation, shows that the students were able to mention the words or ideas related to 'Sleepiness'. The picture displays that there were 13 words or ideas related to the topic. These words/ ideas came from the students' participation during the brainstorming in which the process was led by the teacher. From the observation, it was seen that the teacher asked questions to the class related to the topic. By giving some questions the students automatically responded with the words related to the topic. The following excerpt (extracted from observation) illustrates the process of whole-class brainstorming.

Excerpt 5.1

Students-teacher interaction in whole class brain storming

Line		
		...
1	Teacher :	How do you feel today? Feel sleepy or fresh?

2	Ss:	(laughing)...
3	Teacher :	Ok,.. how do you feel when you are sleepy in the class?...
4	Ss:	Tireeed... eh..sleepy... !!
5	Teacher:	(the teacher wrote the word sleepy and tired in surrounding the word
6		sleepiness)
7		Ok.. then how do you feel when you study but you are sleepy?
8	S1:	I cannot learn anything...
9	Teacher :	Really? What else you can feel if your are sleepy in the class
10	S2	I want to sleep (students laugh together..)
11	Teacher:	Can you think when you are sleepy in the class?...
12	Ss	Silence..
13	Ss	We want to sleep...
14	Teacher:	Ok... do you think you can concentrate learning when you are sleepy?
15		You are comfortable when you are sleepy in the class?
16	Ss:	No.. (altogether)..
17	S3:	We feel not comfortable and tired and sleepy so we can't learn anything, and we're bored..
18	Teacher:	I see,... uncomfortable... bored (the teacher write the two words related to the sleepiness)
19		...

The excerpt demonstrates that the teacher guided the students in this brainstorming process by asking general questions such as in line 1. The question in line 1 was intended to give a lead-in to the student before they began to read. The lead-in questions had also been designed not only to greet the students but also to slightly lead them to the topic. From the observation and the excerpt, it shows that the teacher continued to ask the second question (line 3) that explicitly introduced the topic and the students responded directly "*Tireed and sleepy"*(line 4). At this point the students had already given one word related to the topic. Then it led to another respond "*I cannot learn anything..."*(line 8). This respond had already connected the topic with participants' background knowledge through expressing their experience when they were sleepy.

Afterward, the teacher continued asking the participants with some more triggering question in order to get more responds (line 9, line 11, and line 15). Accordingly, the students responded the questions with some answers that gave more words related to the topic "sleepiness" (line 13 and line 17). The excerpt shows that only one time the participants did not contribute the words related to the topic (line2), they were just laughing. However, the teacher managed to use

one of his roles as 'the prompter' (see section 2.4.3) to get the students back on track so that brainstorming process continued.

Excerpt 5.1 above illustrates a good activity in activating reader's background knowledge. Although the participants' responses were needed to be directed and guided by the teacher, this shows that the role of teacher in MURDER strategy is crucial in guiding and directing the participants, especially when students shift away from the intended activity. This brainstorming activity might not be successful when the teacher role was passive. As a consequence, the teacher should be able to bridge the topic and the participants' background knowledge by giving some prompting questions in a way that the participants get connected with the topic. This had become the weakness of the MURDER strategy when the teacher did not guide the brainstorming activity.

Overall, this excerpt reveals that the brainstorming with a whole class process, which was part of reading comprehension activity, was considered successful. This has resulted in three aspects. First, the students were active in using their background knowledge. Second, the student seemed to be engaged during the brainstorming process. Third, it was the teacher role that guided the students to be active and engaged.

The fact that students actively used the background knowledge during the brainstorming, is in line with Nassaji (2007), Hedgecock and Ferris (2009) and Anderson (2003). They generally suggested that comprehension activity should be worked out by using background knowledge (see section 2.2).This finding was also supported by the questionnaire data (item 11) where P1 strongly agreed on statement of item 11saying that the reading comprehension emphasizes on the active role of students accompanied by the teacher's guidance (see appendix E for detail). On the other hand, P2 and P3 just choose the category 'agree'. Although P1, P2 and P3 were slightly different in their attitude, this questionnaire data support that using background knowledge was important, especially in the brainstorming of the mood phase.

The second aspect was that students seemed to be engaged during the brainstorming. The excerpt above clearly shows that the teacher role has generally helped the students to be engaged in the brainstorming. Getting students engaged in reading activity was important as suggested by Guthrie et al., (1999) as cited by Lehr et al. (2005) because it made the students motivated to read text. This was also evidenced by the questionnaire data (item 23). P1 (the low achiever) and P2 (the middle achiever) stated that MURDER strategy had made them motivated to read English text. However, P3 (the high achiever) choose to be neutral in her attitude toward MURDER. However, this findings has shown that MURDER has generally fostered the reading engagement in which it is an important factor in reading comprehension.

The third aspect states that it was the teacher role that guided the students to be active and engaged. This aspect was relevant with the role of teacher as prompter (see section 2.4.3). Form the excerpt, it could be seen that the teacher prompted the students when they started to move away from the intended responds. The teacher repeatedly prompted and guided the students so that they could not only active but also gave proper responses and maintained the engagement. This teacher role in brainstorming (mood phase) had been considered important part by the students as evidenced by P1 and P2 in item 11 and 23.

The brainstorming with selected participants

The second brainstorming process was the brainstorming with the selected participants. This type of brainstorming was also found to be well-conducted. This brainstorming process was intended to make sure that every participant could activate their background knowledge. The brainstorming with selected participants was conducted by first selecting particular students by the teacher and then asked them to come to the board and wrote the words related to topic. The following picture illustrates how brainstorming with the selected participants was conducted.

Picture 5.1
Brainstorming with Selected Participants

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The picture clearly shows that the brainstorming activity with the selected participants had made every selected participant actively wrote the words related to the topic. This might be a result of what they had learned from the whole-class brainstorming activity as they experienced in the earlier sessions. From this activity, it could be observed that the teacher was executing two of her roles; the planner and the organizer (see 2.4.3). TO execute this role, the teacher randomly selected the participants to participate in the brainstorming and then set the time for this brainstorming. The teacher together with the other unselected participants countdown the time for the brainstorming to be completed. The counteddown was intended to make them more engaged and actively involved with the activity. By limiting the time for the completion, the students were expected to focus their attention and actively used their background knowledge to complete the brainstorming. It could be seen that this brainstorming process in the mood phase; the teacher served as the organizer and planner in selecting participants and setting the countdown time.

In addition, the picture above also clearly shows that the four selected participants were actively taking part in the brainstorming activity. The active participation that was organized and planned by the teacher can be seen in the following excerpt.

Excerpt 5.3

Teacher-student interaction in selected-participant brainstorming

Line		...
1	Teacher:	Ok we are going to talk about plagiarism
2		Have you heard about it
3		Yes?
4		Is it something good or something bad?
5	Students:	Baad!!!
6	Teacher:	So how bad is it? It's nothing special because it is part of your habit?
7	Students:	Students laugh
8	Teacher:	So what is plagiarism actually? How is it described in your own word?
9	Student1:	Copy paste
10	Teacher:	Yes... ?
11	Student2:	Cheating
12	Teacher:	Ok .. cheating
13		Now we have four rows here, row one , two, three, four...
14		I only need one representative from each row to come forward to do brainstorming.
15		It's okay I only need one representative of each row to write words related to plagiarism..
16		So I will countdown from 10 until 1 and write words related to plagiarism as many as possible
17		For this row you!.. you move forward to the board and you too..and you.. and you.. (And all the selected participants approached the board and get ready for the teacher's instruction...)
18	Teacher:	Ok let's count together,
19	Students and teacher:	(at the same time, the four selected participants quickly wrote the words/ideas related to the topic) students ten... nine..eight...seven...six...five...four...three...two...one... and that's it

20	Students:	(students produced noise and laugh together)

The excerpt reflects that in the first minutes of the activity, the teacher still directed the participants with the questions that lead them to be familiar with the topic. This activity shows that the teacher functioned as organizer and planner (line 13, 14, 15, 16, 17, and 18). In this activity, the teacher organized the students by randomly selected the participants to come forward to complete and also, the teacher planned to set the time for counting down the process. The participants, on the other hand, wrote quickly as many words as possible on the board, while the rest of the unselected participants attentively observed and counted down the process. This type of brainstorming was intended to get the students focused and engaged in activating their background knowledge related to the topic as discussed in http://www.learningpt.org/literacy/adolescent/strategies/brainstorm.php.

These two processes of brainstorming in the mood phase were different forms of how to activate students' background knowledge as suggested by Hedgecock and Ferris (2009) and Anderson (2003). They suggested that during the pre-reading stage, students were required to activate their background knowledge or as they called it a schema activation. They further contended that the benefits of getting the students ready before reading could develop their interest, motivation, confidence that could facilitate their comprehension when they have to read the text closely. These benefits marked the beginning of reading engagement (see Guthrie et al., 2004; http://www.learningpt.org/literacy/adolescent/strategies/brainstorm.php) as the findings at mood phase revealed.

These two types of brainstorming activity had two similarities. First, both of the types it indicates active participation of the students and engagement as generally agreed by P1, P2 and P3 in their questionnaire (item 11 and 23). Second, both types of brainstorming showed that the activity still needed to be guided by the teacher in a way that it raised the students' active involvement. This

teacher role was also considered important by the student as they expressed in the questionnaire (item 11). The study concluded that the brainstorming activity at the mood phase was considered successful enough to get them engaged with the topic before reading, and thus ready to go for whilst reading activity. This may indicate that MURDER had tried to foster the background knowledge activation and reading engagement in the beginning of its phase.

From these two activities of brainstorming, it could be seen that the role of teacher was important. In this case, the teacher should be able to select appropriate topic for the students. The topic selection should be done carefully by teacher, so that it was relevant with the students' interest and background knowledge. However, there would be a difficulty when the reading material was ready-made by the institution. The topic selection might not be relevant with the students and background knowledge.

5.2.3.1.2 Understand

The second phase of MURDER was the "understand phase". This phase sought for participants' understanding over the text they read. On the original version of MURDER, there was no specification of how this activity was processed. However, this study tried to specify the activity in order to see the development of participants' comprehension and to give a clearer task for the participants. The "understand phase" of the MURDER strategy in this study was specified into identifying main ideas and drawing a semantic map. These two activities were recorded in the worksheet. This use of main idea identification was considered to be important in understanding a text as Klingner et al. (2000) argued. Additionally, the use of semantic map was also useful to see the relationship of ideas drawn by the participants. This relationship of ideas in the semantic map represented the participants understanding of the text as described by Dechant (1991). The discussion will be elaborated on the following paragraph respectively.

Identifying main ideas

The activity of identifying main ideas was done after reading the texts. Identifying main idea was important in reading comprehension because it showed how well the readers understood the text (Klingner et al, 2000) and it was found out that students who were taught how to identify main ideas made an improvement on reading comprehension (Wong and Jones, 1982 in Solis, 2012). This clearly shows that identifying main ideas of a text was an important skill in reading comprehension (Haris and Sipay, 1980 in Hare and Milligan, 1984). In line with that, this study required students to identify the main ideas and write them on the worksheet.

The process of identifying main idea in this study was synthesized from several sources (Dole, 2012; Langan 2007; Carter, 2012). Based on Dole (2012), Langan (2007) and Carter (2012) a good main idea has several characteristics such as

- It expresses the main thought of the author
- It is never in a question form
- It is always expressed in a complete sentence
- It is not expressed in a word or phrase
- It is a general statement about the topic
- It consists of topic and controlling idea

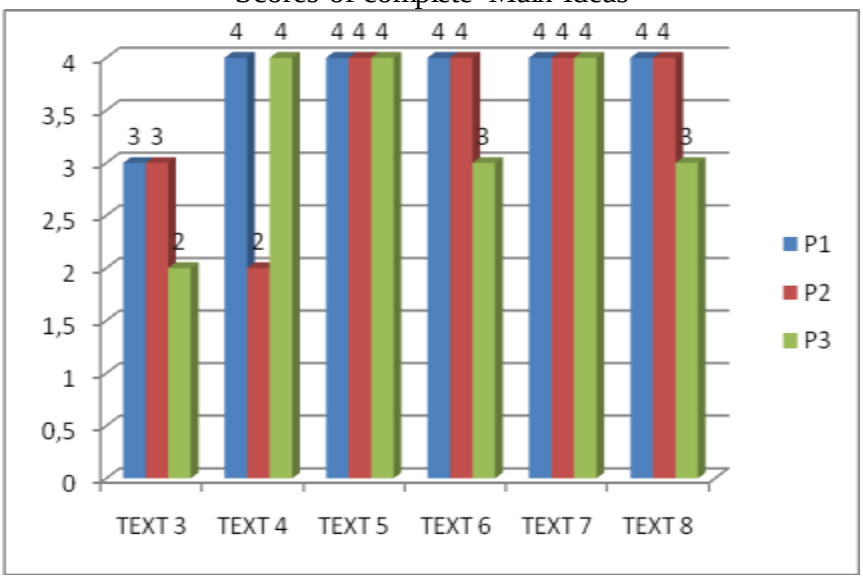
Based on the characteristics of main ideas above, the participants were required to identify the main ideas based on the guiding questions below:

1. Is your main idea a complete sentence?
2. Does your main idea contain a topic and controlling idea?
3. Does your main idea reflect the author's main point?
4. Does it require further supporting point?

Following those guiding questions, the participants then were required to write the identified main idea in on the worksheet. If the sentence was incomplete then it was considered as topic identification only. The complete main idea should be a complete sentence, consisting of topic and controlling ideas and should also consist of subject and verb. Therefore, the main ideas written by students are identified as complete and incomplete and then scored. The highest score was 4 and the lowest score was 0. By identifying and writing the main ideas, the participants would be able to get the gist of the text and finally enabled them to

recall important information (www.cer.education.nsw.gov.au) before mapping those information in the semantic map. The following is the chart of main idea score of the participants.

Chart 5.1
Scores of complete Main Ideas



The chart shows that P1 had the highest score of main idea followed by P2 and P3. P1 successfully identified the main ideas within 5 out of 6 texts. P1 result of identifying main ideas was higher than that of P2 (4 out of 6 texts) and P3 (3 out of 6 texts). The complete and incomplete of main idea can be seen in the following examples,

A complete main idea

There are similarities and differences between online class and traditional class (P1, T3)

Incomplete main idea

The similarities and differences between online class and traditional class (P2, T3)

From the example above, the first example appeared in a complete sentence while the second example appeared as a topic or phrase. Consequently, the second example was considered an incomplete main idea. However, P2 in T3 basically had been successful in understanding text in general because she was able to identify the big ideas of the paragraph as Duffy (2009) suggested. On the other hand, in the context of this study, she was not able to restate the main idea in a complete sentence but it is in a form of a phrase. At this activity, these kinds of errors were mostly done at the first two sessions while the main ideas on the rest of the sessions were complete, except P3 in T6 and T8. This finding was in line with the difference of Post-test score of P3 (30) which was the lowest difference of the list (see appendix N). These findings showed similar facts that P3 identified more incomplete main idea than P1 and P2.

The chart 5.1 also reveals that P1 has generally benefitted from MURDER in comprehending text (identifying main idea) as indicated by Klingner et al. (2000) and Wong and Jones (1982) in Solis (2012). The benefit of MURDER was evidenced by the highest score difference of TOEFL-like reading post-test gained by P1 and supported by the questionnaire data. From the questionnaire, it was found out that P1 agreed that MURDER has facilitated her in finding the main ideas (item 9). However, there was a different finding from her daily comprehension test. P1 did not succeed in identifying the main ideas of the daily comprehension test. The answer of main ideas in the daily comprehension test reached only 5 out of 8 questions on main ideas. It was found out that the mistake in answering questions about main idea was at T4, and T5. The rest of the text, T3, T5, T8 were all correct. The different finding appeared was probably caused by time allotment of the daily comprehension text. The participants were only

allowed to complete the daily comprehension test within 15 minutes. Had the time allotment sufficient, P1 was assumed to be able to answer main ideas questions with more correct answer.

On the other hand, P2 who succeeded in identifying main ideas within 4 out of 6 texts was also evidenced by the daily comprehension test. P2 was able to answer 6 out of 8 main idea questions. The result on the daily comprehension test was supported by the main ideas written on the worksheet. This indicated that P2 had also benefitted in identifying the main ideas from MURDER. Furthermore, P2 shared similar opinion with P1. P2 agreed that MURDER had helped her in identifying main idea (item 9 in P2).

In contrast, P3 who got relatively small score on the main idea also agreed the statement MURDER had helped her to identify main idea (item 9). There was a contradictory issue in this regard. P3, a high achieving student, gained relatively low score on main ideas in almost every text compared to P1 and P2, except for T5. On the contrary, P3 whose main ideas score was low also agreed that MURDER had helped her in identifying main ideas.

The low score in identifying main idea shown by P3 was probably due to lack of interest and ignorance of paragraph element as argued by Mauli, et al. (2014) in their research. This was assumed because the selected text used in this study had been previously provided with explicit main idea in every paragraph. It was unlikely that the P3 low score on identifying main idea was due to the lack of vocabulary, length of sentence and poor strategies because P3 was categorised as high achieving student. This assumption was partly supported by the data from questionnaire. P3 stated her neutral response whether MURDER should be done in dyad (see item 3 and 35). Based on data from these items, it was assumed that working in dyad was not quite preferable by P3 and this might be the cause of lack of interest that might resulted in ignorance of the paragraph element affecting the failure in identifying main ideas.

Semantic Map

The second activity in the "understand phase" was drawing a semantic map from the text. The basis for drawing the semantic map was derived from the main ideas that had been previously identified. By indentifying the main idea, the participants would be able to isolate the important point of the text so that the participants would be able to distinguish between the central ideas and the supporting ideas. This isolating key information was used to facilitate students on how to organize information of the text as Nist and Holschuch (2000) suggested.

Having indentified the main ideas, a series of activities took place in the process of making a semantic map. As suggested by Dechant (1991), after identifying main idea, participants are expected to extract the key word of each main idea and also supporting ideas. From that point, the participant determined which key word from the main ideas that became the core questions and which idea became the web strands. The web strand was further described by strand support whose key word was derived from the supporting ideas. In the end, the core question, web strands and strand support were connected by strand ties that finally constituted the unity semantic map resembled the representation of the text.

Based on the semantic map drawn by the students, the study found that some students had drawn less accurate forms of semantic map. These errors were possibly caused by two factors. The first factor was the participants' difficulty in dealing with the information. This was caused by the lack of content knowledge of the participant (Hadwin & Winne, 1996 in Nist and Holschuh, 2000). As a consequence, they felt insecure about mapping the information of the text. Second, the less accurate semantic map might be caused by the failure of identifying main idea. The failure of identifying main idea resulted in partial understanding or incomplete understanding of a text. If the man idea was successfully identified, the participants would have understood the text very well (Klingner et al., 2000). So, these were probably the cause of less accurate semantic map.

The type of less accurate semantic map ranged from misplacing keyword in web strands and the strand support that finally caused the less accurate strand ties of the semantic map. The following is an example of less accurate semantic map.

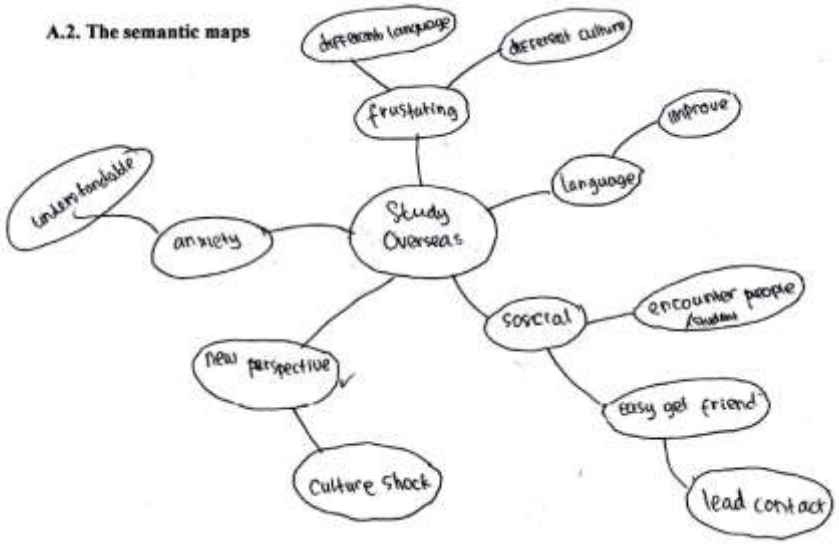


Figure 5.3 Less accurate semantic map in the implementation

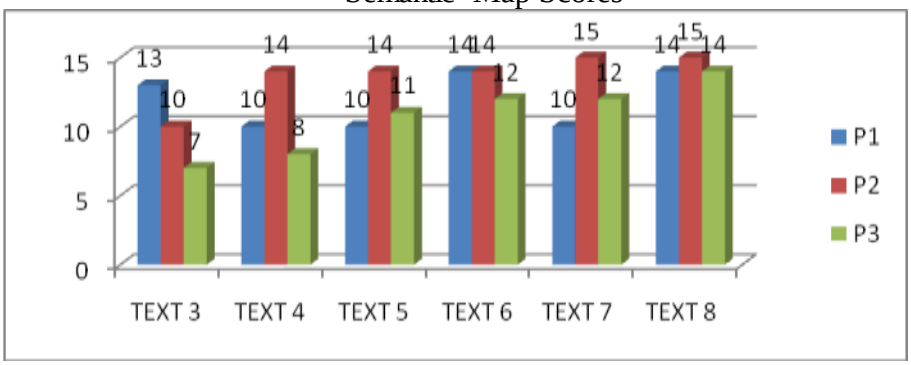
The figure 5.3 illustrates the less accurate web strand of P3 for T3. The web strands written on the picture were *language, social, frustrating, new perspective,* and *anxiety*. However, the suitable key words written on the web strands were supposed to be: *learn language, never be alone, new perspective.* At this point, the participants made some error in drawing the web strands by including *anxiety, social* and *frustrating.* The word *anxiety* and *frustrating* were supposed to be excluded because it was either part of web strand or strand support. The word *social* on the web strand was the example of irrelevant key word. The key word of the web strand was not supposed to be *social* but it was *never be alone.*

The less accurate choice of key word was derived from the incomplete main idea identification. If the main idea was successfully identified, then the key word would be derived from the main idea. The main idea written by P3 was

students are possible to make friends from all around the world. P3 possibly concluded that the key word of the main idea she wrote was *social*; which was irrelevant. The main idea was supposed to be *The foreign students are probably never be alone*. Therefore, the key word should be *never be alone*. This is the typical example of less accurate semantic map made by the participant.

Based on the analysis of semantic map, the study discovered that the results of semantic map were different among participants. The chart below demonstrates the findings on semantic map. Based on the rubric (appendix O), the ideal score of semantic map was 16 and the lowest score was 1.

Chart 5.2
Semantic Map Scores



The chart 5.2 shows that P2 has the highest semantic map score in every text (10, 14, 14, 14, 15, 15), followed by P1 (13, 10, 10, 14, 10, 14) and P3 (7, 8, 11, 12, 12, 14). P2 reached the highest score of semantic map because she was relatively successful in identifying the main ideas (see previous chart of the score of main idea). This might be a proof that the ability of P2 in identifying the main ideas facilitated the organization of the information. When the participant was able to organize the information, there would be no difficulty in mapping the text as Nist and Holschuh (2000) argued. The ability of identifying main ideas enabled P2 to be aware of distinguishing whether the information was important or not. Therefore, P2 was able to distinguish which information belonged to the core questions, web strands and strand support. This was also evidenced by the data

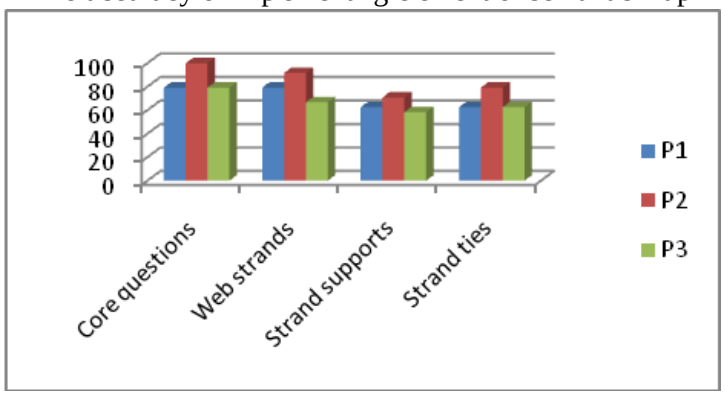
from questionnaire saying that P2 agreed on item 9, 14, 19, 27, and 18. These items essentially stated the benefit of MURDER are facilitating the main idea identification, facilitating the conceptual understanding, understanding the detail of text, and facilitate understanding the implied meaning (see appendix E2).

In addition, the ability of identifying main ideas that resulted in a good semantic map indicated that P2 had understood the text very well as put forward by Klingner et al. (2000). This was also evidenced by her average score on daily comprehension test (90). P2's highest average score on daily comprehension test was followed by P3 (85.6) and P1 (77.5). In this case, it was clearly shown that the semantic map in "understand phase" had facilitated P2 in understanding the text well, surpassing the high achiever P3 who only got 85.6 points.

Furthermore, P2 who belonged to medium achiever was assumed to have sufficient content knowledge or schema as described by Bartlett (1932) in Carell and Eisterhold (1983) and this had probably made P2 became more familiar with text than that of P1 and P3. The text familiarity is essential for second language readers as stated by Hudson (2007). This text familiarity had made P2 confident in mapping the text as agreed by Hadwin and Winne, 1996 in Nist and Holschuh (2000).

The study also found out that participant showed different mastery in using the elements of semantic map. The following is the chart illustrating accuracy of using each semantic map element.

Chart 5.3
The accuracy of implementing element of semantic map



The chart shows that the core question (the major key word, the centre of the text theme) is found to be the most accurate use of semantic map element (86%) where P2 made 100% proper use of core questions while P1 and P3 shared the same numbers (79%). Next, the study also found that web strands represented the divisions of the core question was less accurate to be used, reaching the second place (79%) and mostly exemplify the numbers of the paragraph in the text. The strand ties were in the third position (68% accurate); the last, it was discovered that the participants made the lowest score for strand supports (64%), the key words that described about the web strands. The representation of the proper use of semantic elements above can be seen in the following.

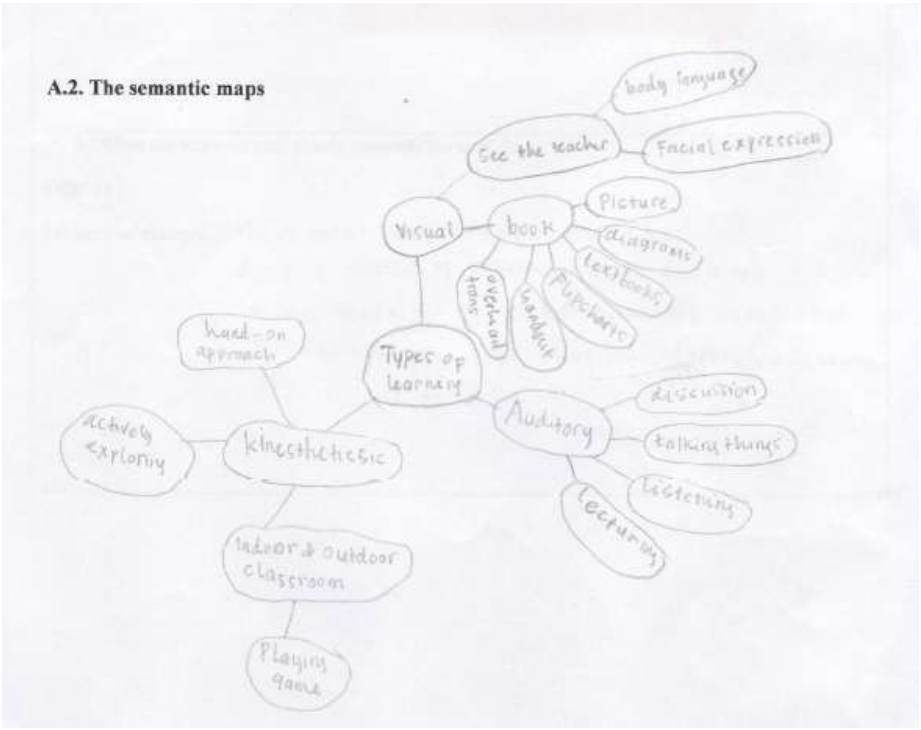


Figure 5.4 The representation of good semantic map

Notes:

- core questions: type of learner
- web strands: kinaesthetic, auditory, visual
- strand support for visual : see the teacher; book
- strand support for the auditory: discussion, talking things, listening, lecturing
- strand support for the kinaesthetic: hands-on, actively explore, in door and out dore classroom

As participants still misplaced the key word shown by chart 5.3, it was evident that this was due to the doubt of selecting of the keywords, as shown in *"I put too many words"* (P1, T5). P3 mentioned the opposite side that, *"I have to put some more detail ideas to cover all the materials."* (T6). These two examples confirmed participants' dissatisfaction over incompleteness of the semantic map as it has also been acknowledged by P2 in giving her feedback on her dyad. P2 described

> "The problems were vocabulary and the semantic map. When she read the text, she didn't know the meaning of some words, and also missed some keywords in the semantic map." (P2, T8)

In a broader reason, P1 (in T4) used the word "Comprehension" as the factor that inhibited her semantic map as she said *"...my dyad had a different comprehension in using some keywords"*. In this case, the word "comprehension" was interpreted as participants' understanding over the content of the text. In line with this, a partner to P1 said, *"...We always had different opinions. It made me confused and influenced my semantic map"...*(T8).The different opinions were resulted from the different interpretation of the text as P1 said, *"She had a different thought in interpreting the text. She got the keyword while I did not get it before, so did the opposite"*(T2). An example to the different way of text comprehension is clearly illustrated as follows

> She used 'the origin language' for the second branch while I used 'the value of language' but it was different perception. In addition, she corrected my semantic map for the main keyword. I used 'overseas studying abroad' which the word 'abroad' has the same meaning with 'overseas'. (P1,T2)

In conclusion, the study finds that the problem in the semantic map is to have all keywords that represent the text covered in the semantic map, as P1 in T2 said, *"Actually, the big problem is how to make the efficient map for the brainstorming which covers all of the keyword inside"*. P2 believed it was a difficult task to achieve since" *I think everybody create different semantic map because every human has different ideas"* (T7). However, as the worksheet and daily comprehension test showed the scores, it seemed that P2 has benefitted from

MURDER strategy in terms of conceptual understanding as P2 reflected it well through the semantic map.

5.2.3.1.3 Recall

Recall was a way to demonstrate students' understanding of the text (Snow, 2002). Through recalling, the students were actually restating the content of the text based on the semantic map that contained the keywords from the text. However, in practice, the study found that describing the semantic map in an oral presentation or recall was not an easy task to do as the participants were not confident in formulating the statements in their own words.

According to Sadegpour and Alavi (2013) the ability to recall was influenced by background knowledge in a sense that if the readers could not relate the text information with their background knowledge, they would have difficulty in recalling the semantic map. Additionally, the difficulty of recalling information from the semantic map might also be triggered by the low confidence about one's comprehension (http://www.affinitycosultancy.org/poor-readingcomprehension.html) because the recaller might be paired with a higher ability listener.

In this study, the participants constructed the semantic map in two ways: *addition* or *omission* (see reflection from a partner to P1, T3). First, the participant added some parts of the information (P1, T4). In this case, she added the word "abroad" to replace the word "overseas" in overseas university study. On the other hand, the participants omitted some information as a partner found from P1 in T7. These two ways of describing semantic map were needed as to provide rich connected information by using additional words and omitting unnecessary words.

Although the recall could not be recorded one by one, the result of the recall could be traced from the self-refection of the listener. The following is a capture of how recall took place in a view of the listener comments. These comments were made by the listener to the participants who served as recaller. The comments were extracted as originally written by the participants.

Table 5.2
The comments on recall

	Comments on recall given by listener(T3)
P1	- (served as a listener for unselected participant)
P2	My dyad maybe she too smooth when explain the semantic map.
P3	.... She is a good recaller I think, because she is described clearly but there is a little part her didn't not describe is the last section of the teacher-student relationship in traditional class because the time is over my lecture said.
	Comments on recall given by listener (T4)
P1	My partner is recaller today, she's doing great, and detail making semantic map. But she is over general, she put too much in the map, so the keywords looks like it's not, because there is too much. For example she made branch ' real-life' then' learning' and so on.
P2	- (served as listener for unselected participant)
P3	- (served as listener for unselected participant)
	Comments on recall given by listener (T5)
P1	- (served as listener for unselected participant)
P2	She told her experience clearly. But there is several keywords are omitted by her
P3	... She as recaller. In my opinion she presented the text well. But when she draw the semantic map she didn't mention one key word "pay attention". But P3's presentation is good.
	Comments on recall given by listener (T6)
P1	... She recalled accurately the semantic map but she did not explained the keywords more details and sometimes just mentioned it. And I hope she will explain the details for next meeting.
P2	- (served as listener for unselected participant)
P3	- (served as listener for unselected participant)
	Comments on recall given by listener (T7)
P1	- (served as listener for unselected participant)
P2	... she is good enough to explain her semantic map, although she look still confused to explain the semantic map, and there is omitted information, that she didn't mention it in student consultation session, she didn't mention that in student consultation there is a keyword "related activities", she didn't mention it.
P3	... She recalled the semantic map accurately but it was still too general, she did not draw any branches for the details. Also there are some omission keywords. For example, she did not mention about Professor Smith and Professor Acher.
	Comments on recall given by listener (T8)
P1	She is as a recaller. Her performance today is good. But we always have a different opinion. So sometimes it is makes me confused and influencing my semantic map. However, she can recall text accurately.
P2	- (served as listener for unselected participant)
P3	- (served as listener for unselected participant)

The table 5.2 shows that the comments given by listener were relatively positive about the recall performed by P1, P2 and P3. It means that the participants had tried their best to give a good recall. However, certain feedback was also given by their listener. This feedback was important for the participants because they will know what to improve for the recall on the next meeting because recall is not a final product of comprehension in MURDER strategy. This indicated that MURDER strategy had helped the participants exercise the sub strategy of every phase of MURDER that could be practiced in another time.

5.2.3.1.4 Detect

The detect phase was actually a process of monitoring comprehension that was conducted at the same time with the recall phase. This phase was carried out by the listener in order to monitor the recall performed by recaller. Recall, as a way to demonstrate understanding of the text (Snow, 2002), needed to be monitored because sometime the recaller was not aware of their understanding due to their relative poor judging skill of their comprehension (McNamara et al., 2007). In the detect phase, the listener helped the recaller monitored their comprehension by two activities; by attentively listening to the information recalled by the recaller and by writing feedback of the recall in the worksheet.

There were three standards of comprehension monitoring (Baker, 1985 in McCormick, 2003) used in this study. The first standard was lexical standards, the second was syntactic standard and the third was semantic standard. The lexical standard focused on the understanding of the meaning of words, while the syntactic standards emphasized on the proper use of grammar and syntax. The semantic standard, on the other hand, covered the evaluation of the meaning of the text. Based on these standards, the feedbacks of the detection sheet were categorised.

Generally, the detection sheet came up with two aspects; the semantic standards and the lexical standard. The following table reflects the type comprehension monitoring standard used by the listener.

Table 5.3
The type of comprehension monitoring standard used by listener

TOTAL	COMPREHENSION MONITORING STANDARD		
	LEXICAL	SYNTACTIC	SEMANTIC
P1	11		8
P2	6		3
P3	3		6
Total	20		17

The table 5.3 shows that there are two types of feedback used by the listener in monitoring the comprehension. From six meetings, it was found out that the listener used semantic feedbacks for 17 times. Those who frequently used the semantic standard in monitoring comprehension was P1 (8) followed by P3(6) and P2 (3). While for the lexical, it was found out that the listener involved lexical feedbacks for 20 times. The highest frequency was reached by P1 (11) followed by P2 (6) and P3 (3). This might indicate that the listener seemed to focus more on lexical aspect rather than semantic aspect. This probably showed P1 and P2 emphasized more on the textual level (literal comprehension) rather than conceptual level (inferential comprehension). In contrasts, P3 only used lexical aspect for 3 times and semantic aspect for 6 times. This might reflects that P3 focused more on the semantic aspect which might lead to the conclusion that P3 concerned more on monitoring the conceptual meaning of the text rather than its textual meaning. So, at this point, P3 was probably using her high order of reading.

Given that P1 had used the semantic standards and lexical standards more frequently than P2 and P3. It is assumed that P1 gave much attention to monitoring the recall and managed to monitor the recaller's comprehension as best as she could. This may imply that P1 generally used her metacognitive skill in monitoring the recall. The evidence of how P1 used her metacognitive skill, were apparently proven by the highest score difference in TOEFL-like reading post-test (260 points). Furthermore, the evidence that P1 had used the

metacognitve skill was also recorded in questionnaire item 3, 6, 26 (see appendix E2), P1 agreed that monitoring comprehension and monitoring comprehension carried out by dyad is beneficial for her. The following example illustrates the types of feedback for semantic and lexical standard used by the P1 (as listener).

> "Yes (the information was accurately recalled)"
> "She told all the information accurately recalled such as in the first branch 'slow down the thinking process' she recalled all the effect of the sleepiness like difficult to focus , pay attention, lower concentration and lower alertness"
>
> (Feedback P1in T5 item 1)

The excerpt shows that the listener detection was done by comparing what he/she understood from the text and what the recaller understood. The process of comparing self and other in monitoring the comprehension showed an element of metacognition; evaluating (Chamot and O'Malley, 1991). This excerpt indicates that during the detect phase, the listener used the metacogntive skill.

The table 5.3 clearly shows that none of the participants used syntactic standard in his/her feedback. The absence of syntactic standard was due to the absence of prompting question related to the syntactic aspect used in detecting sheet. The prompting questions were made because at the beginning of the implementation, the participants were confused on how to monitor the recaller's comprehension. The MURDER strategy conducted by Dansereau et al. (1978) did not explain how to monitor or detect the comprehension. Consequently, some prompting questions were made for guiding the listener's monitoring comprehension activity. The prompting question used in monitoring the recall was developed from Hythecker et al. (1988) and Larson and Dansereau (1986).

It was described that in the detection phase, the listener detected, corrected error and omission related to the comprehension, but it did not suggest how to correct error and omission for the use of grammar and syntax in the recall. In retrospect, this study should have also considered the three standard of comprehension monitoring suggested by Baker, 1985 (in McCormick, 2003) in

developing the prompting questions for monitoring comprehension in other to give a richer finding.

In addition, the excerpt also shows that the ability of the listener to evaluate the comprehension represented the use of metacognitive that characterized an active reader (Lehr et al., 2005; Gaskin, 2005) and competent reader (Nuttal, 1982). This implied that as a teaching program, MURDER has generally nurtured the characteristic of an active and competent reader that determined the success of comprehension.

5.2.3.1.5 Elaborate

The fifth phase of MURDER strategy was elaboration phase. Elaboration, as previously described, was a process of relating new information of the text to what the readers already known (Nist and Holschuh, 2000). This elaboration was first done alone and discussed with partner (Dansereau etal., 1978). By connecting the text and the participants background knowledge, it was expected that the students could store the text information into a long term memory. Carol (1972) in Wenden and Rubin (1987) asserted that if the meaning could be stored in the long term memory, then it was an indication of comprehension outcomes.

However, McWhorter (1993) in Nist and Holschuh (2000) added that elaboration was often covert and difficult to observe. For that reason, this study tried to record what happened during the elaboration process by examining the students' worksheet. The student worksheet was given six prompting questions for elaboration so that they know how to elaborate the text. These prompting questions were used to guide their elaboration and prevent them from discussing and elaborating unnecessary things beyond the topic.

Based on the elaboration record in the worksheet, the study found out that most of the students were relatively able to elaborate the text based on the prompting questions. However, the degree to which how deep the elaboration was, varied. The study reveals that the six prompting questions were completed; however, some of completed questions were either not given with full elaboration

or misrelate the background knowledge. The five prompting questions were coded into Q1 for item 1; Q2 for item 2 and etc. The following table illustrates the finding on section Q1.

Table 5.4
Elaboration on section Q1

TEXT	P1		P2		P3	
	C	IC	C	IC	C	IC
T3		1		1		1
T4		1		1		1
T5		1		1	1	
T6		1	1			1
T7		1	1			1
T8		1	1			1

The above table 5.4 shows that the students only wrote the difficult word on Q1 without giving elaboration of their meaning, although they had been warned to elaborate it. The table reveals that most of the sections on Q1 were not completed by the participants. P1 did not complete all the Q1 section, while P2 and P3 completed some of it with 11% and 16% respectively.

This finding was quite different from the observation during the elaboration with the teacher. In the observation, the students seemed to have elaborated those difficult words. It means that they did elaborate the difficult words but they did not record it well in on the worksheet. At this point, the teacher in MURDER class should continuously remind and supervise the participants in completing their worksheet. Therefore, all the activity would be well-recorded. This finding was also contradictory with data revealed from the self-reflection. Below is the example of how P2 saw word difficulty in her partner.

> We do elaboration together, try to guess the difficult word such as word "mandatory". We guess the meaning is something have a relation with "mandat" or perintah in Indonesian's word. Well we also think that this test was not really difficult as several days ago.

Form this excerpt, it shows that participant had actually some difficulties in vocabulary. However, almost all participants rarely completed the section Q1.

This might indicate that the incomplete of section Q1 was not a signal of how the participant had mastered a wide range of vocabulary, but it is was rather a matter of forgetfulness and carelessness. Therefore, the teacher role was still needed in guiding and monitoring the worksheet completion, so that this kind of situation could be avoided.

The next section on elaboration sheet was section Q2. Section Q2 required participants to give examples of certain issue stated in the text. Below is the finding of section Q2.

Table 5.5
Elaboration on Section Q2

TEXT	P1		P2		P3	
	C	IC	C	IC	C	IC
T3		1		1	1	
T4	1		1		1	
T5	1		1		1	
T6	1		1		1	
T7	1		1		1	
T8	1		1		1	

The table 5.5 shows that the participants were able to use their background knowledge in giving example of similar issue in the text. It was found out that P1 and P2 were able to elaborate the text by giving examples almost for every text (83%) except for T3. P1 and P2 were unsuccessfully gave accurate example for T3 may indicate their weakness in relating their background knowledge with the text. Fortunately this only took place in T3 where the real practice of MURDER strategy was first started. Seeing this, the teacher had to remind the participants in using their background knowledge during classroom-elaboration discussion (teacher-students elaboration). After the classroom-elaboration discussion, P1 and P2 were able to give proper examples on the following texts. This indicated that the teacher role has facilitated or clarified participants understanding over the activity of MURDER strategy.

On the other hand, P3 was able to give examples for all texts used in the study (100%). The fact that P3, the high achiever participant, was able to give example for every text was in line with what has been noted by Kendeou et al., (2007, p. 28). They contended that the use of background knowledge was an indication of comprehension and P3 had clearly shown this. On the contrary, P1 and P2 were not able to give proper example in T3 that might be caused by the unfamiliar mechanism of MURDER strategy and by their level; P1 belonged to low achiever and P2 belonged to the middle achiever. The success of P1 and P2 in giving examples for the rest of the texts might indicate that they were influenced by their partner and dyad, meaning that they learn something from their partner in dyad.

The third section of the elaboration sheet was section Q3. Section Q3 required students to relate the information of the text with their personal experience. Below is the result of student's elaboration in Q3.

Table 5.6
Elaboration on section Q3

TEXT	P1		P2		P3	
	C	IC	C	IC	C	IC
T3	1		1		1	
T4	1		1		1	
T5	1		1		1	
T6	1		1		1	
T7	1		1		1	
T8	1		1		1	

The table 5.6 illustrates that all participants were successfully able to relate the text with their experience, a part of participants' background knowledge. The table demonstrates that P1, P2, and P3 were all successful in tapping their experience (100%) in the elaboration activity. The success of the elaboration on section Q3 indicated that they did have experience closely associated with the text and they were also familiar with the text content. Additionally, this indicated that MURDER fostered higher order reading as indicated by the ability of connecting

background knowledge and the text (Almasi and Fullerton, 2012). Hudson (2007) added that the topic familiarity of a text was essential for readers of second language in order to understand the writer's message. Below is the example of one of elaboration on section Q3:

> "Yes, I have experience in Tauhid subject. The lecturer just explains the material by sitting. It's like he tells the story. It's very boring and sometimes I was sleepy in the class. I prefer lecturer which use kinaesthetic."
>
> (taken from P3T8)

The fourth section in elaboration sheet was section Q4. Section Q4 required students to compare certain issues in the text. The objective of section Q4 was to incorporate personal reaction or personal opinion with the ideas as required in elaborating process (Simpson, 1994; Nist and Holschuh, 2000). By doing this, it was expected that the participant could make meaningful association that could be stored in a long term memory and this meaningful association indicated as a part of comprehension as Koda (2004) argued in Hedgecock and Ferris (2009). Below is the table illustrating how section Q4 was practiced by the participants.

Table 5.7
Elaboration on section Q4

TEXT	P1		P2		P3	
	C	IC	C	IC	C	IC
T3		1	1		1	
T4	1		1		1	
T5	1		1		1	
T6	1		1		1	
T7	1		1		1	
T8	1		1		1	

The table 5.7 shows that most of the students were able to incorporate the personal opinion with the ideas of the text. The table shows that P1 was able to relate his/her opinion with the text (83%), while P2 and P3 had completely able to incorporate his opinion with the text (100%). P1 was not able to give a complete

opinion in T3 as it was the first given topic after the preparation phase. P1 results may be caused by the unfamiliarity of how MURDER works. However, P1 was able to incorporate her opinion on the topic after T4, T5, T6, T7, and T8. This might be indication of how the dyad had functioned. In a group work setting like dyad, the partner somehow imitated and modelled at each other about how MURDER worked. This had been well evidenced by the questionnaire (items 2, 5, 35). It revealed that P1 agreed that dyad functioned well, P1 like her role in the dyad and P1 believed that the reading comprehension was better be conducted in dyad or group. Therefore, P1 was finally able to elaborate section Q4 for the rest of the topic.

The last section of elaboration sheet was section Q5 that required the students to visualize the text. The objective of visualizing the text was to induce the reader to use background knowledge. Research showed that readers who used the visualization strategy remembered and comprehended the text (see Centre et al., 1999 in McNamara et al., 2007). In line with that, the section Q5 required the participants to draw what they had in mind regarding some particular issues provided in the prompting questions of the worksheet. Therefore, visualizing was used as part of elaborating activity in MURDER. The following is the result of section Q5.

Table 5.8
Elaboration on section Q5

TEXT	P1		P2		P3	
	C	IC	C	IC	C	IC
T3	1		1		1	
T4	1		1		1	
T5	1		1		1	
T6	1		1		1	
T7	1		1		1	
T8	1		1		1	

The table 5.8 shows that all participants were able to visualize what they had read from the text. P1, P2 and P3 succeeded in visualizing the information (100%) for every text; T3, T4, T5, T6, T7, and T8. This indicated that the

participants did not have any difficulty in visualizing what they had read because they could relate the issues in the text with their experience (background knowledge). This ability in visualizing of what they read reflected not only their ability in interpreting the text but also personalizing the information of the text into their life (Duffy, 2009).

The ability of visualizing helped the participant to make meaningful connection between ideas in the text. These connections served to fill the gap of information which commonly confused the reader in understanding the text. By visualizing, the participant understanding indirectly had shifted from explicit text base comprehension into a deeper comprehension (Dorn and Soffos, 2005) and those readers who used visualization strategy was said to remember and comprehend the text (Centre et al., 1999 in McNamara et al., 2007). Therefore, section Q5 reveals that MURDER had generally helped the participants to make connection between ideas that leads to a deeper comprehension and this may lead to the indications of comprehension. The next phase in MURDER phase is Review which will be elaborated in the following sub section.

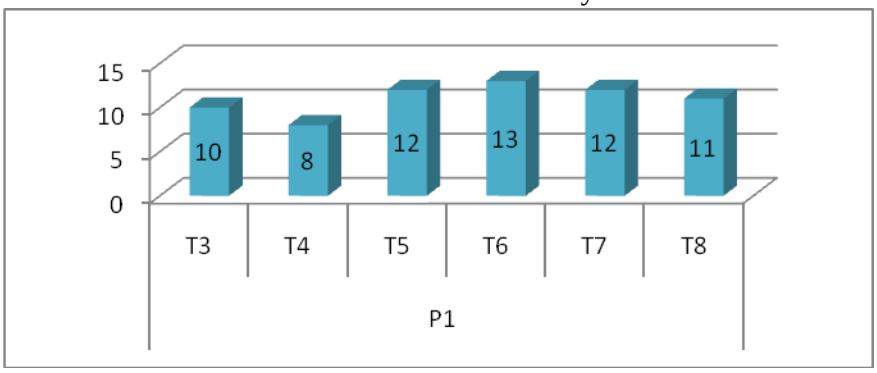
5.2.3.1.6 Review

The review phase of MURDER in this study referred to drawing of the revised semantic map. The drawing of revised semantic map was based on what had been discussed with the teacher in the class. Therefore, the students were required to ask for making summary of the paragraph based on the revised semantic map. The objective of making the summary in the review phase was to see how participants demonstrated understanding over the text (King, 2007). The understanding of the text was represented by how well, and how accurate the main ideas were stated and summarized by the reader (Klingner et al., 2000).

The summary written by participants was graded by a summary rubric taken from http://www.studyzone.org/testprep/ela4/h/summaryrubric.html. This rubric assessed for the main ideas, supporting details, conclusion, and mechanic and grammar. Based on this rubric, the highest score of good semantic map was 16

points and the lowest was 4 points. Therefore, the result of summarization was categorised into excellent (12-16), good (8- 11), average (7-3) and poor (0-2). The result of summary written by each participant is explained in the following paragraph.

Chart 5.4
The result of P1 Summary



The chart 5.4 reveals that P1 summary fell into good and excellent summary. This was indicated by P1 score (8 points) on T4 that fell into category of good summary and the highest score (15 points) for T6 that was categorised into excellent. None of the topics summarized by P1 fell into poor or average summary. This chart demonstrates that P1, the low achieving participant, was able to summarize the text fairly well although the participants were never been taught summarizing during the teaching program. The indicator of the summary will be represented by detail score of summary below.

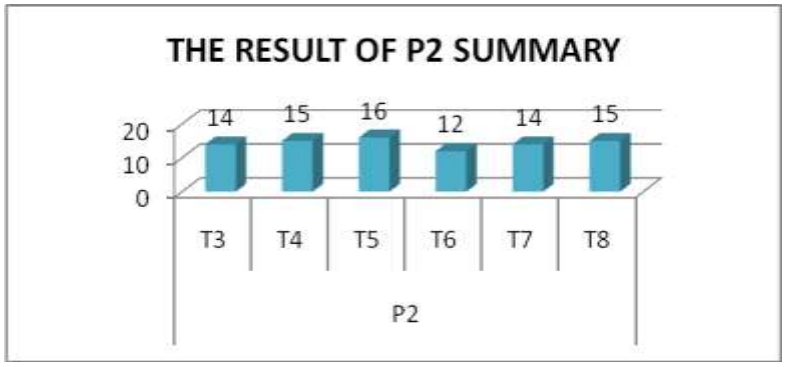
Table 5.9
The result of detailed summary score of P1

NAME	TOPIC	MAIN IDEA	SUPPORTING DETAILS	CONCLUSIONS	MECHANC AND GRAMMAR	TOTAL SCORE
P1	T3	2	4	1	3	10
	T4	4	1	1	2	8
	T5	4	4	1	3	12
	T6	4	4	1	4	13
	T7	4	4	1	3	12
	T8	3	4	1	3	11

The table 5.9 shows that the P1's ability to write a good summary was probably due to the fact that P1 was relatively able to identify the main ideas very well in most of the text. This ability of identifying main idea was an indication of full understanding of a text as Klingner et al. (2000) suggested. Additionally, the table also illustrates how P1 was able to spot the supporting detail in the text to be included in the summary. Most of the supporting details of the texts were able to be identified by P1, except for T4. However, the score of conclusion in P1 summary was at the low score (1 point). This was due to the absence of clear concluding statement which was scored by 1 point. Furthermore, the mechanic and grammar of summary in every text was relatively high. However, the total score of the summary of each text written by P1 was pretty good.

On the other hand, P2 summary result is represented in the following chart.

Chart 5.4
The result of P2 summary



The chart reveals that summary written by P2 was even better than P1. P2 successfully wrote excellent summaries as indicated by the chart. The score of every summary of each text was in the range of 12 – 16 points which means that all of the summary written by P2 were in the excellent category. The lowest score of the summary written by P2 was 12 points in T6, while the highest score was reached in T5. However, in general, all of the scores displayed in the chart was excellent score. The detail of summary score can be seen in the following table.

Table 5.10
The result of detailed summary score of P2

NAME	TOPIC	MAIN IDEA	SUPPORTING DETAILS	CONCLUSIONS	MECHANC AND GRAMMAR	TOTAL SCORE
P2	T3	4	4	3	3	14
	T4	4	4	4	3	15
	T5	4	4	4	4	16
	T6	4	4	1	3	12
	T7	4	4	4	2	14
	T8	4	4	4	3	15

This table 5.10 reveals that P2 was able to identify main ideas of every text which means she is able to distinguish between important and unimportant information of the text, indicating the ability of P2 in getting the gist of the text (Klingner et al., 2000). Additionally, in her summary, P2 was also able to state important detail using her own words. It means that P2 made some paraphrasing in her summary. The paraphrasing was a tool that facilitated the reading comprehension (McCarthy, Guess and McNamara, 2009) because the reader transforms the text into a more familiar construct by activating the relevant prior knowledge.

Using paraphrasing is also an indication of how P2 understood a basic level of comprehension as McNamara et al. (2007) indicated. Furthermore, P2 score in making conclusion in her summary was also good. She scored 4 points for most of the texts, only one text that scored 1 point, T6. While for the mechanic and grammar, she was relatively able to handle this point of assessment. The score of T5 was the highest, 4 points while T3, T4, T6, T8 were 3 points, and the lowest is 2 point for T7. All in all, this table of detailed summary score indicates that P2 had written an excellent summary.

The example of P2 summary for T5

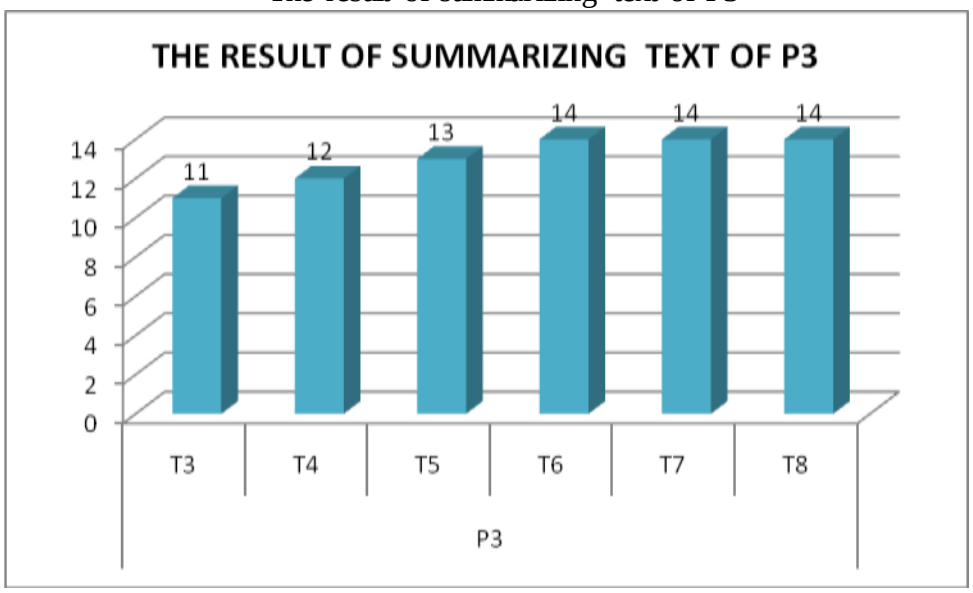
> There are three effects from sleepiness. First, it is slow thinking. When we feel sleepiness at the class we will be unfocused to the teacher's explanation and that

makes us easily confused. Slow thinking also makes low concentration and lower attentions. The next, sleepiness also can change our mood. Based on University of Pennsylvania research, when we sleep for 4,5 hour we will get a bad mood like stressed, sad, tired and angry and if we get back a normal sleep that can improve our good mood. The research say that someone who can maintain the mood, they will get a good motivation and they will get learning outcome. Sleepiness also can impair our memory that will make us unfocused, forgetful and misplace things. Thus sleepiness can give some effect to our life.

The example of P2 summary shows that she was relatively able to summarize the text by including main idea of each paragraph (the key words of slow thinking, bad mood, impair memory) and gave necessary explanation on its supporting details. In the summary, it can be seen that P2 also used the concluding statement although appeared in a simplest way.

Meanwhile, the result of P3 summary can be seen in the following chart.

Chart 5.5
The result of summarizing text of P3



The chart 5.5 displays that P3 had written an excellent summary for most texts as indicated by the score in every text. Compared to P2 and P1, P3 had a relatively stable in score improvement, while P1 and P2 had a slight fluctuation on summary score. Almost all of P3 summary score fell into excellent category (12-16 points). It was only one text (T3) whose score had 11 points (the good category), while the rest of the summary scores was included into excellent

category (12-16). This might mean that P3 has already had a basic summarizing skill at the beginning of the teaching program compared to P1 an P2 because P3 was a high achiever. The smallest score of P3 was on T3, the first text after the preparation phase. This indicated that in the beginning of the teaching program, P3 had not been familiar with the MURDER yet. However, as mentioned earlier, P3 was predicted to have already got a basic summary skill and thus only need a small adjustment in the following sessions. In the session after T3, P3 started to get familiar with MURDER strategy P3 was able to improve the quality of her summary constantly from T4 until T8. The result of detailed summary score of P3 can be seen in the following table.

Table 5.11

The result of detailed summary score of P3

NAME	TOPIC	MAIN IDEA	SUPPORTING DETAILS	CONCLUSIONS	MECHANC AND GRAMMAR	SCORE TOTAL
P3	T3	4	1	3	3	11
	T4	4	4	1	3	12
	T5	4	3	3	3	13
	T6	4	4	4	2	14
	T7	3	4	4	3	14
	T8	3	4	4	3	14

The table shows that P3 was able to identify the main ideas successfully. This is important since identifying main ideas was an indication of how the reader gets the gist of the text (Klingner et al., 2000). For supporting details, P3 gradually improved her score. This improvement went on from the T3 up until T8. Therefore, it was assumed that P3 also learned from partner during dyad of MURDER. This also applied to the conclusion made in P3 summary. For the first three topics, the score of for conclusion changed inconsistently. However, beginning from T6 until T8, P3 was able to make a good conclusion constantly. For the mechanic and Grammar, P3 still made error although it did not much influence the meaning of the summary.

Based on finding on every phase of MURDER, apparently MURDER provided multiple phases of comprehending the text as asserted by Dansereau (1988), McDonald et al. (1985) and Hythecker et al. (1988). The phases starts from Mood, Understand, recall, detect, elaborate, and review. In addition, every phase of MURDER contained several comprehension strategies such as identifying main ideas in drawing semantic map ("understand phase", and recall phase), recalling the text (recall), comprehension monitoring (detect phase), elaborating activity (elaboration phase) and summarizing (review). Hence, it is confirmed that MURDER was able to help develop students' comprehension, especially for P1, the low achieving student.

5.3 The Attitudes towards the Implementation of Murder Strategy

The second research question of the study was to discover the attitudes toward the implementation of murder strategy. The data were taken from the questionnaire comprising 36 statements. The statements were classified based on Likert Scale – Definitely Agree, Agree, I don't know, Disagree, and Definitely Disagree. The statements in the questionnaire were categorized into benefits, preferences, roles of dyad, beliefs, and further implementation. Furthermore, the findings from the questionnaires were backed up with the attitudes described from the participant daily self-reflection.

5.3.1 The Benefits

The use of MURDER strategy in reading course had generally helped the participants understand the text. 14 statements on benefit of MURDER had seven questions which were expressed in the opposite side. Each positive and negative statement provided in the questionnaire was intended to strengthen the consistency of the findings. The whole statements confirming the benefits of MURDER strategy revealed that three statements (Q6 and 15, Q9 and 24, Q14 and 25) received 100% agreeable statements (strongly agree and agree statements) from all participants, and the rest four statements received less than 100%, but

still in the high frequency level. The details of the findings will be described in the following paragraphs.

Students' comprehension could be seen during the reading process through detecting the known and new information (Pearson and Duke, 2002). Through MURDER strategy, all participants agreed that the MURDER strategy enabled the participants to monitor the comprehension of the text. This was evidenced when P2 found several difficult words, and this problem was solved through guessing the meaning from a sentence before and after the difficult words (T1). This illustration supported the presence of monitoring comprehension activity among the participants. In a more general finding, through Q9 and 24, the majority mentioned that they believed MURDER strategy helped them with their learning. It is quite obvious that this finding can be traced through the improvement of TOEFL-like reading post-test that most of the participants improved their score (See Appendix N). In relation to this finding, the study concluded that MURDER strategy can be regarded as a way to improve the learning effectiveness. In addition, at the conceptual level, all participants also confirmed that MURDER strategy opened their awareness of implicit and explicit content of the text.

The use of MURDER strategy was also considered to help the participants understand the text. 97% participants confirmed this statement as also experienced by P2,

> The text is more difficult from the text before. Because of it, I feel hard and confused to make brainstorming. But, with the guidance of the lecturer I can make it and understand the text, so I can explain it with my own word (T2).

Besides that, 91% participants agreed that they benefitted the MURDER strategy in terms of learning interaction with peer. Since MURDER strategy was run in a dyad, the interaction between peer during the reading course was maintained. This interaction of dyad was also acknowledged by P1 where she compared learning before and after experiencing

> Sometimes, I lost my focus in doing something then I deny it without trying to understand the task anymore. But by dyad method, my partner and I can equip our

> differences by our deficiency. So, we have to learn and correct our works more than before (T2).

From the statement above, the study concluded that there was a mutual interdependence that each individual may benefit from the interaction. As Johnson and Johnson (2008) suggested, working in a dyad provides positive effect to the individual improvement, especially in improving reading comprehension.

The participants (91%) also admitted that the texts were familiar to their background knowledge as MURDER strategy was admitted to be able to connect their background knowledge to reading in general. For example, P1 confirmed that the text was related to what she discovered in her daily life as a student.

> I like the text; it's interesting enough. The text is also easy to understand because it relates to our daily life; we have known it well, especially as a student. They were familiar with that because almost every time they use internet access to communicate with their friends and for searching information. Internet becomes something important for students, and I also include the people who always use an internet access in my daily life (T1).

The last benefit that the study found was that the MURDER strategy was said to be successful in motivating the students to read English texts (88%) as P2 confirmed that *"I must read more to enrich my vocabulary"* (T2). The study found out that such awareness showed students' strong motivation to improve their reading competence.

From the benefits above, it is clear now that MURDER strategy can help develop students' comprehension. There were several benefits that the participants could learn from this study 1) helping them recognize the meaning of difficult words, 2) providing more interaction in the classroom, 3) activating their background knowledge about the text, 4) and motivating to read more. All in all, the study confirmed that the participants benefitted the MURDER strategy.

5.3.2 The Preferences

The second category of questionnaires was describing participants' preferences toward the use of MURDER strategy. There were six questions all together, namely the personal opinion about working in a dyad, the role of dyad, text comprehension, and learning improvement. For the first preference,

interacting as a team or a group in general during study may promote individual roles (as a listener and a recaller) in learning as the study has shown that 100% participants shared their agreement that they all were aware of the role in a dyad and loved acting as the role suggested. This awareness was evidenced from the beginning of the study as P1 said that "..., *in doing this method, student should do it in couple or we call it 'DYAD', one as the recaller and the other as a listener. In this way, I do it as a listener who detects recaller's job*." P1 also further mentioned that she felt positive with MURDER strategy as she confirmed that "... *by dyad method, I and my partner can equip our differences of our deficiency*."

The confirmation as P1 put forward above also highlighted their acknowledgement over their partner's role. The study revealed that 81% participants acknowledged their partner's role. In line with the cooperation, P1 said that "... *we had a good cooperation*" (T4). She further mentioned

> This cooperation was easier both for me and my dyad. Even though I am still confused in making a good semantic map and choosing a keyword, that was a cool task that I have ever had where I should concentrate and shared our idea to each other. (T7)

P1 also put forward her reliance over her partner as she mentioned that *"... In this last meeting, I got an excellent dyad which I can count on her in cooperation.*" (T8). This confirmation thus proved the finding above that working in a dyad offered positive effect to their learning. However, few participants did not feel the same; they even mentioned that they had a problem with working in a dyad, especially when both of them have the same problems as P1 experienced in the first session (see T1), and in more specific, P2 said that "... *his explanation was not clear* (T2). This insufficient explanation created more confusion in understanding the text. This was part of the drawbacks of MURDER strategy.

The study also found that working in a dyad also made them feel comfortable during learning. In essence, having a comfort feeling in a study showed their readiness to learn as 97% participants confirmed. The same percentage also went to participants' beliefs. They believed that the MURDER strategy helped them improve their text comprehension (97%). Such a belief is

necessary as the participants feel comfortable with the way they learn. This was also evidenced from what a partner commented to P3 that "….*I think she is the best partner because she helped me to comprehend the text when I didn't understand*." This reflection above confirmed that the presence of a partner in a dyad was to offer help when one experienced a problem, and this was the ultimate goal of the MURDER strategy to help students understand the text.

5.3.3 The Roles of Dyad

As has been mentioned above, working in a dyad was a feature in implementing a MURDER strategy. The essence of having a dyad in doing a MURDER strategy was to show that cooperation between a listener and a recaller supported the positive effects to the students. When the study confirmed the role of dyad, 84% participants agreed to say that their partner has worked well. This finding was also relevant with the reflection result where several positive effects were found in relation to working in a dyad. First, implementing a MURDER strategy opened their awareness of a role in learning as P1 said *"…. In this time, I have a role play as a recaller, looking for the keywords, doing the brainstorming, drawing a map, then making a paragraph…*" (T2). Knowing ways of doing in learning will make them easy to achieve the goal of learning as Feez (2002) suggested in Emilia (2005). Besides that, working in a dyad also could provide feedback to our learning performance as suggested by P1,

> "*…My dyad, listener, was doing her job well enough. She corrected my semantic to become more details and she also said that as a recaller I should explain more details especially in the first branch 'Quote Exactly'* (T6).

The advice should be taken as an input or correction for better next learning performance. To a strong case, even P1 mentioned that the dyad was the one that she "… *can count on in cooperation*," (T7) so that she could help her partner to deal with difficulties encountered during learning.

Working in a dyad also means to provide a better example of a good learner. The partner learned a great deal how to comprehend a text from his/her partner. P1 was amazed at her partner performance as *"…She almost had no*

problem in doing dyad. We had a good cooperation in reading class even though we were still confused how to make an efficient semantic map" (T3). When a partner experienced a problem, her/his partner was there to help. For example, a partner to P1 once said that "… *she helped me about phrase that I don't understand*," (T3) on another occasion, a partner to P1 also said that "… *she is helping me in making semantic map*" (T7), and further she said "…*she helped me in remembering some keywords*." (T7).

Above all, the study suggested that working in a dyad facilitated students' learning. There were positive effects that the students may benefitted from. On the other hand, on certain occasion, working in a dyad in fact provided bad effect to the students, especially when they made the same mistake as no one helped each other. There were 19% participants confirming this as they said their partner had not performed well. However, this could be facilitated through a discussion between two of them and found the way out of a problem.

5.3.4 Beliefs

As the participants have been exposed to MURDER strategy, it somehow created in their mental belief about how MURDER strategy had helped them in developing the text comprehension. There were three statements related to beliefs. First, the participants both agreed to say that their purpose of learning reading comprehension was to be able to answer the questions (81%) and to understand the text (97%). Actually both purposes were related to each other as the first statement also required understanding the text to answer the questions while understanding the text was intended for a general purpose, not necessarily to answer the questions.

The second statement confirmed their beliefs over reading comprehension as an individual activity or a group activity. The study found that 69% participants preferred to choose reading comprehension as a group (in a dyad) rather than as an individual activity (37%). This finding supports the findings in a role of dyad (see section 5.3.3 above) over the positive effects of having a dyad in reading

comprehension class. On the other hand, the presence of 37% participants believed that good reading comprehension was based on an individual activity as P3 believed.

For the last statement, the participants believed that in reading comprehension class, the students should be the centre of learning, accompanied with the guidance of the teacher (87,5%). This finding was also in line with another statement that disagreed with the focus on the role of the teacher in implementing the MURDER strategy (81%). All in all, the beliefs put forward in these three statements confirmed that the participants preferred to work in a dyad as an activity to understand text and to answer the questions over the text, with the focus to student's learning.

5.3.5 Possible use of MURDER strategy to other subjects

MURDER strategy is used to help students understand the text. The text is not necessarily present in English subject, but also in other subjects. As it is possible to use the strategy to other subjects, 67.5% participants believed that MURDER strategy could be used to other subjects. However, 37.5% participants were still doubtful to agree with the statement. This finding confirmed participants' doubt for the possibility of the strategy to be used in other subjects. Of course, this finding should be clarified with further research on the implementation of MURDER strategy to improve students' text comprehension on particular content areas.

5.4 Concluding Remarks

This chapter has discussed the overall implementation of MURDER and its findings. Up to the point, it has discussed the preparation phase, implementation phase and post implementation phase. From the discussion, it is clearly seen that MURDER has generally helped students develop their comprehension through 1) the use of comprehension strategies incorporated in the phase of MURDER (mood, understand, and recall phase), 2) monitoring

comprehension (detecting phase), 3) the use of their background knowledge (elaboration phase), and 4) summary writing (review phase).

The fact that MURDER has generally helped develop students' comprehension was also confirmed by the questionnaires given to the participants. The participants agreed that the MURDER has helped them understand the text, enabled them to use and relate their background knowledge, give them benefits, and motivated them to read English text and also gain positive effect from working in dyad as other research on MURDER strategy suggested (Dansereau et al., 1978; McDonald et al., 1985; Larson and Dansereau, 1986; Kurnianingsih, 2012; Amumpuni, 2014; Ardika, 2014; and Ariani, 2014).