

## **CHAPTER VI**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents a summary of the findings and suggestions. From the discussion of the previous chapter, it is clearly seen that generally MURDER has helped develop students' comprehension in many ways.

#### **6.1 Conclusion**

The following is the summary of the findings of the study. The essence is that MURDER has helped the participants in comprehending the text in several ways.

1. MURDER generally helped students develop comprehension by using background knowledge as practiced in mood phase where participants were able to complete the brainstorming diagram. The ability to complete the brainstorming diagram indicated the initial engagement between the reader and the topic (Guthrie et al. 2000).
2. MURDER also facilitated the students' comprehension through identifying main ideas and drawing semantic map. This was in line with what Klingner et al. (2000) argued about the main ideas. It was said that the ability of identifying main ideas indicated how well the reader understood the text. Although drawing the semantic map was not really successful for every participant, the semantic map was assumed to help the participants organize information, so that they know which information was important and which one was not.
3. The study also showed that MURDER generally nurtured the metacognitive skill in reading comprehension although it only posited the semantic and lexical standard. This could be found on listeners' detecting sheet as they monitored the comprehension of the recaller. The use of metacognitive skill in reading process was part of the characteristics of competent readers (Nuttall, 1982).

4. MURDER generally helped participants in summarizing the text with the help of semantic map. Although summarizing was not explicitly taught in MURDER, the result showed that most of the students were able to summarize the text into good and excellent category. The ability of summarizing a text was also an indication of good comprehension as argued by McNamara (2007).
5. The use of comprehension strategies through the sub-strategies provided in the phase of MURDER (finding main ideas, drawing semantic map, monitoring comprehension and relating their background knowledge and reviewing) generally helped the participants in terms of reading engagement and also summarizing.
6. The use of background knowledge has also been fostered in MURDER strategy specifically in elaboration phase. In the beginning of the teaching program, the participants were not familiar with elaboration activity, however, as more sessions were taken, the participants were finally able to relate what they knew (background knowledge) and what the text said. This is said to be an indication of comprehension as Kendeou et al. (2007) defined that comprehension is using prior knowledge to interpret the text.
7. Despite its success in helping students develop comprehension, this study reveals several weaknesses in both the MURDER strategy and the present study. First, although MURDER strategy was quantitatively proven to have improved the students' comprehension in many research, MURDER strategy is considered to have insufficient information of its language learning principle. Consequently, MURDER needs to be developed further by other researcher in order to have a more solid understanding of its language learning principles. Second, the weakness of MURDER strategy is that it requires its participants to have adequate English language skills to support its implementation. Third, for the future research, this study

suggests use other data collection technique such as interview. Through the interview, the finding is expected to give a more comprehensive finding.

## **1.2 Recommendation**

The recommendation based on the finding results in several issues.

1. Based on the discussion of the finding in indentifying main idea and drawing a semantic map, training of phases in MURDER strategy should receive more time before MURDER is practiced. A sufficient training time is assumed to make the participants become more ready in practicing MURDER.
2. Related to the six phases of MURDER, this study suggests that MURDER would be more suitable for the reading class whose meeting lasts more than 100 minutes. This MURDER strategy is suitable for reading class that has a three-credit hour. By providing a sufficient time to explore MURDER activity, it is expected that the students will benefit more.
3. In the future research, the design of the worksheet especially for detecting sheet should be further developed by incorporating other theory of reading comprehension such as comprehension monitoring (Baker, 1985) and metacognition in attempt to give a more comprehensive finding.
4. Based on the finding of the present study, MURDER strategy is recommended for those whose reading level was not relatively high. This was proven by P1 who belonged to low achieving students. P1 gained more benefit from MURDER compared to P2 (medium achieving students) and P3 (high achieving student). P1 has shown better improvement in comprehension as indicated by the highest score difference of the pre-test and post-test.