

Teaching Narrative Reading Texts by Using MURDER Method to the Eleventh Grade Students

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Abstract

Mood, understand, recall, detect, elaborate and review (MURDER) method is an alternative method which enables the students comprehending reading texts, particularly narrative texts, by collaboration working between two groups. The objectives of this study were to find out (1) the significant improvement on the eleventh grade students' reading comprehension achievement in narrative reading texts before and after being taught by using MURDER method and (2) the significant difference on the eleventh grade students' reading comprehension achievement in narrative reading texts between those who were taught by using MURDER method and those who were not. This study used quasi experimental design by using pretest and posttest non-equivalent groups design. There were 111 eleventh grade students of SMA Muhammadiyah 2 Palembang in academic year 2016/2017 were used as the population of this study. 57 students from two classes were taken as sample by using convenience sampling. 28 students from class XI IPA 2 were as the experimental group and 29 students from class XI IPA 1 were as the control group. In collecting the data, multiple choice tests were used in pretest and posttest to experimental and control groups. The data of pretest and posttest were analyzed by using independent sample t-test and paired sample t-test in SPSS program. The findings showed that the p-output from independent sample t-test was lower than 0.05 and the result of p-output from paired sample t-test was lower than 0.05. It means that MURDER method can be implemented as one of alternative method in teaching narrative reading texts.

Keywords: murder method, narrative texts, reading comprehension, quasi experimental

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Introduction

English is one of the most popular languages in the use of communication. Over the length and breadth of world, English becomes a common thing. In many parts of the world, Cook (2003) writes English is often referred as a lingua franca. Harmer (2001) defines a lingua franca as a language widely adopted for communication between two speakers whose native languages are different from each other's and where are the both speakers are using it as a second language. It means that English can unite many people from different countries and languages to interact each other (Mukminin et al., 2019; Mukminin, Ali, & Ashari, 2015). The existence of English has a big role in human's life. Almost all sectors of human's activities use English, such as education, medical, business, science, technology, tourism, even politics. According to Cook (2003), English is now taught as the main foreign language in virtually every country, and used for business, education, and access to information by a substantial proportion

of the world's population (Abrar et al., 2018; Marzulina et al., 2019; Mukminin et al., 2018; Mukminin et al., 2015). As a developing country, Indonesia uses English as a foreign language. English is taught in every level, from elementary until university. It even becomes a compulsory subject as it is stated in the Law 1989, Chapter IX, Section 39, and Verse 3. It is written that English is specified as a compulsory subject, part of the Basic Curriculum. The government has organized the curriculum for each level. This fact shows that English is very important to be mastered because almost all sectors could not be apart from English words (.

English consists of four fundamental language skills; they are speaking, listening, reading, and writing. The students are expected to master those four skills for the purpose of developing communication competence in oral and written form (Astrid et al., 2019; Erlina et al., 2019; Habibi, Sofwan, & Mukminin, 2016; Habibi, Razak, Yusop, & Mukminin, 2019; Maimunah et al., 2019; Makmur, Mukminin, Ismiyanti, & Verawati, 2016; Nazurty et al., 2019; Soma, Mukminin, & Noprival, 2015). This reaserch will be focused on reading. Reading is an important skill that needs to be developed in learning and teaching activities because people get many knowledge and information by reading. Byrnes (1998) says reading is an interactive process that goes on between the reader and the text. The text presents letters, words, sentences, and paragraphs that encode meaning. In order to understand or to get some points from the text, we need comprehension for the text. Pang, Muaka, Bernhardt, and Kamil (2003) state that comprehension is the process of deriving meaning from connected text, it involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning.

It is important to teach reading comprehension to the students because teaching reading is not easy. The students always find some difficulties during reading activities. According to Westwood (2008), the potential causes of difficulties in reading learning may caused by teaching method; the time allocated for learning; language ability; phonological awareness; social or cultural disadvantages; and factors intrinsic to the learner, such as weak cognitive ability (general intelligence), deficiencies in relevant psychological processes and attitudinal and behavioural aspects (motivation, consentration span, and attention to task). Teachers should use some methods to make the students understand and overcome their difficulties in comprehending the reading materials. There are many teaching reading methods that applicable to help the students' success in reading comprehension. One of them is using MURDER method. MURDER is the acronym of Mood, Understand, Recall, Detect, Elaborate and Review; it is one of a general problem solving strategies that are too general for most students to apply (Cromley, 2000). According to Lee, Maureen, and George (1997), MURDER method asks the students to collaborate to perform the thinking tasks or summarising and elaborating on reading material. MURDER is more effective because it engages the students' collaboration in group, both recaller and detector group. The other benefits of MURDER method are that enables students to interact with other students in the positive environment and provides students with chance to ask, to negotiate, to share information, and clarify ideas through discussion.

In Indonesia, the curriculum highlights that the eleventh grade students of senior high school should be able to read various types of the text. One of them is narrative text. Narrative itself always appears in national examination. Kistono, Cahyono, Tupan, Purnama and Kastaredja (2007) state narrative text is a type of spoken or written text that tells a story of one character or more who face certain problematic situations. Narratives are popular because they present plots which consist of complications and resolutions. According to Soeprapto and Darwis (2007), the social function of narrative text are to amuse, entertain and deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a

crisis or turning point of some kind, which in turn finds a resolution. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

The writer has done an interview to one of English teacher at SMA Muhammadiyah 2 Palembang. The conclusion of the interview, the writer got description that the students still faced difficulties in comprehending the reading materials, including in narrative reading text. Some problems that the students still face are: reading the narrative text with poor pronunciation, having low motivation to participate actively on the reading process, reading the texts without understanding what the messages and purposes of texts, having lack of vocabularies, and having difficultness to convey the main idea and information from the reading. Additionally, only a few students could reach the standard of minimum completeness (KKM). The KKM of English lesson in SMA Muhammadiyah 2 Palembang was 75. Based on the explanations above, the writer would like to apply MURDER method in teaching narrative reading text to the eleventh grade students of SMA Muhammadiyah 2 Palembang. The aims of this study are to find out significant improvement on the eleventh grade students' reading comprehension achievement who are taught by using MURDER method before and after the treatment at SMA Muhammadiyah 2 Palembang and to find out significant differences on the eleventh grade students' reading comprehension achievement between the students who are taught by using MURDER method and those who are not at SMA Muhammadiyah 2 Palembang.

Literature Review

Reading comprehension

Serafini (2010) states reading is the process of constructing meaning in transaction with texts and not simply the ability to recall what was directly stated in the text. During the reading process, the readers try to understand the text and then memorize the content of the text. Reading and comprehension linked to each other. People need to comprehend the texts content and context to gain the information during the reading activity. Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Readers can have a surface or literature understanding of what was read, or they can gain a deeper understanding involving inferring meaning from what is not explicitly stated, analyzing information and the meaning into a new or deeper meaning. According to Pang et al. (2003), reading comprehension is about relating prior knowledge to new knowledge contained in written texts. It is a complex activity that involves both perception and thought. During reading process, people engage their prior knowledge, vocabulary, grammatical knowledge, experience with text and some strategies to help them understand the text. It can be concluded that reading comprehension is a complex activity where the readers can get knowledge from the text both of information or message.

MURDER method

MURDER method was first introduced by Danserau et al. in 1979 (Hayes, 1981). The result of their study showed that this method could improve students' reading skill. The acronym of MURDER itself is Mood, Understand, Recall, Detect, Elaborate and Review. The MURDER method is variant of scripted collaborative learning; it involves the interaction between two partners learning from a text (Kollar, Fischer, & Hesse, 2012). Weinberger, Ertl, Fischer, and Mandl (2005) say that the MURDER method sequences aims to facilitate text comprehension by providing learning dyads. First, the learners relax and concentrate on the task (*Mood*). Second, both learners read the first section of the text (*Understand*). Third, one learner reiterates the text section without looking at the text (*Recall*). Fourth, the learning partner provides feedback

(*Detect*). Fifth, both learners elaborate on the information (*Elaborate*). Finally, both partners look through the learning material once again (*Review*). Kollar et al. (2006) mention two objectives of MURDER method. First, learners are supposed to acquire knowledge about text content. Second, they are supposed to acquire text-learning method. This method included cognitive skills, such as explaining, and meta-cognitive skills, such as monitoring. In accordance with these objectives, MURDER method increases learners' engagement in cognitive and meta-cognitive activities. As an example for cognitive activities, learners are supposed to engage in explaining. Brophy (2004) states the benefits of MURDER method are students share ideas about how to elaborate the information to make it more memorable; groups of student using MURDER method tend to learn more than students who study alone or pairs of students but without collaboration working; and group goals combined with individual accountability are usually needed to ensure that students in pairs or small groups consistently help their partners to meet their individual goals and thus ensure their team will do well.

Procedures of MURDER method

According to Lee et al. (1997), there are some steps in applying MURDER method. They were explained as follows:

- a. Mood: Teacher divides the students into two members/groups (recaller and detector). Each group sets a relaxed purposeful mood before beginning their work. They make sure they are clear on the procedure to follow and to engage in a little chit-chat.
- b. Understand: Teacher has divided the text into sections, each group should understand the first section by reading silently.
- c. Recall: The recaller group summarizes the main ideas without looking at the text.
- d. Detect: The detector group listens for the errors or omission in the recaller's summary and discusses these with the recaller member. The role of recaller and detector rotate for the next section.
- e. Elaborate: Both groups elaborate on the ideas in the section. The types of elaborations include the following:
 1. Connections with other thing the students have studied
 2. Links between the section and students' lives.
 3. Opinions with the view or ideas expressed the section.
 4. Reaction to the section such as gladness, anger, or sadness.
 5. Applications for the ideas and information.
 6. Questions either about things not understood or questions sparked by the section.

The groups repeat the Understand, Recall, Detect and Elaborate step for all sections of the text.

- f. Review: Both groups combine their thoughts to summarize the entire text after completing all the sections

The advantages of MURDER method

Jacobs (1998) writes there are some advantages of MURDER method. They are as follow:

- 1) Promoting positive inter-dependance because group members depend on each other to some extent to play the roles they are given, for re-caller or detector,
- 2) Encouraging is by rotating roles of summarizer and monitor,
- 3) Making students from different ethnic groups collaborate leading a heterogenous pair to generate more varied elaborations,
- 4) Helping students of different proficiency level to help each other to understand the text, the excellent students might be able to help the weaker one, and
- 5) Suitable for simultaneous interaction with a large class. It could be concluded that MURDER method increases students' motivation working together.

Narrative text

Dietsch (2006) says that narrative text tell a story or relate an event or anecdote. The writer often sets the scene first, telling who or what when and where. Description, dialogue, or illustrations may be included to kindle interest and to clarity. Action verbs keep the story moving. Narratives often build suspense, reversing a surprise for the end. It means that narrative text tells a story with complication or problematic events and it tries to find the resolutions to solve the problem. According to Priharini and Marta (2013), the purpose of narrative text is to amuse or entertain the readers. Afterwards, they divided narrative into four parts: 1) The orientation; the characters are introduced, the place in which the action goes on is mentioned and perhaps is described, and the action itself is set going. 2) The complication; after the characters and setting have been introduced, the obstacles usually appear. The main actor tries to solve the problems using his utmost endeavors result in a series of incidents in the story. As the struggles go on, the story grows more and more intense until it reaches its highest point or climax. 3) The resolution; the story reaches its conclusion. 4) The re-orientation (optional); it contains the final result for better or for worse.

Methods

Research design, research site and participants

This study used the quasi experimental design, particularly pretest-posttest non-equivalent group design to know the significant difference on students' comprehension achievement in narrative text. There are two groups, they were control and experimental group which both were given pretest and posttest. The experimental group was given treatments by using MURDER method, but the control group was not. The population of this study was all the eleventh grade students of SMA Muhammadiyah 2 Palembang consisting of four classes. The total number of the students was 111 students. Furthermore, the sample of this study was taken by using convenience sampling. The number of sample from two classes was 57 students. Each class consisted of 29 students from XI IPA 1 and 28 students from XI IPA 2 class. Besides that, the writer determined the two classes to be control and experimental group, after those classes were given the pretest. The result of pretest between XI IPA 1 and XI IPA 2 class showed that the students' score for XI IPA 2 class was lower than XI IPA 1 class. Therefore, it is assumed that XI IPA 2 class is suitable to get the treatment by using MURDER method.

Data collection and analysis

To collect the data, the writer used test item. The kind of test is multiple choice reading questions which cover four options, namely (a, b, c, and d). The total numbers of questions were forty after the test was tried out to the one class of eleventh grade students of SMA Nurul Iman Palembang. Before the test was distributed, its validity and reliability were checked. The writer had consulted the instrument with three validators to evaluate whether the components of the instrument are valid and reliable or not to be applied in research activities. The results from validators showed that it was considered valid and reliable. In this study, test was conducted twice as pretest and posttest. The pretest measured students' reading comprehension before giving the treatment. To measure the students' improvement after giving the treatment, posttest was administered. The result of control and experiment groups' posttest could be used to know the effectiveness of MURDER method.

Data analysis

Before analyzing the data, the data frequency and descriptive statistics were counted to show the distribution of data. In the data frequency, the students' scores, frequency, percentage

were obtained from pretest and posttest scores in both experimental and control group. In descriptive statistics, number of sample, minimal score, maximal score, mean and standard of deviation was analyzed. Then, the normality and homogeneity was counted. Normality test used *one-sample Kolmogorov Smirnov* and homogeneity test used *Levene Statistics* through SPSS program. To analyze the data, it used t-test. It was run by SPSS version 16.0 software. Paired sample t-test was used to know the significant improvement on the students' reading comprehension achievement who were taught by using MURDER method before and after giving the treatments. Meanwhile, independent sample t-test was used to measure the significant difference on the students' reading comprehension achievement between the students who are taught by using MURDER method and those who are not. The significant improvement and significant difference was accepted whenever the p-output (Sig.2-tailed) was lower than 0.05 and t-obtained was higher than t-table.

Findings

The result of MURDER method

The analysis result of data frequency on students' pretest scores in experimental group from 28 students was showed that none students got excellent category, three students (10.7%) were in good category, twenty one students (75%) were in average category, and four students (14.3%) were belonged to poor category. For the descriptive statistics, it was found the minimum score was 50.00, the maximum score was 85.00, the mean score was 68.6607 and the score of standard deviation was 8.26310. Meanwhile, the analysis result of control group from 29 students, there was found none of the students got excellent and poor categories, four students (13.8%) were in good category, and twenty five students (86.2%) belonged to average category. For the descriptive statistics, it was found the minimum score was 60.00, the maximum score was 82.05, the mean score was 71.0345 and the score of standard deviation was 6.32163. The distribution of data frequency and descriptive statistics on students' pretest scores in experimental and control groups are presented in Table 1 below:

Table 1. Distribution of data frequency and descriptive statistics on students' pretest scores in experimental and control groups

Groups	Categories	F	Percentage (%)	Min	Max	Mean	Std Deviation
Experimental	Excellent	0	0	50	85	68.6607	8.26310
	Good	3	10.70				
	Average	21	75.00				
	Poor	4	14.30				
Total		28	100				
Control	Excellent	0	0	60	82.5	71.0345	6.32163
	Good	4	13.80				
	Average	25	86.20				
	Poor	0	0				
Total		29	100				

After applying the treatment, the result of data frequency in posttest of experimental group showed that sixteen students (57.1%) were in good category and twelve students (42.9%) were categorized in average category. For the descriptive statistics, it was obtained the minimum score

was 70.00, the maximum score was 87.50, the mean score was 79.4643 and the score of standard deviation was 5.32974. Meanwhile, the result of data frequency in posttest of control group became two students (7%) were in good category, twenty six students (89.6%) belonged to average category, and one student got poor category. For the descriptive statistics, it was found the minimum score was 52.05, the maximum score was 82.05, the mean score was 70.0826 and the score of standard deviation was 5.80497. It could be assumed that MURDER method made the students' score was better after the treatments. The distribution of data frequency and descriptive statistics on students' posttest scores in experimental and control groups are presented in Table 2 below:

Table 2. Distribution of data frequency and descriptive statistics on students' posttest scores in experimental and control groups

Groups	Categories	F	Percentage (%)	Min	Max	Mean	Std Deviation
Experimental	Excellent	0	0	70.00	87.50	79.4643	5.32974
	Good	16	57.10				
	Average	12	42.90				
	Poor	0	0				
Total		28	100				
Control	Excellent	0	0	52.50	82.50	70.0826	5.80497
	Good	2	7.00				
	Average	26	89.60				
	Poor	1	3.40				
Total		29	100				

The result of normality test and homogeneity test

From the result of normality test by using *one-sample Kolmogorov Smirnov* in SPSS Program, the significance (2-tailed) value in control group was 0.446 for the pretest and 0.107 for the posttest. Then, the result of experimental group was 0.483 and 0.148 for the pretest and posttest. It can be said that the score distribution of both groups were normal since it was bigger than 0.05. The result of normality test could be seen in Table 3 as follow:

Table 3. Result of normality test of students' experimental and control groups

Groups	Scores	Sig.
Control	Pretest	.446
	Posttest	.107
Experimental	Pretest	.483
	Posttest	.148

Then, to know whether the score distribution of test was homogenous or not, it was seen from experimental and control groups' result of pretest and posttest by using *Levene Statistics* in SPSS Program. The result of significance level of students' pretest was 0.497 and for the posttest was 0.739. It could be concluded that the students' scores of pretest and posttest on both groups

were homogenous since it exceeded 0.05. The result of homogeneity test could be seen in Table 4 below:

Table 4. Result of homogeneity test

Groups	Sig.	Category
Pretest (Experimental-Control)	.497	Homogenous
Posttest (Experimental-Control)	.739	Homogenous

Significant improvement and difference after applying the MURDER method

Paired sample t-test was used to measure significant improvement on the students' reading comprehension after taught by using MURDER method. While, independent sample t-test was used to measure the significant difference among students who were taught by using MURDER method and those who were not.

Table 5. The result of paired sample t-test of pretest and posttest on experimental group

Using MURDER method	Paired sample t-test			Ha	Ho
	t	Df	Sig. (2-tailed)	Accepted	Rejected
	6.540	27	.000		

Table 6. The result of independent sample t-test of posttest on experimental and control groups

Using MURDER Method and those who were not	Independent sample t-test			Ha	Ho
	t	Df	Sig. (2-tailed)	Accepted	Rejected
	6.347	55	.000		

Based on the result of paired sample t-test on Table 5, it could be seen that p-output was 0.000 with Df=27 (2.051) and t-obtained was 6.540. It proved that there was a significant improvement on students' reading comprehension achievement before and after the treatments since the p-output was under 0.05. Furthermore, the result of independent sample t-test on Table 6, it was found that p-output was 0.000 with Df=55 (2.004) and t-obtained was 6.347. It could be said that there was a significant difference on students' reading comprehension achievement between the students who were taught by using MURDER method and those who were not since the p-output was lower than 0.05.

Discussion

Before doing the treatments by using MURDER method, I gave a pretest in control and experimental groups. The pretest was held before the treatment to find out the students' reading comprehension achievement. After doing the pretest, the data of the students' pretest in both groups were found. According to the pretest result of both groups, the writer chose XI IPA 2 as the experimental group because the students' scores in this class were lower than the students' scores in XI IPA 1. The mean scores of pretest in XI IPA 1 was higher than XI IPA 2. Then, after did pretest to both of groups, I gave the experimental group a treatment by using MURDER method to help the students improve their ability in reading comprehension, especially for narrative text. I saw the students were being more active and gave a high enthusiasm while reading learning process. The recaller and detector group share their ideas about how to elaborate the information to make it more memorable. Brophy (2004) states

MURDER method has been developed to create interdependence between partners and encourage students to collaborate fruitfully. It could be concluded that MURDER method is helpful in reading learning and can improve students' comprehension by collaborating groups. They could comprehend the information on the reading text easily by sharing, discussing, and elaborating the text. It is related to Kollar, Fischer, and Hesse (2006) who mentions that the objectives of MURDER method are students' acquiring knowledge about text content and students' acquiring in text learning strategies include cognitive and meta-cognitive skills.

After the treatment, the posttest was given to both experimental and control groups. From the analysis of independent sample t-test on students' posttest scores in experimental and control groups, I found that the students' scores in experimental group were higher than students' scores in control group. It could be concluded that there was a significant difference between the students' posttest in experimental and control groups. Moreover, based on the result of paired sample t-test, it was found that there was a significant improvement from students' pretest to posttest scores in experimental group. In other words, students' reading comprehension scores in experimental group improved after they were taught by using MURDER method. For that reason, it can be assumed that there was a significant improvement between students' pretest scores (before treatment) and students' posttest scores (after treatment) in experimental group.

The students in experimental group felt the advantages of the implementation of MURDER method on their reading comprehension. They were more active and motivated by playing role as the recaller and detector groups to share the information and ideas about the reading materials. Wastermann and Rummel (2012) asserted that MURDER method was developed to help students when collaboratively learning texts. The aims of this method as Cromley (2000) clarifies that MURDER method asks the students detect omissions, errors, as ways of organizing the information. Additionally, Slavin (1995) says that by using MURDER method students can share information between recaller and detector groups. When the recaller group summarizes the information, the detector group corrects any errors, fills in any omitted material, and helps think of ways both groups can remember the main idea. This method needs the collaborative among both of groups. It makes the students more active and motivated in learning reading process. It can be concluded that MURDER method can be used to make students more active and interested in learning reading comprehension. Based on the explanation above, MURDER method was successfully applied to the eleventh grade students of SMA Muhammadiyah 2 Palembang. From this research result, the teacher of English can apply MURDER method as an alternative method in teaching and learning process to improve students reading comprehension achievement.

Conclusion

Based on the findings above, some conclusions can be drawn. Firstly, the study that I did to the eleventh grade students of SMA Muhammadiyah 2 Palembang in teaching narrative reading text showed that there was significant difference on students' reading achievement between the experiment class who were taught by using MURDER method and the control class who were not. Secondly, MURDER method gave significant improvement on the students' reading achievement in experiment class before and after treatment. It was shown by the result of experiment class' posttest mean score which higher than pretest. It can be concluded that MURDER method was an effective method to be taught to eleventh grade students of SMA Muhammadiyah 2 Palembang and this method can be considered as an alternative learning method to be used, especially in teaching narrative reading text. From the study, I would like to give some suggestions to the teachers of English, students, and the future researchers. For the teachers of English, I hope MURDER method can be a useful alternative way to teach reading

comprehension. The teachers should give high motivation to raise the students' confidence in teaching and learning process. For the students, I wish this method could be a fun and meaningful way in reading sections and they can express their minds about the ideas in the texts freely. And the last, for the future researchers who want to conduct the research in reading comprehension skill, this study could be a reference for further relevant research. I suggested they should consider some aspects before applying this method, such as the reading material, learning media, students' capability, the classroom condition and time allocation.

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