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The Effect of MURDER Strategy on Iraqi EFL Intermediate Pupil's Reading Comprehension

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Abstract

The current study aims at investigating the effect of the MURDER strategy on on EFL pupils' reading skills. To achieve the aims of this study, a hypothesis is assumed to be established. There is no statistically significant difference between the mean scores of experimental groups in pre- post reading tests. For carrying out the aims of this study, and validating its hypotheses, a sample of sixty pupils have been randomly chosen from the First - intermediate class in Hasan AL-Sumidia Intermediate School for Boys, during the academic year 2022-2023. The two groups are equally divided into, group (A) represents experimental group that consists of (30) pupils who have been taught according to Murder strategies. Group (B) signifies control group which also includes (30) pupils who have been taught according to the traditional method. Making a pre and post achievement test. Both

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groups have been equalized in such variables such as educational level of parents, English scores achievement in preceding schooling year, and the pre-test of both groups. Five questions are composed to combine a post-test. Alpha-Cronbach method has been used to confirm the reliability coefficient. The discrimination power and difficulty level for each item have been determined via statistical analysis of the items. The entire sample has been exposed to the post-test as a result. The data gathered from the post-test findings have been statistically examined using the formula for the T-test of two independent and paired samples. According to the results, there is a statistically significant difference between the mean scores of the experimental group who is taught by using the MURDER strategy and the control group who is taught by using the traditional method in the pre-post achievement test. Based on the findings and conclusions of this study, appropriate recommendations and suggestions for future studies are put forward.

Keywords: The effect, MURDER strategy, Iraqi EFL intermediate school Students, Reading Comprehension.

أثر استراتيجية (MURDER) على الاستيعاب القرائي لدى طلبة المدارس المتوسطة العراقيين دارسي اللغة الإنكليزية لغة اجنبية

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المستخلص

تهدف الدراسة الحالية إلى التحقق في أثر الاستراتيجية (MURDER) في تدريس اللغة الإنجليزية على الاستيعاب القرائي لدى تلاميذ المرحلة المتوسطة الدارسين اللغة الإنجليزية لغة اجنبية. لتحقيق أهداف هذه الدراسة، تم افتراض: لا توجد فروق ذات دلالة إحصائية بين متوسطات درجات المجموعة التجريبية في اختبارات القراءة القبلي ولغرض تحقيق أهداف الدراسة والتحقق من فرضيتها، تم اختيار ستون تلميذاً بشكل عشوائي من متوسطة حسن الصميدعي للبنين في تكريت خلال العام الدراسي 2022-2023 وتم تقسيمهم إلى مجموعتين متساويتين. وتمثل المجموعة (أ) المجموعة التجريبية التي تتألف من (30) تلميذاً تم تدريسهم وفقاً للاستراتيجية (MURDER). بينما تمثل المجموعة (ب) المجموعة الضابطة التي تشمل أيضاً (30) تلميذاً تلقوا التعليم وفقاً للطريقة التقليدية.

تم الاختبار القبلي للعينه، وقد تم تحقيق المساواة بين المجموعتين في هذه المتغيرات من المستوى التعليمي للآباء، والتحصيل باللغة الإنجليزية في السنة الدراسية السابقة، والامتحان السابق لكلا المجموعتين. تكون الاختبار من خمسة أسئلة وتم تحديد قوة التمييز ومستوى الصعوبة لكل عنصر في الاختبار من خلال التحليل الإحصائي للعناصر. العينة بأكملها تعرضت للاختبار التائي نتيجة لذلك وفي البيانات التي تم جمعها من نتائج الاختبار، تم تحليلها إحصائياً باستخدام الصيغة التائية الخاصة باختبار لعينتين مستقلتين ومتربطتين. بينت النتائج إن هناك فرق كبير في الاختبار التائي إحصائياً بين متوسط درجات المجموعة التجريبية التي درست باستخدام الاستراتيجيات التعويضية والمجموعة الضابطة التي درست باستخدام الطريقة التقليدية، في الاختبار القبلي والبعدي. وبناء على نتائج واستنتاجات هذه الدراسة، تم تقديم التوصيات والاقتراحات المناسبة لدراسات مستقبلية.

الكلمات الدالة: إثر، استراتيجية (MURDER)، طلاب المرحلة المتوسطة العراقيين، الاستيعاب القرائي .

INTRODUCTION

1.1 Statement of the Problem

Teaching English must be attended effectively to achieve the excellent outcome for pupils . The effective teaching can be seen from how teacher determines the appropriate study into learning process. So, the effective teaching English can bring a successful learning for pupil 's achievement (Rahmi & Beniario, 2018)

Iraqi pupils face many difficulties in the process of learning EFL. There are several reasons behind their poor English; such as crowded classes, insufficient time, teachers' qualifications, pupil 's lack of confidence and motivation, the use of inappropriate curriculum and methodology, as well as, the absence of practicing English outside the classroom. The main problem in the classroom, pupils face weaknesses in reading and writing skills, and this affects pupils ' achievement, which may lead pupils even to hate the English language, but they can create real life situations in class through applying the MURDER strategy (Kitas, 1996).

The MURDER strategy is one part of cooperative learning. Cooperative learning may be broadly defined as any classroom learning situation in which pupils of all levels of performance work together in structured groups toward a shared or common goal. According to Johnson and Holubc, (1994): "Cooperative learning is the instructional use of small groups through which pupils work together to maximize their own and each other's learning." In classrooms where collaboration is practiced, pupils pursue learning in groups of varying size: negotiating, initiating, planning and evaluating together. Rather than working as individuals in competition with every other individual in the classroom, pupils are given the responsibility of creating a learning community where all pupils participate

in significant and meaningful ways. Cooperative learning requires that pupils work together to achieve goals which they could not achieve individually.

The purpose of this study is to test the MURDER technique on pupils' achievement in order to see how it affects students' reading comprehension. The results of such a study might contribute to the related literature in a positive way.

1.2 Aims of the Study

The following goals of this investigation are:

1. Finding out the effect of MURDER strategy on improving EFL intermediate's reading skill.

1.3 Hypothesis of the Study

1. There is no statistically significant difference in the experimental group's mean reading comprehension scores between the pre- and post-tests.

This study is limited to:

1. First- year intermediate pupils at Hassan Al-Sumaidai Intermediate School for Boys in center.
2. The prescribed textbook "English for Iraq" at first semester
3. The academic year 2022-2023
4. The adopting models of the study are Hythecker et al (1988) and Hesse (2006).

1.1 The Value of the Study

The value of the current study can be summarized in the following points

1. It could be valuable for EFL teachers through explaining the steps of teaching English to intermediate school pupils in terms of the recommended strategy

The current study helps the EFL teachers to attract the attention of the Iraqi intermediate pupils to study material, assists teachers in shifting from the traditional instructional methods that are still common in teaching to the most up to-date ones, and helps them to present the educational material effectively.

1.2 Procedures of the Study

The researcher follows a number of procedures in order to fulfill the aims of the study, they are:

1. Choosing a sample of (60) pupils at Hassan Al-Sumaidai Intermediate School for Boys and dividing them into two groups. experimental and control group, each group consists of (30) pupils
2. Exposing the experimental group to MURDER strategy
3. Two groups are exposed to a post-test to know the effect of MURDER strategy on the pupils' achievement, writing and reading skills in English language
4. Collecting and analyzing data by using different statistical means and interpreted the results to conclude some conclusions of the study
5. Giving recommendations and suggestions for further studies

1.3 Definitions of the Basic Terms

1.7.1 Effect

Effect is defined as an exchange that happens in a person or a thing caused by another person or thing. In other words, an effect is a result or the outcomes that has an influence in developing the person or anything else (Collins Cobuild,2002).

Hornby (1995) states that effect means a change of procedure that is caused by an event or action through the happened development.

Operational definition :

It means determining or analyzing the results of Murder strategy on EFL pupils' achievement and finding the changes on pupils' achievement.

1.7.2 The MURDER Strategy

Dansereau (1985) defines MURDER as a set of mental steps and processes that help the pupil to prepare memory for the process of acquiring, remembering and retrieving information quickly and easily, The pillar consists of ; mood, understanding, remembering and digestion ,expansion and Revision, abbreviated as (M.U.R.D.E.R), as represented by Initials are components and successive steps of text processing and comprehension.

Operational definition

It is a constructive educational strategy consists of six steps that can be carried out by the learner himself or with the participation of two learners under the supervision and guidance of the teacher for the purpose of achieving the educational goal.

1.7.3 Strategy

Paris (1991) describes strategy as an action selected deliberately to achieve particular goals.

Operational definition :

refers to the instructional means and techniques which are employed to teach English writing and reading skills to first intermediate pupils .

2.Literature Review

2.1.1 The Concept of MURDER Strategy

The MURDER strategy was first introduced by Danserau et al. in 1979 (Hayes, 1981). The result of their study showed that this strategy can improve pupil's reading and writing skills. The acronym MURDER itself is mood, comprehend, recall, reveal, elaborate, revise. The MURDER strategy is a type of written cooperative learning, it involves the interaction of two pupils learning from a text (Kolar & Hess, 2012).

Rocklin (1988) states that MURDER strategy is a cooperative learning strategy that gets pupils excited about learning, encourages them to read the subject before class, and develops their speaking and listening skills with peers. The pupils can motivate themselves by setting various objectives for each phase of the material process.

Weinberger (2005) says that the MURDER strategy sequences aim to make text easier to understand by providing didactic binaries. First, pupils relax and focus on the task (mood). Second, both pupils read the first section of the text (understanding). Third, a pupil repeats a section of text without looking at the text (remembering). Fourth, the learning pupil provides feedback reveal). Fifth, both pupils articulate the information in detail (elaboration). Finally, both pupils look at the learning material again (review).

Kollar et al. (2006) mentions two targets for the Murder strategy. First, pupils are supposed to gain knowledge about the content of the text. Secondly, they are supposed to acquire the strategy of learning the text. This strategy included cognitive skills, such as explanation, and metacognitive skills, such as observation. In accordance with these goals, the MURDER strategy increases pupil's participation in cognitive and metacognitive activities. As an example of cognitive activities, pupils are supposed to be involved in explaining.

Brophy (2004) states that the benefits of the MURDER strategy are that pupils share ideas on how to break down information to make it more memorable; Groups of pupils using the MURDER strategy tend to learn more than pupils who study alone or pairs of pupils but without cooperation; Group goals and objectives are usually needed along with individual accountability to ensure that pupils in pairs or small groups continually help their pupils achieve their individual goals and thus ensure that their team performs well.

2.1.2 Mood

It helps the pupils to focus on the material and the task, and to use the study time efficiently. It also allows the pupils to study more effectively, because an individual will usually not be able to study effectively if he or she is in an environment that is distracting or just generally irritating.

The first step in the MURDER strategy is to become in the right frame of mind to begin learning. Learning will be easier if pupils begin with a good attitude. The term of mood is separated into two categories:

- Optimism, or the capacity to retain a realistically positive attitude in the face of adversity. In a broad sense, optimism refers to the capacity to look on the bright side of life and retain an optimistic attitude even when faced with adversity. Optimism suggests that pupils confront life with hope.
- Happiness is the ability to feel thankful for life and to be enthusiastic about whatever one does. Happiness, in a larger sense, refers to the ability to be content with existence, to be happy alone and with others, and to have fun.

As a result, it is necessary to strive to make learning an enjoyable process, which can be accomplished first by arranging an appealing room and using learning patterns, models, media, and resources. In this stage, pupils are urged to unwind in order to establish the basis for learning. This may be accomplished by providing pupils with games and motivation (Chamot, 2000).

2.1.3 Understand

The act of thinking about and digesting particular ideas is known as understanding. Comprehension, according to superman (2015) is the capacity to define and analyse something, suggesting that someone who has understood something is able to do so. In this stage, the teacher divides the class into groups of pupils who have comparable academic abilities. The pupils are then instructed to read and grasp the material that teacher has delivered. The passage is read aloud by each pupil

2.1.4 Recall

This process enables the pupils to practice the content, recognize the key concept of each paragraph, and adapt it for oral delivery in their own words. A recall is a deliberate attempt to commit information to long-term memory. When pupils remember what they have already learned, their memory capacity will increase. The memory of learning material in a particular topic is immediately erased. Following that, go over the lesson material once more in the pupil's words. The basic recall technique is to simply repeat the information aloud or slowly; more complex contents require more sophisticated recall strategies, such as underlining important ideas and taking notes. It is plausible to infer that the practice of "recollect" involves pupils recalling previously acquired knowledge. During this phase, pupils are required to recall the topic without looking at the text. Each group member will vocally inform their peers of their understanding (Ardiani, 2015)

2.1.5 Detect

Detect is a technique where pupils are taught a topic that is provided by the teacher. It is employed to assess a teaching method effectiveness. Due to the fact that knowledge may be acquired from a number of sources, pupils are not just taught by textbooks to understand the material. Pupils must choose a topic that is unclear to them or is being challenged in order to use a new technique. Pupils must then use a number of methods to find the answers. With the aid of the classmate or the teacher, a pupil may ask questions if they do not understand (Magfirah, 2021).

2.1.Expand

The pupils are taught how to summarize material to be more remembered. Expand is a technique where pupils collaborate on prior knowledge and new information in order to expand their thinking abilities and come up with "why" questions to address problems that would be apparent as they practice developing their thinking talents. As the expansion will provide pupils additional information, they are required at this level to expand the subject that has been understood by working on the teacher's provided questions. Pupils in a particular course are required to build concepts and relate them to diverse situations based on fundamental ideas in light of the knowledge they have acquired (Mayangsari 2005).

2.1.6 Review

It promotes the pupils of creating a summary of previously studied material is to achieve the review technique. Information of previously acquired resources can be retrieved or remembered for particular uses. If new information can be retained properly and avoided being forgotten, learning will proceed more smoothly. As a result, the process of relearning is a technique for improving content understanding. That is difficult to forget. Pupils are more stable and confident moving on to the new topic since they already know the previous material. At this point, each group completes and shares the results of its discussion (Muawiah et al, 2020).

2.1.3 The Steps of Teaching MURDER

Cafferty and Indings (2006) outline the stages of using the MURDER strategy:

1. The teacher gives the topic of discussion
2. The teacher divides the pupils into some groups. One group consists of two pupils
3. The teacher distributes the text that will be discussed to the pupils
4. The pair sets the proper mood by relaxing and focusing on the leaning task. In this step. they can chat very briefly. Then, they should decide how they will signal each other when they have finished reading a section
5. The step of understanding. The pupils read silently the same section of the text, starting from the beginning, one section at a time
6. After reading silently, the pairs stop. One member of the pair recalls the main points of the section without looking down at the page, while the other tries to detect and correct misconception and identify omissions
7. Then, they both elaborate on the text content to make it memorable by providing examples, opinions, and connections based on their prior knowledge. The pairs continue to go through the sections or paragraphs of the text, rotating the roles of summarizes and monitoring until completing the text. at which point they formulate an overall summary
8. If the pupils are having trouble, the teacher can help them. but make an appropriate intervention.

Hythecker, et al. (1988) assert that the MURDER strategy has six steps, each of which has a number of objectives that are seen to have benefits. These benefits include; 1. Mood, it motivates the pupils to concentrate on the job at hand, to familiarize themselves with the content and the task, and to make effective use of the study time: 2. by relieving the strain to comprehend in detail, comprehension aids pupils in following the author's primary point; 3. Recalling, which aids pupils in practicing the subject, determining the key concept of each paragraph, and adapting the content for oral delivery and their own words: 4. addressing by identifying any mistake or omission, it aids the pupils in producing the summary as correctly as they can. The pupils can get more adept at summarizing the information. 5. By providing additional detail, it helps pupils make the information in the summary more remembered.

Achievement motivation is another factor that has a significant impact on foreign language instruction. The importance of motivation in language teaching stems from the fact that motivation is a prerequisite for learning and that requirements and preferences influence behaviour. It affects the direction that pupils adopt and their activities.

2.1.4 Teachers' Role in EFL Classes

There is a role for the teacher in MURDER strategy to help pupils to study, memorize and retrieve information in the classroom; MURDER strategy spreads an atmosphere of relaxation to prepare the appropriate mood and climate for positive thinking. Pupils are given a topic for discussion. Returning the information that the pupil has previously learned and linking it to the new information. Teacher provides assistance if pupils encounter a problem in time. Helping pupils write the summary accurately, which increases their motivation to increase their academic achievement (Superman, 2015).

2.1.5 The MURDER Collaborative Strategy in EFL Classes

One way to get pupils interested and involved in reading and writing tasks is through cooperative learning. In cooperative learning, teachers put pupils on a team so they can study together and help each other reach a common goal (Kagan, 2009).

This is why teachers need to use murder to help pupils understand what they are reading. Mood, Understand, Recall, Detect, Elaborate, and Review are the letters that make up the word "murder." Murder has a number of useful steps that help pupils read together with their partner or group. It all begins with "Mood." In this part, the teacher needs to find a place that is relaxed and sets a good mood. The pupils are reminded to feel less anxious, which helps them feel surer of themselves. It is thought that pupils will easily understand the lesson, no matter what skill the teacher uses to teach it: speaking, writing, reading, or listening. U (understand) comes next. In this part, the pupil circles, highlights, or draws a question mark next to any information in the text that he or she doesn't understand. The teacher can ask the pupils to work in pairs or groups. R (recall) is the next step. In this part, pupils are asked to reflect on what they've learned, including any ideas or facts about the text. Pupils can leave their texts and write their own summaries or paraphrases. Next is D, which stands for "Detect/Digest." Here, another pupil is looking at the text to see if he can find problems and fix them. But the teacher can tell the pupils to switch roles as the recaller and the detector so that each pupil has the same job in each part. The E (elaborate) step is where the teacher tells the pupil to go back and start asking and trying to answer questions about specific topics that he or she still does not understand after doing the detect/digest step. R (review) would be the last step. In this part, the pupils have to put together a summary of the whole book and see how much of it they can remember.

One kind of cooperative learning technique is the MURDER strategy. Classroom learning scenario requires pupils of various performance levels collaborate in organized group to achieve a shared objective is considered cooperative learning.

Cooperative learning is a model of the teaching and learning process in which the activities in the classroom focus on the pupils as the center of the teaching and learning process. One characteristic is to promote positive interdependence by teaching pupils to work on learning together in a small group setting. This model provides a unique learning process for pupils and offers an alternative to competitive models of education. This strategy provides opportunities for pupils to learn through speaking, writing, listening and reading (Orlich et al 1998).

The teacher uses heterogeneous grouping to practice with more skills, which is helping pupils with less abilities because the learning process takes a long time. Teachers struggle to keep pupils organized in class because they find it difficult to actively participate in the learning process. The MURDER strategy has a far greater impact than the conventional one. Generating a comfortable learning environment; help pupils create a productive and effective learning system.

2.1.6 The Actions of Implication of the MURDER Strategy

Cafferty, et al. (2006) clarify how to use the MURDER strategy. These are the activities to take:

- a) creating a comfortable setting for learning.
- b) assisting pupils in developing a successful and efficient learning technique.
- c) Promoting student involvement.
- d) The teacher chooses the subject for the discussion.
- e) Groups are formed in the classroom by the teacher. One group consists of two students.
- f) The text that will be discussed is given to the students by the teacher.
- g) The partner sets the right tone in the group by unwinding and focusing on the learning activity. In this phase, they may have brief conversations. The way they will communicate once they are done should then be decided.
- h) Comprehension is the next step. One chunk at a time, the pupils silently read the same portion of the text.
- i) The couples read silently until they stop. Without glancing down at the page, one team member highlights the section's key points while the other tries to spot misunderstandings, identify omissions, and rectify them.
- j) They expand on the text's substance to make it remember by contributing examples, remarks, and links based on their prior knowledge. Once the book is done, the couples continue to go through its sections or paragraphs, switching between the roles of summarizers and monitors, and then they write an overall summary.
- k) The teacher can help the students if they are having trouble, but she or he must take appropriate action when intervening.

2.1.7 The Characteristics of MURDER Strategy

Jacobs (1998) writes there are some advantages of MURDER strategy 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 pupils from different ethnic groups collaborate leading a heterogeneous pair to generate more varied elaborations, 4) Helping

pupils of different proficiency level to help each other to understand the text, the excellent pupils 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 pupil's motivation working together

2.1.8 Shortcomings of MURDER Strategy

Hythecker, et al. (1988) list the following shortcomings of the MURDER strategy:

1. The group setting should be heterogeneous based on the characteristics of the pupils, and it should not be too large for each group. It causes problems; which are due to the large number of pupils in the class.
2. The wrong choice of choosing the member of each group will make conflict among the members that will not promote better learning.
3. The pupils will not succeed if they cannot work well together.
4. The strategy does not work because of the pupil's negativity or social loitering.

2.1.9 Model of MURDER Strategy

Hythercker, Dansereau, and Rocklin developed the MURDER strategy in 1988. Mood, Understand, Recall, Detect, Elaborate, and Review make up the acronym MURDER. The pupils feel more at ease and enjoy themselves in the class where this approach is used than they do in regular sessions. As a result, more pupils pay attention to the tasks they are given, creating a good learning environment.

According to Hythecker, Dansereau, and Roclin (1988) the MURDER methodology is more successful and produces better results than traditional study techniques used by pupils. The pupils may motivate themselves to comprehend the content of the lesson using this method by setting various goals for each phase.

The MURDER strategy has two purposes, according to Fischer and Hesse (2006) who offer another explanation about it. First, pupils should get familiar with the text's subject matter. Second, they should develop text-learning techniques. The methods that make up this strategy comprise cognitive skills (for instance, learners are expected to engage in explaining) and meta-cognitive abilities (the process necessitates monitoring).

2.1.10 Steps of Learning MURDER Strategy

Based on the foregoing knowledge of murder learning methodologies, the following list provides a step-by-step execution plan for murder learning:

1. Setting a good mood to study is the first stage in the mood (mood) process. This may be achieved by tailoring the time, the learning environment, and the attitudes to the personalities of the pupils.
2. The second stage deals with comprehension and entails reading the full manuscript aloud while marking or underlining difficult passages. It also entails trying to grasp certain elements of the text, such as the primary theme of each paragraph, challenging vocabulary, linguistic elements, etc.
3. The third phase involves repetition; after reading the information in a topic, cease reading right away. Repeat the lecture after that, and have a discussion on the subject using the pupils' comments. That is possible by using summarization.
4. The fourth stage involves reviewing learning materials to make clear information based on the text that was unclear in the recall phase.
5. When pupils have finished studying one subject, the fifth stage is to have them apply some of the themes to the answer some questions:

- What types of queries or criticisms will they put forward if they get the chance to meet the author?
 - How may the information be applied to society?
 - How can I make this knowledge exciting and simple for other pupils to understand?
6. The review of the relevance information to the topic matter that has been examined makes up the sixth phase.

2.2 Principles for Improving the Achievement of EFL Students

To help pupils learn language skills so they can read, write, and speak English fluently is the goal of English education. On the other hand, it is clear that the great majority of pupils fall these requirements (Goldenberg & Coleman,2010).

Thompson and Wyatt (1952) suggest that the capacity to communicate in a language is a question of aptitude rather than knowledge. It is believed that this ability develops via practice rather than just understanding ideas or regulations., language ability is a talent that can only be owned by consistent practice.

2.2 The Related Previous Studies

This part includes the previous studies which are related to the current study in terms of aims and methodology.

2.2.4 Magfirah (2021)

This study aims to determine the effect of applying the MURDER collaborative model (Mood, Understand, Recall, Detect, Expand, and Review) on students' achievement and activities in mathematics learning. This type of study is pre-experimental with a quantitative approach. The population in this study is students of namely cluster random sampling. Data is collected by using learning implementation observation sheets, learning achievement tests (pre-test and post-test), and student activity observation sheets. The data analysis technique is used descriptive statistical analysis and inferential statistical analysis. The study's findings present that there is no statistical significance difference between the mean scores of experimental group and control group in student's achievement

3.METHODOLOGY

3.1 The Experimental Design

3.1 Experimental Design

Goodman (1973) states that the experimental design is organized in such a way that experimental groups are chosen, experimental treatments are provided, and their effects are determined.

Miller (1984) says that an experimental design is a plan for gathering important informations An experiment is a way to find out what happens when variables change things and see how they affect something else.

Best and Khan (2006) say that experimental design is the overall plan of methods that allow the researcher to test hypotheses by drawing reliable conclusions about the relationship between independent and dependent variables.

Osborn (2008) says that a study needs to choose the best statistical model and experimental design for the situation if it requires accurate results.

As a result, the study's sample consists of two groups of first-intermediate school pupils. The researcher examined the test results for the dependent variables in both groups to see if there are any significant differences. The experimental design of the study is shown in table (1)

Table (1.3)
The Experimental Design of the Study

Groups	Pre -test	Independent Variable	Dependent Variable	Post- test
E.G	Pupils' Achievement	MURDER strategy	Pupils' Achievement	Pupils' Achievement
C.E	Pupils' Achievement	Prescribed Method	Pupils' Achievement	Pupils' Achievement

3.2 The Population and the Sample of the Study

3.2.1 The Population

According to Lodico et al (2006) a population is a large group of people to whom researchers want to apply the results of a study.

Alvi (2016) says that a population is all of the people who take part in a research project and meet a certain condition.

While Richards and Schmitt (2010) say that a population is any group of things or people from which a sample can be taken and which have certain traits in common, So, it is possible to talk about comparing the test scores of a group of pupils.

Best and Kahn (2006) say that the population is any group of people who share one or more of the traits that the research is looking at. People of a certain type make up the population, or only a small part of that group.

The population of the current study is involved EFL Iraqi intermediate pupils in Tikrit centre. The total number of the population is (240) of first grade pupils distributed into four intermediate schools for boys in Tikrit centre as shown in table (3.2)

Table (3.2)
The Population

No	Intermediate Schools	No.Of Pupils
1-	Hassan Al-Sumaidai school for Boys	75
2-	Omar Ibn Jundub school for Boys	50

3-	Ibn al-Mu'taim school for Boys	66
4-	Alfurqan school for Boys	55
Total		240

3.2.2 Sample of the Study

Bluman (2012) expresses the sample as a group of people who share the characteristic of population.

While Fry et al (2000) define the sample that it is a subgroup of a population ,But Majid (2018) describes a sample as the procedure of choosing an example of individuals who are statistically representative. Sampling is a significant instrument for the study because the quantity of population typically includes too many participants.

5. ANALYSIS OF RESULTS & DISCUSSION

Comparison between Experimental Group in the Pre-post reading and writing Test and the Post- achievement Test

It is found that the mean score of the difference between the pupil's achievement of the experimental group in the posttest is (72.33) with a standard deviation of (12.87). Whereas that of the pretest is (43.13) with a standard deviation (17.76). The calculated t-value is (8.653), which is found to be higher than the tabulated t-value which is (2.04) at (0.05) level of significance when the degree of freedom is (29), as shown in Table (4.2).

According to Bloom Taxonomy, the statistics results show that there are statistically significant variations between the pupils' reading and writing skills in pre-test and post-test in benefit of the MURDER strategy. The use of MURDER strategy has significantly impacted pupils' learning progress and helped them improve their reading and writing skills . As shown in the table, there is a statistically significant difference between the pupils' scores in the pre-post-test in favor post-test

4.3 Discussion of Results

The purpose of this study is to show the Effect of MURDER strategy on EFL pupils' reading and writing skills. The MURDER Strategy is regarded as one of the most important strategies to organize, interact, solve problem, gather ideas and information that will assist pupils to overcome difficulties. It also tries to show whether there are significant differences in pupil reading and writing skills between the two groups, the experimental and the control.

1. The MURDER strategy enhances motivation in the study of reading. Motivation takes an important role in determining the success of the teaching and learning process. One of the teacher's responsibilities is to motivate his students to participate in the teaching and learning process. The teacher should be selective in applying the teaching strategy in the classroom. A strategy that is fun, engaging, and interesting usually motivates pupils to learn. The MURDER strategy covers that idea. Therefore, the MURDER strategy guides pupils to enhance learning. Dansereau in Jacobs et al. (1997) states that the various steps in the MURDER strategy guide readers to improve learning.

2. Practicing the MURDER strategy in the classroom can effectively increased pupils ' understanding. It employs the pupil to read intensively without being pressured because they work in pairs, makes the pupils familiar with the reading process, and creates challenging situations for the pupils. Both teacher and pupil participate in the learning process. Pupils, specifically, will experience reading classes very engagingly. They are fearless because they have a teammate to discuss and solve their reading together, either the anxiety goes away creating a less emotional filter and then their confidence is boosted. As a result, reading comprehension can be effectively improved and both enthusiasm and confidence are produced. In conclusion, teachers can develop their own style of teaching specifically by applying the MURDER strategy and helping pupils to read comprehensively

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