CHAPTER I

INTRODUCTION

1.1 Background of The Study

In this globalization era, everyone is supposed to have insights and skills so that they can compete internationally. One of the most crucial skills to be mastered is the language skill. The language is a system to communicate each other by using some medias or ways, such as symbols, sounds, or giving ideas and opinions (Daulay, 2020:1). One of the languages that should be mastered is English. It is because English follows the development of this era (Santoso & Ginting, 2015:1). Every aspect and field of science in this era needs English to be more universal.

In Indonesia, English needs to be taught in formal education since middle school until university level. It is because English is one of the curricular programs that aims to develop students' attitude competence, knowledge competence, and skill competence as a basis and strengthen abilities in the social, national and state (Ministerial Regulation of National Education Number 35, 2018:13). Generally, every curriculum is made based on the students` needs. It also depends on the school`s goals to increase students` skills. Meanwhile, in Indonesia, the curriculum is guided by two ministries, namely: Ministry of Education and Culture (*Kemendikbud*) and Ministry of Religious Affairs (*Kemenag*) (Kementerian Pendidikan dan Kebudayaan, 2020: 71). However, the schools that are under these ministries can modify their own subjects and materials to teach to the students.

Meanwhile, in studying English, there are four skills that must be learned to succeed, namely: speaking, writing, listening, and reading. Reading is the process of gathering information through analyzing pictures, shapes, structures, and rhythms, which leads to interpretations that are then understood (Yulianti & Setiawan, 2019:601). It means that reading requires the readers` perspectives after looking at pictures, shapes, structures, or rhythms that can earn an understanding. Out of the four skills, the students, even adolescences experience challenges in reading comprehension (National Assessment of Educational Progress, 2019). It is because the reading process cannot be done in one time. It requires continuous practice, development, and clarification.

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One cannot understand the meaning of the text if the text is not clear for him. The vagueness can come from the lack of vocabulary, or he is not getting used to read literature, whether it is books, newspapers, or articles. The research shows that the students also experience challenges in comprehending the relationship between the text they are reading with their real experience and prior knowledge. This can happen because the students are not familiar enough with the text or the way of teaching (Daulay et al., 2020:146).

The reading comprehension can be applied into every texts. One of them is Islamic English short stories. Islamic stories written regarding religious values and presenting religious characters that are related to Quran and Hadith. The Islamic stories also presented in easy languages that followed the readers brain development (Al Qarni, 2021:72). The Islamic stories are usually taught in Islamic school and by Muslim teachers. Muslim teachers are determined to help students to think on and develop honorable personal attitudes and behaviors towards the integration of many cultural or religious groups, based on Quranic and Hadith ideals.

Furthermore, strengthening the basic Islamic values should preserve Muslim personality and make sure that Islamic values act as life foundations, establishing the basis for social connections (Alabdulhadi, 2019:429). The Islamic English short stories are very important to teach in the classroom. Because, it is beneficial and suitable to support moral and attitude of leaners. By familiarizing the students with these stories, the students can enjoy the learning process (Pathan, 2018:30). The students will not only learn about understanding the text when the learning process happened, but also immerse how Islam teach about morals and attitude that portrayed in the characters of the Islamic English short stories. These then will help the students apply the good morals outside of the classroom.

In fact, the readers are expected to gain some information from the reading text, especially in the process of learning the English as a foreign language (Daulay, 2019:478). It is because gaining information from the text will not only make the readers grasp the points of the text, but also enhance their knowledge of the text being read. By reading, the readers also activate other skills, such as critical thinking. The critical thinking skill can be active when the text has an implicit meaning or

when the author of the text does not have the same perspectives with the readers or society. However, based on the interview with an English teacher at MTS Darul Hikmah Taman Pendidikan Islam, the students face the challenges in comprehending the Islamic English short stories that is involved in their English for Islamic Studies lesson. The students could not comprehend the story if the teacher does not retell the story to them in Bahasa.

Based on the statements above, it can be seen that research related to reading comprehension, especially regarding to Islamic stories is not a new thing. The research conducted by Ibrahim (2019:65) shows that the students still have difficulty in comprehending Islamic short stories. Moreover, according to Daryanti (2017:51), the students also feel difficult to finding the moral of the story if it is in English. In addition, according to Irwansyah et al., (2021:765), the students struggled with idiomatic expression, cultural code, and synonym in Islamic texts.

Although the research related to comprehend the Islamic English Short Stories is not a new thing, the previous research conducted the qualitative research by employing one class that have more than ten students and used the test to find out the student`s challenges in comprehending Islamic English Short Stories. Meanwhile, in this research, the researcher employed the narrative inquiry method and used only one student to analyze and dig deeper about the student`s challenges in comprehending Islamic English Short Stories. Thus, the researcher conducted the research entitled "The Student`s Challenges in Comprehending Islamic English Short Stories."

1.2 Identification of Problem

Based on the background of the study above, the researcher can identify some problems related to the students` comprehension of Islamic English short stories, such as: (1) The students still struggling in the reading comprehension; (2) Although the reading comprehension can show the students` achievement in the classroom, there are many students who considered poor in the comprehension; (3) The Islamic English short stories written regarding Quran and Hadith; (4) The students who are learning Islamic English short stories still show low grades in the

learning process; (5) etc; There are many problems that can be researched, therefore the researcher would like to research them

1.3 Limitation of Study

In line with the formulation of study, the focus of this research is in finding the student's challenges in comprehending Islamic English short stories. The decision was taken because the gap is found in the school and there are some previous researches supported that gap. The researcher assumes that although the Islamic English short stories has been learned in school, there are numerous reading comprehension challenges faced by the students in the learning process.

1.4 Formulation of Study

This research is conducted to answer this formulation of studies, namely: (1) What are the student's challenges in comprehending Islamic English short stories? (2) How are the student's challenges in comprehending Islamic English short stories realized? (3) Why are the student's challenges in comprehending Islamic English short stories happened in the way they are?

1.5 Objective of Study

Based on the formulation of study above, the objectives of this study are: (1) To find out the student's challenges in comprehending Islamic English short stories; (2) To find out how the student's challenges in comprehending Islamic English short stories performed; (3) To find out why the student's challenges in comprehending Islamic English short stories can be happened in the learning process

1.6 Significance of Study

The researcher expects the result of this study will be valuable for everyone to give the significances both theoretical and practical, which as follow:

1.6.1 Theoretical Significance

Theoretically, the researcher expects the result of this study can give the useful information to enrich the knowledge about the students` challenges in comprehending Islamic English short stories.

1.6.2 Practical Significance

Practically, the researcher expects this research can be useful for many people, such as students, teachers, and further researchers.

1.6.2.1 For the Students

The researcher expects in this study can be beneficial for the students who have been struggling much in the reading comprehension, especially in comprehending Islamic English short stories. From this study, the students can confide in about their challenges in comprehending Islamic short stories that have been the barrier for them in the learning process.

1.6.2.2 For the English Teachers

The researcher expects that this study will be beneficial for English teachers. From this study, the teachers will know about student`s challenges in comprehending Islamic English short stories. By responding to the students` perspectives, the teachers will know what steps they want to take further to reduce the challenges, whether it is from the learning strategy or textbooks.

1.6.2.3 For the Further Researchers

The researcher expects that this study can be used as an additional source for further researchers who want to conduct a research about the student`s challenges in comprehending Islamic English short stories and develop it into a broader research.