CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the student`s challenges in comprehending Islamic English Short Stories that are encountered by student at the second grade of MTS Pondok Pesantren Darul Hikmah Taman Pendidikan Islam Medan, the researcher draws a conclusion based on the result of data analysis. The researcher also give the recommendation for the learning process of reading comprehension in the classroom.

5.1 Conclusion

Based on the data analysis, the researcher concluded that there are five challenges in comprehending Islamic English Short Stories found at the second grade of MTS Pondok Pesantren Darul Hikmah Taman Pendidikan Islam Medan, namely: the challenge in understanding the word, the challenge in combining the words into sentences, the challenge in coherency, the challenge in reading speed, and the challenge in inferencing.

Meanwhile, the challenge in understanding the word was related to the student`s inability to make meaning of words in Islamic English Short Stories. The challenge in combining the words into sentences was related to the student`s inability in arranging the words that she has been translated well. The challenge in coherency was related to the student`s inability in making a logical interpretation after she read the Islamic English Short Stories. The challenge in reading speed was related to the student`s inability in tracking the words to find the important points. Moreover, the challenge in inferencing was related to the student`s inability in making conclusion.

In addition, the challenge in understanding the word could be happened because the student had the limited vocabulary, rarely use English in daily life, and never learned or forgotten about the certain vocabularies in Islamic English Short Stories. The challenge in combining the words into sentences could be happened

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because the student had limited vocabulary, the complex structure of English, and not often to read English texts. The challenge in coherency could be happened because of the different characteristics between English and Indonesian, the rareness of seeing the phrases in Islamic English Short Stories, and did not have prior knowledge of the Islamic English Short Stories that she was reading. The challenge in reading speed could be happened because the student was not interested in reading Islamic English Short Stories, not used to be asked to read such stories by the teacher, and the complexity of the stories. Moreover, the challenge in inferencing could be happened because the student did not understand the text, did not apply the process of reading in a good order, did not focus and had some problems socially or emotionally.

5.2 Suggestion

Some suggestion in this research are:

1. The student should enrich vocabulary so that it will make her easier to understand the Islamic English Short Stories.
2. The student should read more English books inside and outside of the classroom so that she can be familiar with the structure of English.
3. The student should use English more often by practicing with peers or teacher so that she will be more adapted in English.
4. The student should read more than just textbooks, but also magazines, newspaper, and mass media so it could improve her knowledge globally.
5. The teacher should encourage and motivate the student to be interested in English, by giving the general knowledge of the English countries and English language.
6. The teacher should be aware of the student`s challenges in comprehending Islamic English Short Stories, by providing remedies and treatments to remove those challenges
7. The teacher should elaborate teaching method and strategies in reading so that the student will be interested in reading and can create the fun learning environment.

8. The further researchers should elaborate and dig deeper about challenges in reading comprehension, especially regarding Islamic English Short Stories so that the further researcher can bring this topic into a wider discussion.