

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Descriptions

1. Reading Comprehension

a. The Definition of Reading Comprehension

Reading is one of the four language skills. Reading is one of the basic components so that a person has a broader comprehension or knowledge. Because by reading a person will be richer in knowledge, reading is an activity carried out to obtain information or knowledge that is not yet known. Obtaining unknown information or knowledge, many ways can be done, one of which is by reading books to enrich the vocabulary and other important things so that reading becomes effective.¹ Reading is an activity to obtain information or understand a text. Whether on paper or online. When we read, we only gain knowledge and understanding. Then it must be read the other steps. Especially reading English texts requires comprehension to convey the meaning. Reading comprehension is defined as the process of extracting and constructing meaning simultaneously.

There are two different types of reading, namely extensive reading and intensive reading. Extensive reading can be beneficial and help students to become independent individuals who seek meaning as long as they are student-driven. The text chosen will be done according to the content, level of difficulty, and length. However, in intensive reading students have to read one page to find meaning and become familiar with writing strategies. Students can get fundamental practice in performing strategies that are based on a series of materials.

Comprehension is the process of creating and producing meaning through interaction and engagement with written language. It is the task of both the reader and the author of the text within a broader social context. Comprehension is the process by which the reader acquires meaning through the combination of information through interaction with the text.

¹ Sigit Vebrianto Susilo, 'Cooperative Learning Make A Match Dalam Pembelajaran Reading Comprehension Di Kelas IV Sekolah Dasar', *Jurnal Cakrawala Pendas*, I.1 (2015).

The reader's prior knowledge and experience, information about the text, and opinions about the text relate to the text.

Reading comprehension is the process by which meaning is derived from the text. The goal is to understand the text, not to infer words or sentences. The outcome of reading comprehension is a mental representation of the meaning of the text concerning the reader's prior knowledge. Reading comprehension requires the expansion and successful organization of many low- and high-level processes and skills.²

b. The Models of Reading Comprehension

Reading comprehension models are divided into three categories: Bottom-up, Top-down, and Interactive Models.

1. Bottom-up model

Readers start from the small elements and make sense of what a reader. In other words, students started with the basics of letter recognition and phonetics, which allows students to identify morphemes, build grammatical structures and sentences, and argue that the top-down approach suggests that the reader makes the meaning of the text itself from each word derived. This model is therefore associated with sound.

In this approach, information is first processed in small sound units and then processed into letters, words, phrases, and whole sentences. This model is supported by the background approach, where teachers and researchers propose that successful readers should be able to break down words into smaller parts and individual sounds. This model focuses mainly on intensive reading.

2. Top-down model

Readers start with the large elements and work down to small elements to develop an understanding of what they are reading. In other words, readers use background information, make predictions, and search the text to confirm or deny the predictions they made. The top-down model is supported by an overall meaning-based approach to language reading and a focus on extensive reading.

² Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'How Can Students Improve Their Reading Comprehension Skill?', *Journal of Studies in Education*, 6.2 (2016), 229 <<https://doi.org/10.5296/jse.v6i2.9201>>.

3. Interactive Model

The interactive model is a combination of the bottom-up model and the top-down model to seek understanding. On the other hand, reading is a bottom-up and top-down interactive process. The bottom-up and top-down interactive process depends on the type of text and also the reader's background knowledge, language skill level, motivation, and use of strategies in reading comprehension.³

c. The Levels of Reading Comprehension

1. Literal Level

The literal level is the easiest. In other words, the reader must repeat the facts presented by the author. At this level, questions are factual and detailed. The skills required at this level are Knowledge of word meaning, paraphrasing back in own words, Understanding of grammatical clues, and Knowledge of the order of information presented in the text. Examples of sentences or questions at this level are What is? How old? When?

2. Interpretive Level

The Interpretive level requires the reader to go beyond the information provided by the author. Readers are required to see the significance of the data, note various relationships such as cause and effect and the relationship of parts to the whole, make comparisons, draw conclusions and inferences, and make generalizations. Examples of sentences or questions at this level are Why? What evidence? What you can conclude?

3. Critical Level

At the Critical level, readers learn to evaluate and assess information and the author's use of language to guide interpretation. The skills required at the critical level are showing the reader the information in the text, and analyzing the quality of the information. Examples of sentences or questions at this level are Judge, What would be the result of, and How would you describe.

³ M. Farijal Adib, *Improving Students Reading Comprehension an Descriptive Text Using Skimming Technique at The Tenth Grade of MA Nurul Muttaqin Wedi Kapas Bojonegoro In Academic 2018/2019*, 2019.

4. Creative Level

This level requires the reader's engagement with the information presented as he uses it to formulate or rethink his ideas. Questions at this level can be open-ended questions that require the reader to include his knowledge, views, and values. Examples of sentences or questions at this level are What would you do if, make up, and What does the text tell you about.

In short, the literal level involves acquiring directly spoken information. The interpretive level is about reading between the lines to conclude. The critical level is the evaluation of material in writing. The creative level is formulating and rethinking ideas. From the description above, it can be stated that each level requires different skills or abilities. The interpretive requires higher skills than the literal, critical, and creative levels.⁴

d. The Strategies of Reading Comprehension

There are many strategies for reading comprehension, including the following:

1. Activating and Using Background Knowledge

With this strategy, readers activate their background knowledge and apply it to understand what they have read. This knowledge consists of individuals' experiences of the world and their perceptions of how written texts work, including word recognition, print concepts, punctuation, and text construction.

Schema theory is very important in the reading comprehension process. This theory is based on how a person forms and activates prior knowledge. The theory explains that when people learn about the world, they will create a set of knowledge structures or systems. These schemas develop and change as a person learns new information through experience and reading.

Successful readers will consistently connect their prior knowledge with the new information they encounter in the reading text. Good readers will activate their schema when they start reading. Schema first affects how the reader understands and responds to the text. Schema

⁴ Dian Permata Sari, 'An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMAN 10 Bengkulu Academic Year 2014/2015)', *Journal of Linguistics and Language Teaching*, 2016, 5-7.

is very important for reading comprehension. Because schema can help students understand the reading text better.

2. Generating and Asking Questions

With this strategy, readers ask important questions as they read the text. This strategy helps readers connect information, identify main ideas, and summarize information. Asking the right questions can enable successful readers to focus on the most important information in the text. Asking the right questions helps good readers focus on comprehension problems and take the necessary steps to solve the problems at hand.

3. Making Inferences

Readers infer the information in the text they have read. With this strategy, the writer does not always provide complete information about a subject, place, character, or event. The writer provides information that the reader can use to read and make inferences that connect the textual information with the knowledge that the reader already has. Through this process, readers can hone their ability to get the meaning contained in the reading. Thinking skills are an important factor in successful reading.

4. Predicting

This strategy allows readers to derive meaning from the text by making directed guesses. Successful readers use guessing to transform existing information into new information from the text to understand the meaning of what is read. Before reading, readers can apply their knowledge of the author to predict what will be discussed in the text. The title of the text can serve to recall texts that are similar in content to guess the content of the new text. While reading, successful readers can make predictions about what will happen next or what opinions are offered by the author to help the discussion. The reader relentlessly tries to evaluate the prediction and change the initially unaccepted prediction until it is accepted by the reader.

5. Summarizing

Readers combine the information in the text to describe using their own words what the text is about. Summarizing is an important strategy that allows readers

to memorize texts quickly. It informs the reader about how the text is structured, what is important in the text, and how opinions relate to each other. Summarizing an effective narrative text involves such things as relating events to the story or identifying elements that inspire characters' actions and behaviors.

6. Visualizing

Readers can create a mental picture of the text to understand the process they face while reading. This skill shows how readers understand the text. Readers who form mental images while reading is better able to remember what they read than those who do not imagine it. When reading narrative texts, readers can easily understand what is happening by imagining places, people, or plans. It can also be used to read explanatory texts. Readers visualize the steps of a process or the steps of an event to remember abstract ideas or important names.

7. Comprehension Monitoring

These strategies allow readers to know when they understand what they are reading and when they don't and use appropriate strategies to improve their reading comprehension. Successful readers are aware of and review their thought processes as they read. The strategies that successful readers use to improve their comprehension are called "repair strategies" Specific repair strategies include rereading words, reading them aloud, explaining words by looking them up in a dictionary or asking for help.

Successful readers try to use a variety of strategies to understand what they read. They like to develop and practice strategies that work for them. They are also very flexible and varied in their use of strategies, applying different strategies to different text types. Successful readers can make good decisions about what strategies to use and when to use them. Certain comprehension strategies can be taught and learned, as their conscious use can help readers improve their reading comprehension.⁵

⁵ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'How Can Students Improve Their Reading Comprehension Skill?', *Journal of Studies in Education*, 6.2 (2016), 229 <<https://doi.org/10.5296/jse.v6i2.9201>>.

e. The Difficulties in Reading Comprehension

Comprehension depends on a mastery of decoding. Students who have decoding difficulties have a hard time understanding and remembering what they read. Because their efforts to understand each word are exhausting, they run out of resources to comprehend. Here are the signs of comprehension difficulties:

- a. There are ambiguous words in the passage,
- b. There is unfamiliar and incomprehensible vocabulary,
- c. Limited time available to cognitively process the text.⁶

Reading is one of the important skills taught by teachers in English classes. However, students have different problems with reading comprehension. But with a large vocabulary, students will easily find reading comprehension of texts or readings. Text comprehension is a complex task that involves many different skills and cognitive processes. As a result, difficulties can arise in many aspects during a reading that can interfere with comprehension. Students usually experience reading comprehension difficulties as follows:

1. The first problem is that students do not feel motivated to learn the text, because they do not understand the methods that facilitate their learning. Motivation greatly affects students' interest in learning reading comprehension because not all students like reading activities and motivation help increase students' interest in reading comprehension. When students are not motivated or lose motivation, it becomes difficult to just read and not even understand what they read causing a delay in the learning or comprehension process.
2. Another problem is that when students read a text, they assume that the text is correct and does not need to be questioned.⁷

When we look at the second problem, students read the text and tend to think that the text is correct and unquestionable. Questionable means that students read

⁶ Mohammed Qarqez and Radzuwan Ab Rashid, 'Reading Comprehension Difficulties among EFL Learners: The Case of First and Second -Year Students at Yarmouk University in Jordan', *Arab World English Journal*, 8.3 (2017), 421–31 <<https://doi.org/10.24093/awej/vol8no3.27>>.

⁷ Lisa Rahayu and Ratmanida, 'The Use of QtA (Questioning The Author) in Teaching Reading Comprehension to Senior High School Students', *Jelt*, 2.3 (2014), 2–8.

without considering whether the content of the text can be accounted for or noted. Such things can make it difficult for students to understand what they read. Students who are still in the learning process, especially those reading a foreign language such as English, need to be familiarized with reading and motivated.

According to research (Intan Safitri et al.), students' reading difficulties are limitations in mastering English vocabulary and the inability to summarize well the content read.⁸ The biggest problem students face with reading comprehension is that English is a foreign language. The students also do not speak English. However, one of the difficulties most students face is their limited English vocabulary, which affects reading comprehension and fluency. Besides, it is undeniable that reading can help students' comprehension of English learning. And there are tips for students who are interested in reading. Actions that students and schools can take to increase the enthusiasm for learning reading comprehension include:

a. Provide supporting facilities.

Students can prepare what is needed to get started, as with reading comprehension, as students must also be adaptable. For example: When learning English, students bring books and pens, and notebooks recommended by the teacher, students borrow books from the library, research from experts, and much more to do. In addition, the role of teachers and the environment is very influential in improving students' reading comprehension.

b. Do things that are interesting to get used to.

At school, students can follow the methods taught by the teacher. However, students can do interesting things with their reading comprehension. Example: Students like Islamic short stories, subtitled movies, form groups to continue reading with the help of games, also students slowly get used to reading English so that they get used to it.

⁸ Intan Safitri, Dian Reftyawati, and Satria Adi Pradana, 'English Reading Exercises : An Analysis of Students' Eleventh Grade Difficulties in Comprehending It', *Ensiklopedia: Jurnal Pendidikan Dan Inovasi Pembelajaran Saburai*, 2.01 (2022), 46–53 <<https://doi.org/10.24967/esp.v2i01.1551>>.

- c. Choose a comfortable place to read.

By choosing a comfortable reading space, students will find it easier to understand and enjoy reading and focus when reading.⁹

2. Reading Aloud as a Learning Method

a. The Definition of Reading Aloud

Reading aloud is the activity of reading with a loud voice. Etymologically, reading refers to the behavior of a person who is reading a book. Reading aloud refers to the act of someone reading aloud to be heard by others. Reading aloud can be combined with reading activity skills to practice pronunciation.

By reading aloud, students can test whether their pronunciation is correct. If the pronunciation is wrong, students can correct it right away. Read aloud is a strategy where students or the teacher can read a passage aloud. Students read aloud while listening. This helps students understand word pronunciation, pauses, and word emphasis points, which is an acceptance model for academic languages and recorded language. Therefore, in educating students, teachers will easily know the types of errors made by students in reading activities.

Based on the explanation above, reading aloud is very important in learning to read, because it can help students to achieve better reading, and help students to practice word stress, intonation, and pronunciation.

b. The Benefits of Reading Aloud

The benefits of reading aloud include:

1. Reading aloud allows teachers to provide texts with more challenging language concepts than students reading independently.
2. Reading aloud can help English learners develop new vocabulary and syntactic awareness.
3. Reading aloud can develop good reading habits. Because it can stimulate imagination and emotional models, introduce students to various literary works, expand vocabulary and rhetorical sensitivity, explain difficult texts, and distinguish different genres.

⁹ Mustangin, 'Peningkatan Minat Baca Dan Kemampuan Berbahasa Inggris Anak Di Rumah Baca Bandung', *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 2.2 (2018), 133-41 <<https://doi.org/10.23887/jipp.v2i2.14464>>.

4. Reading aloud teaches students how to ask questions, visualize, and make predictions while reading.¹⁰
- c. The Purpose of Reading Aloud
 - Reading aloud can support students' comprehension. Reading aloud has three purposes in English teaching. Among them are as follows:
 - a. Reading aloud can increase students' self-confidence.
 - b. Pronunciation errors in reading words or sentences can be corrected as soon as possible, meaning the teacher can immediately correct errors when students pronounce words or sentences.
 - c. Reading aloud can strengthen discipline in the classroom.¹¹
 - d. The Function of Reading Aloud

Reading aloud has five functions in English teaching, which are as follows:

1. Practice pronunciation.

Reading aloud is a comprehensive type of pronunciation practice. This is because the material being read is reading out specific content and situations. You have to use the right stress, tone, and speed when reading. That's why reading aloud is a great way to practice pronunciation.

2. Improve oral English.

Reading aloud can help some students who lack the confidence to practice speaking English by practicing reading with expression, changing the pitch (high-low), tone (soft-rough), and volume (loud-soft) of the voice. So, reading aloud only helps students open their mouths to pronounce English words but also improves students' English skills, especially in speaking effectively.

3. Get deeper understanding

Reading aloud is the revelation in voice form of all the original content of thoughts, feelings, attitudes, and speech styles. Therefore, reading aloud only attracts

¹⁰ Hikma Witria, *The Effect of Reading Aloud Strategy on Students' English Word Pronunciation (A Quasi-Experimental Study at Eleventh Grade of MA Al-Fathiyah in Academic Year 2019/2020)*, File:///C:/Users/VERA/Downloads/ASKEP_AGREGAT_ANAK_and_REMAJA_PRINT.Docx, 2020, XXI.

¹¹ Mualifah, 'An Analysis of Students' Difficulties on Reading Aloud in The Fifth Grade At Mi Al-Muhajirin Gegesik', *A Thesis Islamic Institute Cirebon*, 1410130143, 2015.

students' attention and arouses their emotions and imagination but helps them understand the reading content correctly and deeply.

4. Strengthen knowledge

Reading aloud can strengthen students' knowledge, such as knowledge of pronunciation, grammar, and vocabulary.

5. Improve the classroom atmosphere.

Reading aloud can capture the attention of students who are getting tired of intensive classes. When reading, students share their excitement, tension, emotions, and pleasure. Ultimately, it can improve the classroom atmosphere greatly.¹²

Based on the explanation above, can be concluded that reading aloud is very helpful in improving students' pronunciation when learning to read English.

3. Islamic English Short Stories

a. The Definition of Islamic short Stories

Stories are a holistic approach to language learning that aims to introduce children to the rich and authentic use of a foreign language. In stories, there is an imaginary world created by language so that it can be understood and enjoyed by children when learning a language. There are several types of fiction stories, one of which is short stories.¹³

Short stories are fictional stories based on the author's reality to express impressions of life through ideas, feelings, desires, and imagination. Short stories are prose literary works that can be read in one sitting that emerged from the oral story tradition of the 17th century. Short stories have developed into very diverse literary works that are more interesting to read and can apply the values contained in them. Short stories not only tell events in general but also a lot of short stories that tell Islamic events. Islamic short stories are fictional stories that contain Islamic stories that can motivate readers.

¹² Ardhy Supraba, Edi Wahyono, and Abdullah Syukur, 'The Implementation of Reading Aloud in Developing Students' Speaking Skill', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8.1 (2020), 145–53 <<https://doi.org/10.24256/ideas.v8i1.1319>>.

¹³ Iin Inawati, 'Teacher's Perception of Teaching Writing to Young Learners Using Story', *SMART Journal*, 2.2 (2016), 159–72 <<https://ejournal.umpri.ac.id/index.php/smart/article/view/210/149>>.

As a form of narrative prose fiction, there are elements present in short stories including exposition (the introduction of the setting, situation, and main character), complication (the event that introduces the conflict), rising action, crisis (the decisive moment for the protagonist and his commitment to a course of action), climax (the most interested point in terms of conflict and with the most action) and resolution (the conflict is resolver). Short stories focus on a single event, have one plot, one setting, and a small number of characters, and cover a short time.¹⁴

b. The Use of Islamic short Stories

Short stories are a great learning medium because they are believed to be easy to understand and easy to remember, and interesting to learn. Short stories come from stories of experiences that tend to be considered authentic and credible sources of information. Short stories make it easier to remember information because they involve students in the action of the characters.¹⁵

By using short stories, students will be more aware of the values of cultures different from their own, sharpen their memory and develop the ability to predict and infer. Storytelling allows students to speak a foreign language creatively, integrate information and knowledge they learn from other sources, and become more confident in expressing themselves. Short stories are memorable because of their repetitive language. Thus, it encourages students to predict what will happen next in the story and also trains students' imagination. Short stories that use repetitive language will be easy for students to understand the meaning, not only because the story is related to real life but also because the use of pantomime and body language makes it easier for students to understand.

Short stories are very useful for students, especially Islamic-based short stories. Islamic stories create intelligent and creative educational institutions and teach about life. Moral feelings as a follow-up to value recognition are conveyed through the characters in Islamic stories. At this stage, students are invited to feel the concept of character education values. For example, the concept of honesty of the Prophet Muhammad when

¹⁴ Meta Hittoh Mu'awanah, 'An Analysis Speech Act in Online Islamic Short Story "Choosing A Wife and The Lost Diary" By Amina Bint Al-Huda', *Thesis*, 2016.

¹⁵ Roslinawati Mohd Roslan, 'The Use of Stories and Storytelling in Primary Science Teaching and Learning', 2015.

trading in the market. Thus, students will indirectly gain deeper knowledge about character education which is very useful in life.¹⁶

From this, it can be concluded that Islamic stories have many benefits for students, including teaching moral values, educational stories, religious figures, and much more.

c. The Advantages of Islamic short Stories

According to (Pathan and Mar'ei) there are several advantages of using short stories, as follows:

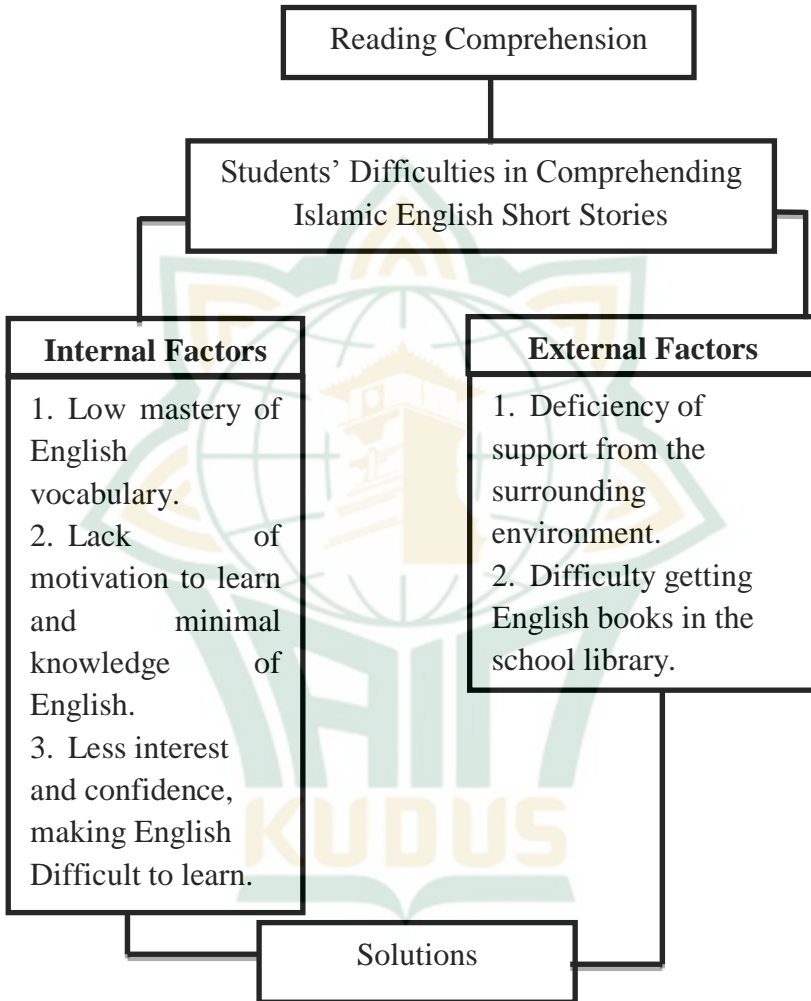
1. Short stories are considered the most beneficial teaching materials as they provide a strong perspective and linguistic incentive for students to express themselves in several languages.
2. Short stories provide simple language structures and provide authentic examples of language structures and vocabulary and present them in appropriate contexts. Therefore, readers can use these examples in real-life conversations.
3. Short stories broaden the reader's horizons as they convey information about the country, society, and culture whose language is being studied. In addition, short stories can develop the ability to interpret conversations in different linguistic contexts.
4. Short stories are one of the practical stories used as teaching materials for English teachers. Short stories can help students develop their independence in learning a foreign language.
5. Short stories provide insights that can motivate readers and have great educational value. Therefore, English teachers prefer short stories to reference materials often used in class.¹⁷

¹⁶ Sidik Nuryanto, 'Islamic Fairy Tale as Education Character in Early Childhood', 2015.

¹⁷ Mubarak Mustafa Pathan and Z. E. M Al Dersi, 'Investigating the Role of Short-Stories in Overcoming the Problems Faced by the Libyan EFL Learners in Reading Comprehension Skill', *The Criterion An International Journal in English*, 12, 2013, 1-8 <www.the-criterion.com>.

B. Conceptual Framework

Table 2. 1 Conceptual Framework



In the English learning process, reading comprehension is a very important skill for students to understand taught by the teacher. In the learning process, some difficulties can become obstacles when understanding English reading. When students face problems with reading comprehension, students will immediately learn to understand their obstacle so that they cannot understand the readers. Then, students are expected to understand and get solutions to overcome the difficulties faced in reading comprehension.

Therefore, in this study, the researcher chose media that could attract students' attention, namely Islamic short stories in English. Then make plans and carry out activities to encourage student activity in learning reading comprehension at MA Matholi'ul Huda Pucakwangi Pati using Islamic English short stories.

C. Previous Research

The first research refers to previous research conducted by Ratih Laily Nurjanah (2018) in her research entitled "The Analysis of Students' Difficulties in Working on the End of Semester Reading Comprehension Test (TAS)". This type of research is descriptive with qualitative methods, with qualitative methods. Reading comprehension is considered one of the outstanding English language skills for learners. In this skill, students are required to capture some implied and explicit information from the text by interpreting or analyzing sentences to get answers to questions. Students have various obstacles in conducting reading comprehension tests related to their level of mastery of English.

Reading comprehension is easy for students with a good vocabulary. So are those with a good knowledge of grammar. Each student may face different difficulties from the others, so different teaching methods and learning activities are needed from one student to another. Missing problems Previous research has shown that teachers are often unaware of the difficulties students face in reading comprehension tests. To solve a problem, it is very important to know the source of the difficulty. Learning a language involves four skills: listening, speaking, reading, and writing. Language consists of four skills: Listening, speaking, reading, etc. to writing Language is the mental aspect of thinking As said, language and pronunciation are the physical aspects of bohemian. You have to memorize all the vocabulary to set the grammar. This can cause problems for students. In addition, the language of study is not their first or second language. Language. Some Reading Comprehension Games The goal is specifically to help students enjoy reading in class.

The subjects of the first previous study were 8 second-semester students of English Literature at Ngudi Waluyo University. The study adopts the descriptive multi-method strategy suggested by Creswell. Based on the results of the previous study it can be concluded that all students' difficulties in reading comprehension tests are due to limited knowledge of vocabulary or in the particular mastery of vocabulary. To overcome these problems students offer interactive learning for reading activities in the form of audio-visual

and games. Teachers as facilitators should be aware of these needs and be more creative in providing and engaging students in interactive methods or techniques or learning activities.¹

The second study was previously conducted by Hanura Febriani in a study entitled "Developing Supplementary Reading Materials for Islamic Learners of MAN 03 Malang based on Genre-based Approach". Her research focuses more on the use of Islamic stories as a medium to develop the skills of Islamic school students and can learn the Islamic messages contained in the story. The results showed that facilitating students with reading materials that suit their needs can increase students' interest in reading.²

The third study was previously conducted by Djamila Lasaiba with the title "The Effectiveness of Using Short Stories in English Teaching for PAI Learners of IAIN Ambon on Learners Perception". This study shows techniques that can be applied in the classroom to meet students' learning objectives, one of which is by using short stories as a type of literary work. Students can listen to short stories on the radio, or Youtube read short stories in books, or watch them on TV. Short stories can help students in learning and will be more fun. By using stories, students can develop their language skills. This research was conducted to find out the effect of using or not using short story media in the learning process.³

¹ Ratih Laily Nurjanah, 'The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test', *Metathesis: Journal of English Language, Literature, and Teaching*, 2.2 (2018), 253 <<https://doi.org/10.31002/metathesis.v2i2.958>>.

² Hanura Febriani.

³ Lasaiba Djamila.

Table 2. 2 Previous Research

	This Research	Previous Study 1	Previous Study 2	Previous Study 3
Subject	Eleventh grade Students of MA Matholi'ul Huda Pucakwangi Pati	8 second – semester Students of English Literature at Universitas Ngudi Waluyo	Eleventh-grade students of senior high school at MAN 03 Malang.	Students First Semester of PAI at IAIN Ambon
Method	Qualitative Research	Qualitative Research	Qualitative Research	Qualitative Research
Location	MA Matholi'ul Huda Pucakwangi Pati	Universitas Ngudi Waluyo	MAN 03 Malang	IAIN Ambon
Focus	Difficulties in Reading Comprehension Islamic English Short Stories and solutions	Find out what difficulties were experienced by students when facing the final exam and what methods were appropriate for lecturers to use when teaching	The use of Islamic stories as a medium to develop Islamic school students' skills	The use of short story learning media in the classroom.