

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Overview of Research Objects

1. History and Profile of MA Matholi'ul Huda Pucakwangi Pati

The environment of Sokopuluhan Village, especially the religious area of Dukuh Puluhan, is an excellent environment for the development of an Islamic educational institution called a Madrasah. Historically, the establishment of Madrasah Aliyah Matholi'ul Huda Sokopuluhan Pucakwangi Pati was the development of Madrasah Matholi'ul Huda.¹

Madrasah Aliyah Matholi'ul Huda was inaugurated and handled by the Foundation Management, Namely: Drs. Abdullah Sukarta on 23-03-199 with decision letter No. EIV/PF.006/KEP/34/99T GL. The founders of Madrasah Aliyah Matholi'ul Huda are Kyai and young intellectuals, including K.H. Nur Rozaq, B.A. as one of the Islamic educational institutions under the auspices of the Ma'arif NU Foundation. Madrasah Aliyah Matholi'ul Huda aims to educate the nation's children so that they will be useful for religion, country, and nation.²

As a private educational institution, Madrasah Aliyah Matholi'ul Huda has its building, and teaching and learning activities are carried out in the morning from 07:00 to 14:35 WIB. Currently, Madrasah Aliyah Matholi'ul Huda is accredited "A".

Although Madrasah Aliyah Matholi'ul Huda is located in a rural area and is not the only Madrasah Aliyah in Sokopuluhan village, Madrasah Aliyah Matholi'ul Huda is not empty of enthusiasts every year. The students come from various villages in the Pucakwangi sub-district, even from outside the sub-district outside Pucakwangi and even from outside the Regency.³

Madrasah Aliyah Matholi'ul Huda has a land area of 2,590 M.

The Profile of MA Matholi'ul Huda Sokopuluhan Pucakwangi Pati is as follows:⁴

1. Name of Madrasah : MA Matholi'ul Huda
2. No. Statistic Madrasah : 131233180006

¹ 'Observation Data at MA Matholi'ul Huda Pucakwangi Pati, August 02, 2023'.

² 'Profile Documentation MA Matholi'ul Huda Pucakwangi Pati, August 02, 2023'.

³ 'Observation Data at MA Matholi'ul Huda Pucakwangi Pati, August 02, 2023'.

⁴ 'Profile Documentation MA Matholi'ul Huda Pucakwangi Pati, August 02, 2023'.

3. NPSN : 20363136
4. Madrasah Accreditation : A
5. Address
 - a. Street : Jl. Tiwongso Timur
 - b. Village : Sokopuluhan
 - c. District : Pucakwangi
 - d. Regency : Pati
 - e. Province : Central Java
 - f. Phone : (0295) 4790807
 - g. Website : www.mammhpucakwangi.sch.id
 - h. E-mail :
mammhmatholiulhudapucakwangi@gmail.com
6. Headmaster name : Drs. H. Abdul Aziz, M. Pd. I.
7. Phone : 0811-2542-333
8. Foundation Name : Nurussalam Sokopuluhan
9. Foundation Address : Sokopuluhan Village,
Pucakwangi District, Pati
Regency
10. No. Akta Foundation Establishment : No. 2.4.4.2018
11. Land Ownership : Foundation
 - a. Land Status : Waqf
 - b. Land Area : 2590 m²
12. Building Status : Foundation
13. Building Area : 1.472 m²

2. Vision, Mission, Goals, Slogan and Motto

a. Vision

“The realization of an Islamic, Memorized Al-Quran, Qualified and Independent Generation and Environmental Awareness”

Vision indicators:

1. The realization of the application of Islamic principles and values in daily life.
2. The realization of increased worship, and increased faith and devotion to Allah SWT.
3. The realization of a superior generation, academic and non-academic achievements as a provision to continue to higher education.
4. The realization of a generation that can solve life problems and is smart in thinking.
5. The realization of a generation that is skilled and life-skilled in facing the future.

6. The realization of a generation that is skilled in reading Salaf books and mastering IT.
 7. The realization of students who have good character Akhlakul Karimah and preserve the teachings and traditions of Ahlussunnah Wal Jamaah An-Nahdliyah.
 8. The realization of student characters who care about environmental conservation.
 9. Realization of a culture of environmental damage control and prevention.
 10. The realization of the greening and arrangement of the garden in the madrasah environment.
 11. The realization of protection and preservation of environmental functions and avoidance of environmentally destructive behavior.
- b. **Mission**
1. Forming people who are Akram, always saying, behave, and behaving based on Islamic values.
 2. Forming madrasah residents with Akhlaqul karimah and Ahlussunnah Wal Jama'ah beliefs.
 3. Instilling good habits exemplified by Ahlussunnah Wal Jama'ah An-Nandliyah scholars in behavior, both morals to Allah, to others, and other creatures.
 4. To produce Hafidz Al-Qur'an who adhere to the Qur'an in all aspects of life.
 5. Instilling Al-Qur'an manners and values in all aspects of life.
 6. Organizing quality education.
 7. Improving the learning strategy of Salaf books and IT.
 8. Develop talents and skills by paying attention to local wisdom.
 9. Realizing a clean and healthy culture in all madrasah residents with the development of UKS.
 10. Realizing the greening and arrangement of parks in the madrasah environment.
 11. Realizing the protection and preservation of environmental functions and avoiding environmentally destructive behavior.⁵

⁵ 'Documentation at MA Matholi'ul Huda Pucakwangi Pati, 02 August 2023.'

c. **Goals**

1. Realizing an Islamic madrasa with Ahlussunnah Wal Jama'ah, Akhlakul Karimah An Nahdliyah, and discipline.
2. Building quality education with quality scientific provision and qualified skills.
3. Preparing students to live harmoniously as members of a cultured, social, and natural environment that is imbued with a religious atmosphere.
4. Developing students to become strong human beings based on Islamic values in daily life.
5. Preparing students to become people who love environmental sustainability, reject environmental destruction, and have a clean and healthy lifestyle.⁶

d. **Slogan**

“Kubulatkan Tekadku Untuk Membentuk Insan Yang Rahmatan Lil Alamin”

It means :

Islam can bring about compassion and peace for the human race and the cosmos through its presence in people's lives.

e. **Motto**

“RELIGIUS, CERDAS DAN BERMARTABAT”⁷

It means :

Forming students into strong human beings based on Islamic values in everyday life. Forming students who can think in all circumstances and forming students who can uphold dignity.

3. **Geographical Location of MA Matholi'ul Huda**

Geographically, Madrasah Aliyah Matholi'ul Huda is located in Dukuh Puluhan, Sokopuluhan Village, Pucakwangi District, Pati Regency. The Madrasah is located in the center of Sokopuluhan Village. More clearly Madrasah Aliyah Matholi'ul Huda borders with:

East of the Madrasah : Resident Housing

West of the Madrasah : Rice Fields

South of the Madrasah : Resident Housing

North of the Madrasah : Dukuh Gragalan

⁶ 'Profile Documentation MA Matholi'ul Huda Pucakwangi Pati, August 02, 2023'.

⁷ 'Documentation at MA Matholi'ul Huda Pucakwangi Pati, 02 August 2023.'

The location of Madrasah Aliyah Matholi'ul Huda is not too far from the highway. So it is easy to reach, both by private vehicles and public transportation services, namely minibusses. However, the place is far from the center of the crowd such as markets and terminals.⁸

4. Physical Condition of MA Matholi'ul Huda



Figure 4. 1
Madrasah Building

Facilities and infrastructure are important factors that can support the success of the teaching and learning process. The more complete the facilities and infrastructure or facilities available at the madrasa, the easier it will be to succeed in the teaching and learning process. MA Matholi'ul Huda Sokopuluhan Pucakwangi Pati has facilities and infrastructure that can be used in teaching and learning processes to support the achievement of learning objectives. The facilities and infrastructure at MA Matholi'ul Huda Sokopuluhan Pucakwangi Pati are adequate.

After the researchers conducted research at MA Matholi'ul Huda Pucakwangi Pati regarding students' difficulties in understanding the reading of Islamic short stories in English, in the end, the researchers got the maximum results with this research. The researchers have conducted research using descriptive qualitative research methodology and have found

⁸ 'Observation Data at MA Matholi'ul Huda Pucakwangi Pati, August 02, 2023'.

data in the field, namely at MA Matholi'ul Huda Pucakwangi Pati from July 22, 2023, to August 04, 2023. Researchers collected data in the field using observation, interview, and documentation methods. Researchers can analyze the results of research with qualitative descriptive techniques.

The researcher analyzes and describes the data that has been collected so that a general and comprehensive picture of the actual problem is obtained in the analysis of this study. The researcher analyzes and describes the results as follows:

1. The data of implementation of Islamic English learning materials in understanding Islamic short stories in class XI MA Matholi'ul Huda Pucakwangi Pati.

This section contains information obtained by researchers through observations, interviews, and documentation regarding English language learning in understanding Islamic short stories in class XI IPS 1 and XI IPS 2 MA Matholi'ul Huda Pucakwangi Pati.

Based on the observation in class XI IPS 1 and XI IPS 2, in an interview with Mr. R.F, M.Pd as the English teacher in class XI IPS 1 and XI IPS 2 said that each meeting the time allocation on English material is two lessons x 90 minutes, which is as follows:⁹

1) Opening Activities

Before starting the learning activities, the teacher begins by saying greetings followed by students. Then the teacher asks how the students are doing and checks the attendance list as an attitude of discipline through student attendance. Then the teacher and students read the prayer before the learning takes place. After reading the prayer, the teacher asks the students about the material that will be taught. Then the teacher explains the importance of the material to be learned that must be mastered by students. This activity is opening before learning in class begins. This opening activity aims to build good interactions between teachers and students. This initial activity is carried out before entering the core activities.

⁹ 'R.F, as the English Teacher at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 27, 2023. Interview 1, (RF 10) Transcript.'

2) Core Activities

This activity is the core of the learning delivered by the teacher to students on that day. The content of this core activity is that the teacher instructs students to prepare notebooks, LKS books or English modules, English dictionaries, and pens. Next, the teacher begins to teach and explain the narrative text material in front of the class slowly and tries to make students understand the material. The steps of teaching narrative text are as follows: First, the teacher explains the material by asking students to listen by opening the English worksheet or module so that the teacher can explain the material easily and students can write down the meaning of English vocabulary in the worksheet or module. Second, when the students have understood the material delivered by the teacher, then the teacher forms the students into small groups then the teacher distributes papers containing Islamic short stories. Then students must translate and understand the content of the Islamic short story.¹⁰ In this case Mr. R.F, M.Pd said that students who already understand must provide direction to students who do not understand. Peer tutors should be applied between students. Because students learn in groups the results are better than learning alone. So students do not only learn from the teacher. Because if you only learn from the teacher the time is very limited. If students find it difficult to translate vocabulary then the teacher can help students. Sometimes at the end of the lesson, the teacher plays Islamic short story videos that can increase students' learning motivation.¹¹ In line with this, Drs. H. A.A, M. Pd. I said that the majority of students prefer to learn using audio-visual media because it is more interesting and easier to understand. So the application of Islamic short stories in learning as additional media is very helpful in overcoming the difficulties of students learning English.¹² This is also said by several students of class XI IPS 1 and XI IPS 2, they said that Islamic short stories can help students' difficulties, but they must be delivered

¹⁰ 'Observation Data in Class XI IPS 1 and XI IPS 2 at MA Matholi'ul Huda Pucakwangi Pati, August 01, 2023.'

¹¹ 'R.F, as the English Teacher at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 27, 2023. Interview 1, (RF 7) Transcript.'

¹² 'A.A, as the Headmaster at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, August 01, 2023. Interview 2, (AA 3) Transcript.'

innovatively and creatively so that they are not boring, one of them is showing Islamic short stories in English in the form of videos so that students are more interested in understanding Islamic short stories. one of them is showing Islamic short stories in English in the form of videos so that students are more interested in understanding Islamic short stories. learning English is not only using LKS books but also through games and ice-breaking.¹³

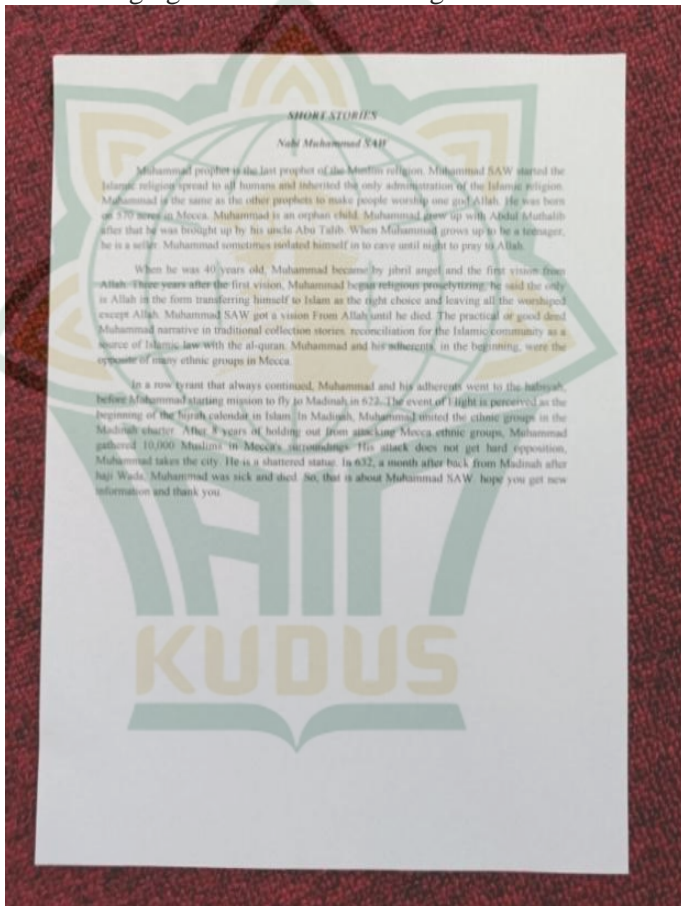


Figure 4. 2
Islamic short stories¹⁴

¹³ Interview with Respondents on July 26, 2023. Transcript.’

¹⁴ ‘Documentation Media for Learning Islamic Short Stories in Class XI IPS 1 and XI IPS 2 MA Matholi’ul Huda Pucakwangi Pati, 02 August 2023. (<https://www.ruangbahasainggris.com/kisah-cerita-nabi-muhammad-saw-dalam-bahasa-inggris-dan-artinya.html>).’

3) Closing Activities

Using various media in understanding the reading of Islamic short stories, can attract students' attention, add students' insights, and provide motivation to students. At the end of this activity, the teacher invites students to summarize the results of today's learning and find role models from the Islamic short stories that have been learned. At the end of this lesson, the teacher must be able to provide good motivation for students so that students are even more active in learning. In every learning method, there must be advantages and disadvantages that cause difficulties for students. One example of the advantages is that students learn to think innovatively and creatively, and one example of the disadvantages is the condition of the students of class XI IPS 1 and XI IPS 2 who are still reluctant to pay attention to the teacher when explaining the lesson because they still like to play alone, make noise or chat with their friends. Therefore, the teacher always tells students to behave well so that the learning process can run as expected. In this closing activity, the teacher conducts a question-and-answer session, summarizes the material that has been learned, and reflects. The teacher must also provide feedback to students on the learning process and results. After there are no more students asking questions, the teacher will give assignments to students to do at home both group and individual assignments. After students understand and receive assignments from the teacher, students and teachers read the prayer after learning together. Then in closing activities, the teacher says greetings and students answer greetings together.¹⁵

According to the confession of one of the students who is usually called D.W.S.P one of the students in class XI IPS 1, said that he did not like learning English. Because English is a language that is not easy to learn. In addition, both the pronunciation and the way it is delivered are difficult to understand.¹⁶ Finally, at closing time students are asked if there is anything they want to ask. If there is then it will be explained and discussed, otherwise, the teacher gives

¹⁵ 'Observation Data in Class XI IPS 1 and XI IPS 2 at MA Matholi'ul Huda Pucakwangi Pati, August 01, 2023.'

¹⁶ 'D.W.S.P, as the Student at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 26, 2023. Interview 3, (DWSP 1) Transcript.'

an evaluation and continues with parsing sentences such as "see you again" and greetings.

The researcher examined the analysis of students' difficulties in understanding the reading of English Islamic short stories. The researcher conducted the research using in-depth and open observation, interview, and documentation methods that the researcher determined to obtain information. This included representatives of the Headmaster, English teacher, and students of XI IPS 1 and XI IPS 2 classes MA Matholi'ul Huda Pucakwangi Pati.

Several learning methods exist such as discussion methods, question and answer, simulation, lectures, and many others. Learning methods are tools in any form used to convey information or material in learning so that students can know the purpose of the material. Material or information from the teacher delivered to students can stimulate students' thoughts, feelings, interests, and attention so that the learning process is more effective and efficient and that learning objectives can be achieved perfectly.

This is to the results of interviews conducted by researchers with Mr. R.F, M.Pd who stated that there are several methods that we use for English learning. For reading, we use u-dictionary, expert group, discovery learning, problem based learning (PBL), and know-whant to know-learned (KWL). So students form small groups and there they have to solve a problem as a group.¹⁷



¹⁷ 'R.F, as the English Teacher at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 27, 2023. Interview 1, (RF 5) Transcript.'



Figure 4. 3
Small Group Discussion Condition¹

In addition to methods, there are several media used in learning English. MA Matholi'ul Huda has distinctive characteristics in the teaching and learning process. One of them is during English learning. Teachers utilize the facilities provided such as active speakers, and LCD Projectors in each class. In line with this, Mr. R.F, M.Pd who is one of the English teachers said that the media I use in learning English does not only refer to the LKS book, but I also use blocks and sometimes I play videos that can increase student motivation. Students never complain about the methods I apply in learning because they are not monotonous. So, it is understandable if during English lessons the majority of students tend to just obey when explained.²

The media used in learning English is different so that it is not monotonous, and students do not feel bored. Students prefer learning that involve visuals such as videos, songs, and others. So Mr. R.F, M.Pd uses Islamic short stories that have role models for students and not only refers to the LKS book but also uses blocks that display stories that can increase student motivation. In addition, teachers often

¹ 'Documentation Small Group Discussion in Class XI IPS 1 MA Matholi'ul Huda Pucakwangi Pati, 02 August 2023.'

² 'R.F, as the English Teacher at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 27, 2023. Interview 1, (RF 6) Transcript.'

provide motivation and explain material according to student's abilities so that it is easy to understand.³

Teachers must understand that each student has a different level of understanding and ability. There are students who have high abilities and low abilities. Teachers must understand and know how to deal with and overcome them. To deal with and overcome this, the teacher can see the student's ability to understand the material presented, answer questions, solve problems from the teacher, and answer exercise questions in the book. Each student certainly has a different character according to the expertise or talent that the student has. This student talent is the value of the quality of students in carrying out learning in the classroom. This was explained during an interview with Drs. H. A.A, M. Pd. I. said that of course, the character of each student is different, as a result, students' interests and talents are also different in each subject at school. There are students who are interested in studying English, Arabic, Javanese, Indonesian, etc. In every talent that exists in students, teachers must always provide direction and motivation that language is the window to the world.⁴

2. The data of obstacles in the implementation of Islamic English learning materials in overcoming students' difficulties in understanding Islamic short stories in class XI MA Matholi'ul Huda Pucakwangi Pati.

The English learning process at MA Matholi'ul Huda Pucakwangi Pati has not gone well, there are still some common problems in the teaching and learning process. In the learning process in English classes, of course, several factors can trigger obstacles in the teaching and learning process, especially in understanding Islamic short stories in English, among others:

1) Students still need much time to understand the content of reading Islamic short stories.

Time is indeed a very important role that must be considered. Time is also a factor that can affect learning because time constraints are very influential in the learning process. As said by Mr. R.F, M.Pd that time is an important factor in the teaching

³ 'Observation Data in Class XI IPS 1 and XI IPS 2 at MA Matholi'ul Huda Pucakwangi Pati, August 01, 2023.'

⁴ 'A.A, as the Headmaster at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, August 01, 2023. Interview 2, (AA 8) Transcript.'

and learning process because when learning takes place students certainly need a long time to understand and analyze Islamic short stories, so the right time is very important.⁵

2) Students have not mastered English vocabulary.

Some eleventh-grade social studies students do not know or memorize the vocabulary in the book or narrative text material. According to the confession of one of the students of class XI IPS 2 who is usually called I.W.S said that the trigger for students not mastering vocabulary is that students are lazy and not used to saying English vocabulary.⁶ The solution to overcoming this, Mr. R.F, S.Pd said that students are always given 30 new vocabulary words every meeting to memorize, and must practice their memorization and get 30 new vocabulary words again in the next meeting. Because translating vocabulary is not enough. So every day students must have a target to memorize. Because all of that must start from compulsion so that it becomes a habit. The teacher has given the students time to continue practicing and learning every day.⁷

In line with this, Z.A.K stated that there are several difficulties that students experience when learning Islamic short stories in English, one of which is difficulty in translating a reading, still having difficulty when finding the same word in English.⁸

In addition, there are some students who still have difficulty understanding English reading, D.W.S.P, Z.S, and TP said that some students still have difficulty understanding English reading because of the lack of vocabulary that is understood. And they don't really understand the English formulas. it causes the difficulties faced by students in learning English.⁹

3) Students are too lazy to bring and open English dictionary.

⁵ 'R.F, as the English Teacher at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 27, 2023. Interview 1, (RF 9) Transcript.'

⁶ 'I.W.S, as the Student at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 26, 2023. Interview 6, (IWS 3) Transcript.'

⁷ 'R.F, as the English Teacher at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 27, 2023. Interview 1, (RF 10) Transcript.'

⁸ 'Z.A.K, as the Student at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 26, 2023. Interview 4, (ZAK 3) Transcript.'

⁹ 'D.W.S.P, Z.S, and T.P as the Student at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 26, 2023. (D.W.S.P, Z.S, T.P 3) Transcript.'

This habit is very common when learning English. The reason students are too lazy to bring a dictionary is because they feel burdened when carrying a bag if there is an English dictionary in it and students argue that they forget to bring a dictionary if there is an English lesson in class. To overcome this, Drs. H. A.A, M. Pd. I. explained that at MA Matholi'ul Huda there are two libraries, namely the manual (regular) library and the digital library. With the digital library, students can easily access information about English knowledge without limited references.¹⁰

In line with this, Mr. R.F, M.Pd. said that students are not always asked to open the dictionary when learning English. We instill context clues in students, so that when they find a difficult word, they don't open the dictionary first but guess based on the context, if they still can't guess they just open the dictionary.¹¹

In line with this, D.W.S.P, Z.A.K said that the majority of students are lazy to bring dictionary books, and some students are lazy to read and also lazy if they have to open a dictionary to translate unknown English vocabulary.¹²

4) Students interfere with their friends during lessons.

This behavior is quite common among students. When students are understanding Islamic short stories, some of their classmates try to interfere when students understand the reading, this can cause students difficulties in understanding the narrative text. Because students should focus and pay attention to the content of the reading of Islamic short stories in the narrative text. According to the confession of one of the students who is usually called D.W.S.P one of the students in class XI IPS 1, said that when the learning process takes place, students often make noise, play alone, and talk to themselves, causing obstacles in the process of comprehending the reading of Islamic short stories which results in the process of understanding the reading being slow. The noise made by students during learning makes the class not conducive.¹³

¹⁰ 'A.A, as the Headmaster at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, August 01, 2023. Interview 2, (AA 9) Transcript.'

¹¹ 'R.F, as the English Teacher at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 27, 2023. Interview 1, (RF 9) Transcript.'

¹² 'D.W.S.P, Z.A.K as the Student at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 26, 2023. (D.W.S.P, Z.A.K 4) Transcript.'

¹³ 'D.W.S.P, as the Student at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 26, 2023. Interview 3, (DWSP 2) Transcript.'

According to the researcher's analysis, the teacher is very alert if there is noise in the classroom. The teacher can deal with students wisely and help students in the process of understanding the reading of Islamic short stories to remain conducive during the learning process.¹⁴

5) There is a lack of input of students' English knowledge.

In daily life, students interact with their surroundings not using English, but using their first language (Bahasa Indonesia). Even in the school environment, students communicate using their first language. Mr. R.F, M.Pd said that one of the factors of student difficulty is the lack of input about English knowledge. Because English is a foreign language, so the input that students get is clearly lacking in terms of reading and in terms of listening. In some cases, students have difficulty in understanding the context of the situation of a story.¹⁵

In line with this, Drs. H. A.A, M. Pd. I. said that the difficulty of students learning English is in speaking and listening. Because they are not used to communicating using English in everyday life. This is an obstacle for students in learning English.¹⁶

3. The solutions for the Implementation of Islamic English learning materials in dealing with students' difficulties in understanding Islamic short stories at MA Matholi'ul Huda Pucakwangi Pati?

The solution to the problems students face is within themselves. The answer to the problems they face is to read diligently so that they will get used to it. Based on the results of the interview with D.W.S.P, Z.A.K, I.N, I.W.S, Z.S, and T.P. They stated that to overcome difficulties in reading comprehension they should always study hard and reduce laziness.¹⁷ Input for students from Mr. R.F, M.Pd as the English teacher can also be a solution to stay enthusiastic in reading comprehension. "Read, Read, and Read, because reading and practicing makes you perfect". According to Mr. R.F, M.Pd,

¹⁴ 'Observation Data in Class XI IPS 1 and XI IPS 2 at MA Matholi'ul Huda Pucakwangi Pati, August 01, 2023.'

¹⁵ 'R.F, as the English Teacher at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 27, 2023. Interview 1, (RF 4) Transcript.'

¹⁶ 'A.A, as the Headmaster at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, August 01, 2023. Interview 2, (AA 5) Transcript.'

¹⁷ 'Interview with Respondents on July 26, 2023. Transcript.'

reading often will make us better. And the more we read, the more perfect our comprehension will be.¹⁸ In line with this, input for students from Drs. H. A.A, M. Pd. I. as the Headmaster can also be a solution to remain enthusiastic and active in learning any language, especially English. Because language is the window to the world, and with English students can explore the world.¹⁹



Figure 4. 4

The Condition Students' of the Learning in Class XI IPS 2 at MA Matholi'ul Huda Pucakwangi Pati²⁰

B. Discussion

In this section, the discussion is presented following the research results. Therefore, in the discussion in this section, researchers integrate the research results with the theory that has been presented in the previous sub-chapters. As emphasized in the descriptive qualitative analysis technique of the data obtained through observation, interviews, and documentation. All data has been identified to fit the expected objectives.

From the results of this study, the role of learning in reading comprehension of English Islamic short stories needs the figure of a teacher or educator who can provide knowledge seriously and teach

¹⁸ 'R.F, as the English Teacher at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, July 27, 2023. Interview 1, (RF 10) Transcript.'

¹⁹ 'A.A, as the Headmaster at MA Matholi'ul Huda Pucakwangi Pati, the Interviewed from the Researcher, August 01, 2023. Interview 2, (AA 8) Transcript.'

²⁰ 'Documentation Condition Students' of the Learning English in Class XI IPS 2 MA Matholi'ul Huda Pucakwangi Pati, 02 August 2023.'

professionally without discrimination, In the learning process the teacher always prioritizes good morals as a reflection for students and always tries so that students have a better life.

To get good results and improve students' ability to understand the reading of English Islamic short stories, teachers must have a provision of learning methods or techniques that can be taught to students. So that students do not experience difficulties in understanding the reading of English Islamic short stories. Therefore, the English teacher in class XI IPS MA Matholi'ul Huda Pucakwangi Pati uses methods that have the aim that students can think more creatively and critically.

1. The data of implementation of Islamic English learning materials in understanding Islamic short stories in class XI MA Matholi'ul Huda Pucakwangi Pati.

English is a foreign language in Indonesia. English is often considered difficult to learn by students at school. They think that learning English requires consistency. Therefore, English teachers must be able to adjust to students' abilities and must be able to understand how each student learns. Because not all students can understand all learning methods applied by the teacher. Students are required to learn English because it cannot be denied that English is very useful in modern times like today. English teaching is not effective enough if it only uses the lecture method. A well-planned classroom setting that uses a variety of learning methods is more efficient and effective than a class that only uses the lecture method.²¹

The teachers' MA Matholi'ul Huda, have tried to fulfill the educational support facilities so that students feel comfortable in learning. English teachers also support carrying out the English teaching and learning process according to their abilities and also the material that is important for students to learn. In the process, teachers also create methods and creativity so that students can easily receive lessons. The learning process is carried out as usual and occasionally interspersed with different methods such as games and group discussions. Classes are equipped with LCDs and projectors that can make it easier for students to do reading comprehension activities of Islamic short stories together, and also through videos that can make it easier for students to overcome difficulties in reading comprehension of Islamic short

²¹ Mohammad Reza Ahmadi, 'The Use of Technology in English Language Learning: A Literature Review', *International Journal of Research in English Education*, Vol 3.No 2 (2018), 118.

stories. In addition, the English learning process is also often conveyed so that students are diligent in reading their material books. However, because students think English is a language that is quite difficult to understand, it makes them think narrowly and inhibits them from developing their English for the better.

Reading comprehension is the activity of reading an English text and understanding the meaning of the sentences in the text. According to the *Early Predictors of Reading Comprehension Difficulties* book, children have difficulties in Vocabulary, Grammar and Morphology, verbal memory, inferences, and other text-related processes and poor comprehenders and there was considerable variability in the severity of the deficits reported for poor comprehenders. While most studies report mean values on oral language and cognitive skills in the poor comprehender group that are at sub-clinical levels, Nation and colleagues' 17 – 35 % of their group of poor comprehenders met the criteria for specific language impairment, none of these children had received any exceptional help for their difficulties.²²

2. The data of obstacles in the implementation of Islamic English learning materials in overcoming students' difficulties in understanding Islamic short stories in class XI MA Matholi'ul Huda Pucakwangi Pati.

The learning process in classes XI IPS 1 and XI IPS 2 MA Matholi'ul Huda Pucakwangi Pati cannot be said to be good enough, because there are still some obstacles that can result in students not being optimal in understanding the reading of Islamic short stories in English.

Reading comprehension skills of Islamic short stories in English at MA Matholi'ul Huda Pucakwangi Pati must be improved. Students still have difficulties understanding reading. For example, students still have difficulty understanding the content of Islamic short stories, then in terms of pronunciation and memory of English vocabulary students also have not fully mastered English vocabulary, students are still confused about linking vocabulary with the context of reading, students are also not able to solve problems appropriately. This is due to the student's lack of proficiency level and reading habits. It is often found that students do not bring English dictionaries when there

²² 'Asa Elwer, *Early Predictor of Reading Comprehension Difficulties* (Linkoping University: Department of Behavior Science and Learning, 2014), Page. 27.'

are English lessons. The difficulties experienced by students cause poor learning outcomes. There are still some students who experience difficulties. But so far, teachers emphasize students continue practicing reading comprehension of Islamic short stories so that the level of students' reading skills can increase.

Various reading problems can be attributed to difficulties in reading. From a general point of view, others will only compare the reading ability of one student with another. However, reading difficulties occur for many reasons. As with other language skills, the purpose of reading is comprehension and creating meaning which involves a combination of the reader's background knowledge and the information in the text. Based on the results of the study, six students who were respondents said that they did not like learning English because the language was difficult to understand. Therefore, the teacher plays a very important role as a guide in the learning process of students, but what is conveyed and taught by the teacher will not be successful if students do not try to improve themselves and find a solution to the difficulties they experience.

According to researchers, students experience some difficulties when reading comprehension. One of them is when reading comprehension of Islamic short stories, this is due to the environmental background of students who are rural communities who communicate daily using Javanese and Indonesian. So, English is not often used and students only learn English at school which affects students in reading comprehension. For example, students' mastery of English vocabulary is lacking, and they feel lazy because they feel there is no need to learn English. These difficulties make it difficult for students to understand the meaning of each word or sentence in English, and become a separate difficulty for each student.²³

Therefore the teacher provides several strategies for reading comprehension that can be used by students, namely Identifying goals in reading, using graphic rules and patterns to assist in decoding from the bottom up (especially for beginner-level learners), using silent reading techniques more efficiently, and relatively quickly (for intermediate to advanced levels),

²³ 'Observation Data in Class XI IPS 1 and XI IPS 2 at MA Matholi'ul Huda Pucakwangi Pati, August 01, 2023.'

skimming texts to find main ideas, guessing when unsure, analyzing vocabulary.²⁴

3. The solutions for the Implementation of Islamic English learning materials in dealing with students' difficulties in understanding Islamic short stories at MA Matholi'ul Huda Pucakwangi Pati.

Efforts that can be made in overcoming difficulties can be realized through teacher and student approaches. The solution that can overcome these obstacles is that students must be accustomed to reading and taught to memorize English vocabulary so that it can facilitate students in reading comprehension of Islamic short stories in English and pronounce English words correctly. Teachers should help students and give students time to continue learning and practicing so that their reading comprehension levels can increase. Therefore, teachers should choose innovative and creative learning models so that students are interested in learning English. In addition, students must always be enthusiastic and enterprising in learning and practicing any language, especially English. Because language is the window to the world. While English is an international language that is very important in modern life like today. No matter how difficult it is, English must still be learned, because with English students can explore the world.

Some students still have difficulties in reading comprehension of Islamic short stories in English due to several factors. But as long as students are willing to make every effort to continue learning, students' difficulties can be overcome. Students should always be active in learning and should not be lazy to learn English. Every day students should always add new vocabulary in English because English will be very useful for students' lives in the future. Teachers should help students to hone their English skills. For teachers who will teach reading comprehension to students, they should pay more attention to students' strengths and weaknesses. By paying attention to their strengths and weaknesses, teachers will find it easier to pay attention to students' potential.²⁵

²⁴ 'H.D Douglas Brown, Teaching by Principles An Interactive Approach to Language Pedagogy (New York: Longman),p. 306'.

²⁵ Dewi Kustanti, 'Kesulitan Dan Solusi Pembelajaran English Reading Text', *Jurnal Al-Tsaqafa Volume 13, No. 01, Januari 2016*.