

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and recommendations related to the effects of teaching reading using Islamic reading texts on the students' reading comprehension and their attitude toward the texts give to them. The conclusions are drawn from findings and discussion in the previous chapter and the suggestions are intended to teachers and future researcher.

5. 1 Conclusions

This study aimed at investigating the effect of teaching reading using Islamic texts on students' reading comprehension and their attitude toward the text given. Prior to conducting the experiment, the control and experiment group had been both statistically checked for their homogeneity. Hence, the research can be carried out toward the two groups. The following conclusion is drawn based on the findings and discussion in the previous chapter.

The effect of the teaching reading using Islamic reading texts is depicted into two ways, the finding based on the quantitative data analysis and the finding based on the qualitative data analysis. The result of the quantitative data analysis reveals that null hypothesis is rejected which means there is significant difference between reading comprehension of those who were taught by using general texts and those who were taught using Islamic texts. Thus, it can be said that Islamic reading texts were proven effective in improving the students' reading comprehension competence.

Moreover, it was found that Islamic texts also succeeded in rising the students' curiosity as they become motivated to read the whole texts. Thus, it can be concluded that the use of Islamic texts in teaching reading can build the students interest and motivation toward the texts. It is also reveals that Islamic reading texts engage the students better during the 'reading' phases. It can be

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explained that the students were motivated to read the whole texts since they were considered meaningful to them which further help them to comprehend the texts better. As previously mentioned, this finding corresponds to Lee (2009) who states that students focus their attention more and make great efforts to read if the topic is interesting. Murray and McPherson (2004) also stated that learners are able to learn the language more naturally when they are engaged with texts that are more meaningful.

Thus, the result of this study is in line with previous research conducted by Fitriyani (2008), Khalifah and Pusparini, R(2015), and Munir, S. and Hartono, R. (2016), who discovered that using Islamic texts in teaching English text could elevate students' reading performance as the students who are Muslims are more engaged with their reading texts. Moreover, the improvement of the students' reading comprehension score can be explained as their familiarity of the content of the texts caused interest to them and increased their motivation, which further increased their involvement or engagement in the reading activities. This make the students in the experiment group learn better and get more from what they learn during the treatments when compared to the students in the control group. The result of this research is in line with the results of previous researches such as those conducted by, Jafari and Aghei (2013), Peretz and Shoham (1990), Ozturk (2010), Yousef, et al. (2014), Hua, et al. (2007), Issa (2000), Erten and Razi (2009) and Keshafarz, et al. (2007) who found that familiarity of a text correlate positively with performance of reading comprehension. Moreover Hidi (1990), Hidi and Baird (1986), Lee (2009), Baldwin (1985) and Eidswick (2010), and Hidi and Renninger (2006) conveyed that there is relation between interest and reading comprehension. In general, researchers affirmed that a positive relationship exists between personal interest, prior knowledge, and comprehension. Summarily, reading texts which are familiar with and related to the students' life and experiences significantly influence the students reading comprehension.

Overall, data from the questionnaire given to experiment group shows that in general, the students show positive attitude toward Islamic reading texts.

Concerning the selection of ideal texts for students of Islamic middle school, the students agreed that Islamic reading texts are ideal. However, the students also agreed to combine Islamic and general texts than to use one text type only. It can be explained that despite Islamic reading texts is considered ideal for them, they prefer to use both types of the texts at school. The findings in line with what have been proposed by Cooper (2001) that teachers of language should use different text types to meet the instructional needs of all students. In this case teacher should consider to give both Islamic and general texts to the students.

The students' positive attitude toward Islamic reading texts which were considered as not difficult to comprehend, and the students' enjoyment during the reading activities which resulted improvement to their reading comprehension competence are assumed due to the meaningful conceptual contents of the Islamic texts. The meaningful content engage them in reading activities and result to be effective in improving their reading comprehension competence (as reflected in results of item 7-12). This fact is in line with research findings of Alexander, et al., 1994 (Brantmeier, 2006), Jafari and Aghei (2013), Peretz and Shoham (1990), Ozturk (2010), Yousef, et al. (2014), Hua, et al. (2007), Issa (2000), Erten and Razi (2009) and Keshafarz , et al. (2007) who found that familiarity of a text correlates positively with performance of reading comprehension.

Finally, it is perceived that the use of Islamic reading texts makes the students feel more interested in reading more English texts and learning English in general. It indicates that indeed the familiarity and meaningful conceptual concepts are strongly related to students' interest and motivation (Lee, 2009; Cole, 2002; Estacio, 2012; Edmuns & Bouserman, 2006; Schraw and Dennison, 1994; and Zhao & Zhu, 2012)

To conclude, data from questionnaire given to experiment group shows the students positive attitude toward Islamic reading texts, and this fact to some extent, explains the significant increase of their post-test score in reading comprehension test.

5. 2 Recommendations

As the research findings show that Islamic reading texts are considered ideal for students of Islamic middle school, it is recommended to the teacher of the Islamic schools to use Islamic reading texts for the English practice other than only general texts. This would be beneficial considering that the students will be more engage to the topic as the students are more familiar to the content. Moreover, the familiarity which brings interest and motivation may result to better comprehension on the material given. Thus, it needs to be considered to use Islamic texts as a supplement material in the classroom to improve the students' other skills such as writing, listening and speaking. This can be done by using the content in the texts as the topic during the activities.

It is also important to make sure that the Islamic contents are close to their life, and the language used is in their level of understanding. Teachers may find in the internet and adapt the texts according to the students need. It is then necessary to re -check the content to make sure that it doesn't bring false messages and values and have us certain that we can interpret the content correctly, because to put false interpretation on the Islamic content will cause wrong interpretation of Islam. The last to be aware of in using Islamic texts for teaching material is that the teachers' main focus should be developing the students' language skills and linguistic knowledge through the content of the texts and the values in it instead of giving them the knowledge about the content itself.

In addition, Muslim teachers have the responsible to teach their students not only the general knowledge to fulfil their cognitive needs, but together with the values to enrich their spirituality. Despite that students' reading comprehension are improving by using the Islamic reading texts, the teachers' concern must be bigger on preparing the students to have broad knowledge about Islam and have faith in it. Muslim students should not be only smart on science, social and language but also be pious as they will be the future leader of the country, and the next teachers for their children who will teach them to be *khalifah* in this world.

Through the use of Islamic reading texts, teachers are expected to have a great vision ahead to bring the students to *Jannah* even through a small percentage of their contribution within their teaching. Muslim English teachers should be aware on that as Allah promises whom ever does things for the sake of Allah, Allah will reward that as good deed and Allah promises us *Jannah*.

For further research, the next research is suggested to be done by exploring the use of Islamic reading texts on other type of texts such as descriptive, procedure, or even news items, depend on the level of the students. It is also beneficial to conduct research on inserting Islamic content in the English teaching in a public school with Muslim students only in the classroom by activating their schemata on the 'pre-reading' activity. Hopefully the research will be useful and considered as good deed as more Muslims teachers and practitioners will get benefit from the result of the study.