

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research conducted on students' difficulties in understanding figurative language in English poetry, two main conclusions can be drawn in accordance with the research problem formulation.

1. Students' level of ability in identifying and analyzing figurative language

The results show that the ability of eighth-grade students at MTS Al-Ma'arif in identifying and analyzing types of figurative language is still relatively low. Most students are not yet able to accurately distinguish between forms of figurative language such as metaphors, similes, personification, and hyperbole. This error occurs because students only understand poetry literally without grasping its symbolic or emotional meaning. This shows that students' linguistic abilities and interpretive thinking skills are still limited. Thus, it can be concluded that the level of students' ability to recognize and analyze figurative language is not yet optimal and needs to be strengthened in terms of linguistic, cognitive, and literary reading experience.

2. Factors that cause students difficulty in understanding figurative language

Based on the results of interviews and observations, three main factors were found to cause difficulties for students, namely linguistic, cognitive, and affective/psychological factors.

- a) Linguistic factors relate to limited vocabulary, complex poetic sentence structures, and the use of idioms that are difficult to understand.
- b) Cognitive factors include a lack of experience in reading poetry, weak abstract thinking skills, and learning habits that focus only on literal translation without training students in analyzing meaning.
- c) Affective or psychological factors include fear of making mistakes, embarrassment, lack of confidence, and low motivation to read and interpret English poetry.

These three factors are interrelated and together affect students' ability to understand figurative language. Thus, it can be concluded that students' difficulties are not only caused by language limitations, but also by cognitive and emotional factors that affect their thinking processes and confidence in understanding poetry.

B. Suggestion

Based on the results of research on students' difficulties in understanding figurative language in English poetry, the following suggestions can be made:

1. For Teachers

English teachers are expected to apply more creative and contextual learning methods when teaching poetry. Learning should not only focus on literal translation, but also train students' interpretive and literary appreciation skills. Teachers need to create a fun learning atmosphere, build confidence, and provide support so that students dare to interpret the meaning of poetry without fear of being wrong.

2. For Future Researchers

Further research should involve a larger number of participants and different school contexts to make the results more representative. In addition, researchers can use other methods such as classroom action research or mixed methods approaches to obtain more in-depth results. Future research can also examine the influence of motivation and learning anxiety on the understanding of figurative language.

3. For General Readers

This research is expected to raise awareness of the importance of understanding figurative language in English language and literature learning. Understanding figurative meaning not only enriches language skills, but also helps readers enjoy the beauty and values contained in literary works more deeply.