

CHAPTER I

INTRODUCTION

A. Background of Study

One of the international languages that is spoken by the majority of people worldwide is English. People in the modern world are expected to be fluent in English in order to converse with those who reside in different nations. People who live in nations where English is used as a foreign language, such as Indonesia, should learn it as a tool for international communication. The Indonesian government includes English as a required subject in the school curriculum, beginning in junior high school, to help the people of Indonesia communicate with people across the world. Therefore, it is envisaged that Indonesian learners will have a fantastic opportunity to enhance their communication skills in English.

Proficiency in the English language is essential. English is used for speeches, presentations, interviews, and storytelling. For students to impart knowledge verbally, they must become proficient in it. However, in day-to-day living, there are a lot of written materials that are written in English. Magazines, newspapers, websites, instructions, ads, and job openings are a few examples. Students study the materials and gain understanding from them in order to extract information. But for kids, the biggest issue is a deficiency in language. They struggle to learn new words and sentences since they are difficult to understand. Another issue is that the language has not been used much.

Students should be proficient in four language acquisition skills: speaking, listening, reading, and writing. Teachers should incorporate these four talents into the process of teaching and learning in the classroom. While reading and listening relate to receptive skills, speaking and writing relate to productive abilities.

One of the most crucial abilities that kids should develop is reading. For students, reading can be a first step toward success in both their academic and personal lives. Students who are unable to read proficiently will miss out on chances in both their schooling and their future lives. The ability to read will help students learn new things, appreciate the beauty of literature, and carry out daily tasks including reading books, newspapers, magazines, novels, maps, and directions from manuals.

There is a reading component to Islam, and the researcher would like to provide two verses from the Al-Qur'an, specifically the first to third Al-alaq verses.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝
اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝

The first verse demonstrates the need for reading; in order to receive God's mercy, one must read the basmalah before beginning to read. The second verse God explains that the process of human formation begins with a clot of blood. The third verse demonstrates that if someone consistently reads, God will provide them mercy and knowledge. To sum up, reading is

crucial, and people should read anything and everything to get knowledge or information. This includes non-textual materials as well.

The ability to read well is crucial. Reading is crucial because, as Goodman notes in Burt, Peyton, and Adam (2003, p. 33), it first enables people to learn how to think in a new language. Second, aids with vocabulary development. Third, makes people feel more at ease when writing in English. Helps individuals make plans to study in a nation where English is the primary language. Pupils with strong reading comprehension abilities will find it simple to deduce meaning from English texts because they have a wider vocabulary in context.

Junior high school reading curriculum is especially crucial since it aims to help students become more proficient readers of English. Thus far, reading classes have focused solely on life principles; the content has been derived from fairy tales or folklore from antiquity, neither of which has any connection to Islam or Islamic values. Islamic values are actually crucial to ensuring that students understand religion in both general education and religious education, particularly in religious schools. Although Islamic junior high schools would benefit greatly from including Islamic ideas, in practice, English teachers rarely do so in their English classes. In order to help reading students learn about Islamic values and apply them in their daily lives, the research incorporates stories that teach Islamic values. For example, stories about the Prophets are taught in Islamic Junior High

Schools. These findings can increase student's knowledge of Islamic Values, especially faith and morals.

The researcher makes the assumption that Islamic values can be included into reading instruction in English class. The researcher is interested in conducting auto-ethnography research for this study. The researcher anticipated that by doing this study, the study with title **“Drawing Practical Activity in Teaching Reading based on Islamic Values”**

B. Definition of Key Terms

Some definitions of the important terminology used in this study are as follows:

1. Teaching

Taking an interest in people's needs, experiences, emotions and making an effort to help is the process of teaching. In order for them to acquire specific knowledge and go above what is expected. Promoting and supporting learning is the primary objective of this process in education, which involves both the instructor and the student. Since “teaching” promotes learning, provides a chance for learning, and creates the necessary conditions for learning, it is best characterized in terms of learning.

2. Reading

The act of reading is meant to lessen ambiguity regarding the meanings that texts express. It is the process that emerges from the reader and the text negotiating meaning. The ways in which a reader negotiates with the meaning of a text depend greatly on their background knowledge, expectations, and methods for deciphering textual meaning. It's also a communication act where information is sent from a sender to a recipient.

3. Islamic values

Islamic values are among the material values that are seen in the physical and spiritual realms of existence. Islamic principles require a person to possess integrity up to the point of wisdom (*insan kamil*). Islamic values are universal and divided into several types, such as faith and morals. *Aqidah* (faith values) include faith in Allah, faith in angels, faith in God's books, faith in God's prophet and apostles, faith in the last day and faith in qada and qadar. *Akhlak* (moral values) include morals towards fellow human beings which are divided into commendable morals (*mahmudah*) and despicable morals (*mazmumah*).

C. Research Question

The researcher formulates the study's problem as follows, taking into account the backdrop of the research mentioned above:

How does the English teacher draw practical activity in teaching reading based on Islamic values?

D. Objectives of Study

The objectives of this study are as follows, based on the above research questions:

To explain the way of English teacher draw practical activity in teaching reading based on Islamic values.

E. Significance of Study

The researcher sincerely hopes that the following will benefit from this research:

1. Students

This research will contribute to our understanding of reading comprehension and provide fresh material for English language learners. Islamic values can be included into reading comprehension lessons for kids.

2. Teachers

The results are expected to provide English teachers with valuable insights that they may then use to students' comprehension of reading passages that incorporate Islamic values.

3. Other researchers

This thesis will provide future researchers with some information and a contribution on practical activities in teaching reading based on Islamic values. It is anticipated that the research's findings will benefit students, educators, and upcoming scholars in some way.