

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study attempted to answer to statements of problem about practical activity in teaching reading based on Islamic values in English material at the eighth grade of MTs Hidayatussalikin Pematang Hambawang. How is the English teacher drawing practical activity in teaching reading based on Islamic values?

The findings show that English was taught to the eighth grade students in two days for each week. Each meeting lasts 2 x 35 minutes. In this research, the researcher just took one class as a sample. The schedule time for the eighth grade was on Friday at 09.40 to 10.50 and Saturday at 12.15 to 13.25. There were 15 students at the eighth grade that consisted of 9 females and 6 male students.

The research findings that were discovered in the field through observation is presented in this section. Finally, the researcher obtained some data connected to the practical practice of teaching reading based on Islamic values. The descriptions below provide the research findings as a result.

The observation was made while a text-based approach to teaching reading was being used. The observation was conducted on April 2024 up

to May 2024. Here are the activities during the teaching-reading for Islamic senior high school at MTs Hidayatussalikin Pematang Hambawang.

The teacher greeted the class and inquired about each student's health. Along with explaining the subject to be learned, the teacher frequently questioned the class on the previous lesson. Subsequently, the teacher selected a student to lead in prayer. Teachers instilled a religious mindset, politeness, and logical reasoning in their opening activity. Procedures for the first exercise involved the teacher welcoming the students with a smile and the phrase "Assalamu'alaikum" as soon as they entered the classroom. "Let's pray together hopefully learning today can run well!" Prior beginning studying, the pupils read the prayer together. Teacher asked the students about their activities in the past or at the time in Indonesian. But just a little of the student knew that material at the time, the teacher explained that material before after that the teacher moved to the next material.

After instructing the students to open their books, the teacher gave a clear example of how to read aloud and how to properly cite sources. In this scenario, the students pay attention to the teacher's actions. After teaching the students how to read correctly, the teacher help the students to read the material. However, when the students mentioned words in the book, the teacher corrected them or asked them to identify words they were unfamiliar with.

After that the teacher explained the material regarding narrative text, in general narrative text contains imaginary stories or real stories that are modified and arranged through a sequence of events that occurred in the past related to animals or objects, but on this occasion the teacher changed the stories by includes stories related to Islamic values.

From the observation above the researcher got the activities showed that the teacher want to included Islamic values in English language learning, especially in reading. And the students fell enjoyed with the material. The meeting was conducted for 2 days, was on Saturday, 27th April 2024 at 12.15 until 13.25 and Friday, 3rd May 2024 at 09.40 until 10.50. The teaching and learning activities ran well. The text used were narrative text, the teacher explained about the meaning of narrative text, the purpose of narrative text, types of narrative text, and the generic structure of narrative text.

About those activities, researcher made it in a table below:

1. The First Meeting (Saturday, 27th April 2024)

Name of Activity: Read the story of the Prophet Ismail

Learning Objectives:

- Students will be able to understand the meaning of narrative text, the purpose of narrative text, and the generic structure of narrative text

- Students will be able to read the Prophet story that have been provided fluently
- Students will be able to answer questions related to the story text provided in groups

Table 4.1. Pre Activities, While Activities and Post Activities

Pre Activities	
1. The teacher welcomed the students. 2. The teacher encouraged students to pray. 3. The teacher emphasized the ease of learning English. 4. The teacher examined the students' attendance by listing their names one by one. 5. The teacher inquired about the students' readiness before learning.	10 minutes
While Activities	
1. The teacher explained about the meaning of narrative text, the purpose of narrative text, types of narrative text, and the generic structure of narrative text. And didn't forget to included Islamic values in the explanation, then provided examples of stories related to Islamic values The example of stories related to Islamic Values are:	

Nabi Ibrahim And Nabi Ismail (Qurban)



50

minutes

One night Ibrahim had a bad dream. He dreamt Allah told him to sacrifice Ismail. Ibrahim thought it was shaytan playing nasty tricks on him.

The next night Ibrahim had the same horrid dream. Ibrahim knew that Allah would only ask him to do such a thing if he had good reason. Even though he loved his son dearly, he was prepared to do this difficult thing for Allah.

Ibrahim told Ismail they had to go to Mount Arafat. He took a knife and a rope with him. On the way they passed a place called Mina. The devil, Shaytan, came to Ibrahim and tried to talk him out of sacrificing his son.

Ibrahim turned his back on him and would not listen. When they reached Mount Arafat, Ibrahim told Ismail what Allah wanted him to do. Ismail listened and accepted what was to happen. He was an exceptional child. He too was a great prophet.

Ismail told his father to tie his hands and legs and blindfold himself so he would not struggle and make his father even more upset than he was going to be and Ibrahim was blindfolded so he would not see his son suffer.

Ibrahim did as Ismail had said. He then took the knife and did what Allah had told him to do. When he took the blindfold from his eyes he looked down, not at his son but at a dead ram. Ismail was at his side.

Ibrahim was afraid. He thought he had disobeyed but then he heard a voice telling him not to worry. Allah looks after his followers. Ibrahim and Ismail had passed a difficult test. Each year, during the month of Dhul Hijjah, many Muslims, from all over the world, travel to Makkah. They want to remember what Ibrahim and Ismail did. In the month of Dhul Hijjah these pilgrims go to Makkah, Mina and Arafat.

They visit places where Ibrahim and Ismail lived and preached. They give a sacrifice just as Allah commanded Ibrahim to do. The pilgrims sacrifice animals in memory of the deed.

We must obey Allah's commands as Ibrahim and Ismail did. We obey by doing the things we know are right, praying, obeying our parents and always telling the truth.

2. The teacher made sure that every students understood about the meaning of narrative text, the purpose of narrative text, types of narrative text, and the generic structure of narrative text, and then made sure what the students could pronounce the word properly
3. The teacher divided the class into some groups which consisted of three students in each groups.
4. The teacher distributed of paper contained the text of the prophet's story and several questions related to the text

The example of the prophet's story and several questions related to the text are:

ACTIVITY 1: Read the following text carefully

Nabi Ibrahim And Nabi Ismail (Qurban)



One night Ibrahim had a bad dream. He dreamt Allah told him to sacrifice Ismail. Ibrahim thought it was shaytan playing nasty tricks on him.

The next night Ibrahim had the same horrid dream. Ibrahim knew that Allah would only ask him to do such a thing if he had good reason. Even though he loved his son dearly, he was prepared to do this difficult thing for Allah.

Ibrahim told Ismail they had to go to Mount Arafat. He took a knife and a rope with him. On the way they passed a place called Mina. The devil, Shaytan, came to Ibrahim and tried to talk him out of sacrificing his son.

Ibrahim turned his back on him and would not listen. When they reached Mount Arafat, Ibrahim told Ismail what Allah wanted him to do. Ismail listened and accepted what was to happen. He was an exceptional child. He too was a great prophet.

Ismail told his father to tie his hands and legs and blindfold himself so he would not struggle and make his father even more upset than he was going to be and Ibrahim was blindfolded so he would not see his son suffer.

Ibrahim did as Ismail had said. He then took the knife and did what Allah had told him to do. When he took the blindfold from his eyes he looked down, not at his son but at a dead ram. Ismail was at his side.

Ibrahim was afraid. He thought he had disobeyed but then he heard a voice telling him not to worry. Allah looks after his followers. Ibrahim and Ismail had passed a difficult test. Each year, during the month of Dhul Hijjah, many Muslims, from all over the world, travel to Makkah. They want to remember what Ibrahim and Ismail did. In the month of Dhul Hijjah these pilgrims go to Makkah, Mina and Arafat.

They visit places where Ibrahim and Ismail lived and preached. They give a sacrifice just as Allah commanded Ibrahim to do. The pilgrims sacrifice animals in memory of the deed.

We must obey Allah's commands as Ibrahim and Ismail did. We obey by doing the things we know are right, praying, obeying our parents and always telling the truth.

ACTIVITY 2: How well have you read?

No.	Statements	T/ F
1.	One night Ibrahim had a good dream. He dreamt Allah told him to sacrifice Ismail.	
2.	Ibrahim told Ismail they had to go to Mount Arafat.	
3.	The devil came to Ibrahim and tried to talk him out of sacrificing his son.	
4.	Each year, during the month of Dhul Qaidah, many Muslims, from all over the world, travel to Makkah. They want to remember what Ibrahim and Ismail did.	
5.	We don't have to obey Allah's commands as Ibrahim and Ismail did.	

ACTIVITY 3: What the moral value can be taken from the story above?

ACTIVITY 4: Write down the 5 examples of sentences above that show examples of simple past tense!

ACTIVITY 5: Make 1 short story based on your mind!

5. The teacher gave the students instructions to concentrate on the text, deduced what the content was about, and moved about the classroom to assist the students who were still having trouble understanding and encountering any problems when reading those texts.
6. The teacher provided the students with only a hint and left them to work out the meaning of the text on their

<p>own. He did not provide assistance throughout the entirety of the text.</p> <p>7. After students have finished working on the assignment given, students are asked to collect the results of their answers.</p> <p>8. The teacher reminded the assignments (did activity 5 at home) that had to be submitted at the next meeting</p>	
Post Activities	
1. The teacher gave conclusion according to the lesson	10
2. The teacher closed the meeting and said goodbye	minutes

Based on the observation the researcher found around 10 students who had difficulty understanding the material regarding narrative text, so the researcher explained again the material presented, then gave examples of stories about prophets' stories. The students looked excited with the stories given because they had never studied English using the stories of the prophets. So, that they feel this is interesting, and this is able to open their minds that English lessons can also include material about Islamic values.

A stated by student:

“Raminya lah bu pelajaran bahasa inggris pakai kisah Nabi, biasanyakan pakai cerita Cinderella, ini pakai kisah Nabi jadinya raminya bu ai, kada seperti biasanya”.

2. The Second Meeting (Friday, 3rd May 2024)

Name of Activity: Read the stories related to Islamic values

Learning Objectives:

- Students will be able to search for and write a text related to religion or the stories of the Prophets
- Students will be able to read stories that have been written in front of the class

Table 4.2. Pre Activities, While Activities and Post Activities

Pre Activities	
1. The teacher greeted each student.	
2. The teacher requested that the students pray	
3. The teacher inspired students to learn by creating the impression that learning English was simple.	10
4. The teacher verified each student’s presence by calling on them individually.	minutes
5. The teacher inquired about their preparedness prior to instruction.	

While Activities	
<ol style="list-style-type: none"> 1. The teacher remained the material that was given at the previous meeting about the stories of the story of prophet 2. The teacher made sure that every students have completed the assignment which had been given at the previous meeting 3. After the assignments are collected. The teacher conveys the moral values in the story Prophet Ibrahim and Prophet Ismail which is related to Islamic values. Specially the values of faith and morals. 4. The teacher divided the class into some groups which consisted of three students in each groups. 5. The teacher asked one of the group representatives to read the story that has been written <p>Example of the story that has been written:</p>	<p>45 minutes</p>

<p>5. Ibrahim told ismail what Allah wanted him to do</p> <p>ACTIVITY 5: Make 1 short story based on your mind!</p> <p>Abah guru sekumpul was born on february 11 1942 in tunggul irang seburang village, martapura, south kalimantan.</p> <p>At first, his name was Busyairi. when he got older, he asked that his name be changed to muhammad zaini.</p> <p>As a child, Abah guru sekumpul's life was fairly simple. His father, Abdul ghoni, worked as a diamond polisher with a mediocre income. Sometimes they are not able to meet their family's needs.</p> <p>once upon a time, Abah guru sekumpul's family only ate a pocket of rice divided into four portions and baronca gedebok Vegetable.</p> <p>Abah guru sekumpul's family also only lives in an old house with no rooms and a hole in the roof. Abah guru sekumpul's childhood life was such that he had a strong soul.</p> <p>His youth was filled with trips to seek know ledge by studying with a number of prominent scholars.</p> <p>until until the age of 33, Abah guru sekumpul married dawaiyah bint H. Subiman. His marriage to dawaiyah was not blessed with children.</p> <p>Then he married Nor Laila bint Kh. Abdul Muin kandangan and was blessed with 2 sons.</p> <p>when he died on Augst 10 2025, Abah guru sekumpul left behind 3 wives and 2 children.</p>	
<p>6. The teacher instructed the students to focus on the students who read stories in front of the class</p> <p>7. The teacher repaired the students' wrong pronounce, answer and gave a complement for those who were right manner.</p>	
Post Activities	
<p>1. The teacher asked about the students' difficulties in reading those story.</p> <p>2. The teacher gave conclusion according to the lesson</p> <p>3. The teacher closed the meeting and said goodbye</p>	<p>15 minutes</p>

By integrating Islamic values such as including the Prophet's stories into reading activities, teachers can provide opportunities for students to develop their reading skills in a meaningful context.

As supplementary data, the researcher also asked a student about the practice of reading with a text based approach. He said that with the material like this, namely material related to Islamic values, he was able to increase his knowledge about the stories of the Prophet which were usually only available in religious material, and also increase their vocabulary through the prophet stories given.

As one student stated:

“Rami bu ai pelajarannya, meolah kosakata yang ulun ketahuai tentang agama makin bertambah, kaya kosakata prophet itu sebelumnya ulun belum tahu bahwa artinya Nabi”

Based on observation and documentation there are many implication that can be obtained after applied reading material that contains Islamic values. Some students said that:

- a. Having English material that includes Islamic values made them more enthusiastic about learning English.
- b. Make lessons more interested because usually English lessons never include religious values in the material.
- c. Made them know more about English vocabulary related to Islamic.

- d. Open their minds that English is not always related to general studies, because many people say that English means learning lessons for Christian people.

Apart from that, after learning about the story of the Prophet, students can increase their knowledge about faith and morals. Especially learning faith and morals from the story of the Prophet Ibrahim and Ismail, namely:

1. Patience

There is no doubt about the patience of the Prophet Ibrahim, he was successfully passed through various kinds of tests and trials from Allah with great patience.

2. Be Obedient

Obedience and submission of the prophet Ibrahim and his son to Allah SWT. When Allah ordered the prophet Ibrahim to slaughter his son, Ismail, with full obedience he carried out this order, he immediately spoke about Allah's order to slaughter Ismail through the dream.

3. *Tawakkal* (Be firm in your stance)

When the prophets Ibrahim and Ismail wanted to carry out Allah's order, namely to slaughter their son, Satan and the devil came and disturbed Ibrahim's confidence in carrying out this order. The devil

constantly tempt, seduce, trick so that the prophet Ibrahim's plan to slaughter his son is canceled. However, with determination and the intention to confirm that it was truly an order from Allah, Ibrahim continued to carry out the slaughter.

4. Trust

When the day of slaughter arrived, both of them (the prophets Ibrahim and Ismail) seemed very resigned, and handed over all matters to Allah SWT about *qada* and *qadar*. Until finally the sacrifice ended, without hurting his son.

5. Be sincere

This attitude of sincerity and pleasure was clearly visible after the prophet Ibrahim received the dream, and Ismail gave an answer regarding his willingness to be sacrificed. Both accepted God's decree that had been determined. This sincerity was proven when Satan's repeated temptations came, so that the prophet Ibrahim would cancel his intention to slaughter Ismail, these persuasions were ignored. He continued to throw stones at the demon that was there until the demon ran away. This is proof of the sincerity and sincerity of a servant in carrying out God's commands. Because in reality, Satan himself has opened the veil before Allah, he will never be able to derail a servant from obedience based on sincerity.

B. Discussion

In this section, the researcher focuses on discussing and answering research question based on presented in the findings

The study's findings about the text-based method to reading instruction at MTs Hidayatussalikin Pematang Hambawang are what the researcher would like to talk about. This study contained a single problem statement. How is the English instructor creating hands-on activities to teach reading that align with Islamic principles? Pre-activities, while-activities, and post-activities are the three stages of the instructional reading for the first problem statement, which is based on the researcher's firsthand observation in the research location.

Reading material in junior high school is also very important, the aim is to improve students' reading skills so that students can read English fluently. So far, reading lessons only contain life values, the material presented is related to folklore or fairy tales from ancient times which are not related to the Islamic religion, which do not include Islamic values in them. In fact, Islamic values are very important so that students can learn religion not only through religious lessons but also in general lessons, especially if the school is a religious school. Islamic values are very suitable to be included in Islamic Junior High School, but in reality in schools it is rare to find English teachers who include Islamic values in English lesson material.

Islamic values are included in the tangible principles that are seen in the actuality of spiritual and bodily experiences. Islamic values are character traits that elevate one to the degree of wisdom (*insan kamil*). Islamic values are holiness, universality, and absolute truth. Religion's righteousness and truth are able to transcend social stratification, race, nation, and class subjectivity, as well as reason, feelings, and human aspirations.

One example of Islamic values that educators and students should recognize is the division by Lubis (2021). Islamic values encompass all facets of human existence, so in order to facilitate their implementation, teachers must identify and categorize the Islamic principles that can be incorporated into the process of teaching EFL material.

In teaching and learning, especially in teaching reading Islamic values can be included in learning materials so that students can learn religious values in learning English. For example, by including stories of the Prophets in English learning so that students can imitate and learn from the stories of the Prophets.

In line with the Grabe Stoller (2002, p. 7-8), who agreed that this statement is rigged by stating a list of some specific purposes for reading, Specifically, reading for general understanding, writing and critiquing texts, learning from texts, integrating information, and searching for basic information.

Researcher realized that using the stories of the Prophets was very suitable for use in English language learning, especially reading material.

Because it is able to attract students' interest in learning to read. And it helps increase students' vocabulary knowledge related to religion. Therefore, it is evident that adhering to Islamic teachings would result in people's happiness, welfare, and safety throughout this life as well as the next (Nihayati, 2017).

In learning reading, researcher used the story of the Prophet Ibrahim about the order to slaughter the sacrificial animal. This material begins by explaining narrative text. When they have understood the narrative text material, the researcher divided the students into 5 groups, each consisting of 3 people, and the researcher asked each group to read the story about the Prophet Ibrahim and answer questions related to the story. When they had finished answering the questions, the researcher asked them to write a story related to Islamic values or about the stories of the Prophets, then asked the group representatives to read it in front of the class.

After the learning process was complete, the researcher and students concluded together the material they had studied and discussed Islamic values that could be taken and applied in life. For example, the Islamic values that can be taken from the story of the Prophet Ibrahim are like the Prophet Ibrahim who prioritized God over the world, the sacrifice of the Prophet Abraham is a story that proves that the commands that come from Allah SWT will end in better wisdom and happiness. As a father who loves his filial son, it must have been very difficult for Prophet Ibrahim to sacrifice

Prophet Ismail. His exemplary story teaches students that true devotion requires faith, action, and complete trust in God's plan.

So after studying reading material about the Prophet Ibrahim, students can apply it in life, such as:

1. Have a great enthusiasm for seeking the truth
2. Use reason to search for the truth
3. Patience in trials
4. Putting Allah above everything
5. Commit to the path of truth

From the discussion above, we can see that the Islamic values are very important for the students. Teachers can include Islamic values in English learning which can make English learning more interesting and different than usual.

Based on the research, the researcher found that practical activity in teaching reading based on Islamic Values that carried out by the English teacher at MTs Hidayatussalikin Pematang Hambawang had an impact to students, namely that they get Islamic values obtained in English lessons, making them know more about English vocabulary related to Islamic, open their minds that English is not always related to general studies, because many people say that English means learning lessons for Christian people.