

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The fourth chapter, research findings and discussion. This research includes an analysis of teaching reading through Islamic moderation academic text in the teaching reading class.

A. Research Findings

1. The Implementation of Islamic Moderation English Texts to the Fourth-Semester Students of PAI IAIN Madura

The observation was done to get answers about the implementation of Islamic moderation texts in the PAI Reading class, the researcher observed one of the fourth-semester classes (class E) twice at PAI IAIN Madura. Before doing observations, the researcher interviewed the lecturer regarding the implementation of Islamic moderation texts. She stated that the values of Islamic moderation have been implemented since the semester of 2022/2023. She did not take a special way of applying the values of Islamic moderation, but she did try to bring the experience of her students into the classroom.

“Well, I'm more about bringing them to the field, to their world. So more to the reality, what happened there we discussed in class. So, not too grandiose, Sis. It's not going anywhere. No brawl in Jakarta, no this, no ... not in Indonesia, but in their own environment. So, they can apply that. So, if they ... Practically, they can work immediately, can immediately go down if they see there is bullying, when there is intolerance happening, they can overcome it. That's it, in my opinion, there is no special trick, no. I just try to relate it, bring their background knowledge to class, that's all.”¹⁰⁸

¹⁰⁸ Direct Interview with Sri Nurhayati, *as the Reading Lecturer of PAI IAIN Madura* on Tuesday, 5th March 2024 at 10.25 a.m.

According to the Reading lesson plan, the lecturer divided one material into two meetings. She used journal articles containing Islamic moderation after the midterm exam. The researcher observed the class as a non-participant, so the researcher did not act as a student in the class. The following are activities in class based on the direction and control of the lecturer.

a. The First Meeting of Reading Class

In the pre-teaching. The Reading class is scheduled for May 7, 2024, the class is from 8:41 a.m. to 10:22 a.m. Based on the lesson plan, the lecturer will guide students to pray together, provide motivation, and build Building Knowledge of Field in pre-teaching. However, at this meeting, the lecturer was a little late and immediately opened the learning with greetings in Arabic and English. The lecturer also built students' knowledge of field (BKOF) regarding the material/topic to be discussed on that day. The lecturer said she had given the text to be studied that day to students. Students answered variously. Then, the lecturer read the title of the topic studied and asked the meaning of the title, "Okay, Comparing Religious Education (RE) in Indonesia and Japan. What is it about?" Students answered in unison and varied with enthusiasm. The lecturer also affirmed the student's answer. Then she asked students to discuss it together. "*Wah, banyak sekali. Yuk, kita makan sama-sama!*"

In the whilst teaching, the first activity is the lecturer read half of the sentence and provided opportunity for students to guess the meaning, "Okay, introduction. *Dari* it is worth nothing *sampai* share this policy. What is it about?"

Ada yang bisa kasih tahu isinya apa?” However, there was no right answer yet. So the lecturer said to mention one ideology in the first paragraph, and one of the students managed to answer correctly.

Then, in the second activity, the lecturer translated the English sentences. But before that, she allowed the students to guess the meaning of sentences about what happened in the country with secular ideology. One of the students answered correctly, then the lecturer read the English sentences while translating it.

“Do not allow religious education held in public schools, but they do allow so in private schools. *Sekolah negeri tidak mengizinkan adanya pendidikan agama, tapi kalau swasta boleh.* By contrast, Indonesia supports religious education in public schools. Moreover, the state officially demands religious education as part of the school’s curricula. Other countries whose societies are attached to religious tradition, such as Pakistan and Malaysia, share this policy. *Tapi belum ada penjelasan tentang ideologi selain negara-negara itu, ya?”*

After that, the third activity, the lecturer gave a test to challenge the students’ understanding. She continued the discussion to the second paragraph, and asked how many models of religious education practice are mentioned in the second paragraph. One of the students answered correctly, then she asked the students to write the answer on the board, "First model!" While appointing one of the students to come forward. The following is the form of the table on the board (along with the student answers).

Table. 4.1 The Models of RE Practice

The Relation between Ideology & Practice of RE	
First	<ul style="list-style-type: none"> • State ideology is secular RE is prohibited in public schools, but not in private schools. • United States, Japan, South Korea, Mexico, Uruguay, and Cuba.
Second	<ul style="list-style-type: none"> • Although the state’s ideology is secular, the majority population belongs to certain religious tradition (Catholic, for example) RE is allowed in both public and private schools.

	<ul style="list-style-type: none"> • Austria, Germany, Spanish, Columbia, and Peru.
Third	<ul style="list-style-type: none"> • The third model is that when the state's ideology belongs to certain religion, like Islam, RE is not only permitted but also required as part of public schools' curricula. • Pakistan and Malaysia.
Fourth	<ul style="list-style-type: none"> • The model is when the state's ideology is neither secular nor religion, like Indonesia, RE is not only permitted but also required in public and private schools. • Indonesia.

After all the columns were filled, the lecturer also discussed the answer together with the students. With this discussion, the researcher found Islamic moderation values in the text, namely national commitment and tolerance (*tasamuh*).

After that, the lecturer gave another test to challenge the students' understanding. She told the students to look for the answer first and then write it in the board, "Do complete the table then I ask you to come forward." The following is a comparison table with student answers.

Table. 4.2 Indonesia and Japan in Comparison

	Indonesia	Japan
Population	1. 242.3 M	2. 126.66 M
Religion	3. Islam (87.2%), Christianity (7%), Hinduism (1.7%), Buddhism (0.9%).	4. There is No. mention of official religion in Japan
Ideology	5. Pancasila	6. Secular
RE Practices	7. In that Indonesia has strong support to religious education	8. Weak support to the practice of religious education
Language	9. Indonesia, 742 different languages and dialects	10. As 98.5% of its population speak Japanese, whereas the rests are small minority groups, such as Zainichi Korea, Zainichi Chinese, Filipinos, Brazilians (mostly Japanese descent) Homogeneous
Ethnic Groups	11. This country has around 300 distinct ethnic groups	

	Heterogenous	
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While students were working, the lecturer also allowed students to ask about things they did not understand from the text, and the lecturer helped students with a good explanation. After that, the lecturer discussed the answer together with the students.

In post-teaching, the lecturer closed the class by reading *hamdalah*. He also reminded students to read the material/topic that will be discussed next week and ended with greetings in Arabic and English. However, these activities are not following the lesson plan.

b. The Second Meeting of Reading Class

The second meeting of Reading class was scheduled on Tuesday, May 14, 2024, which started at 8:41 am to 10:22 am. In the pre-teaching, the first activity is the lecturer opened the class with greetings in Arabic and English. After that, the lecturer led the class to pray together by saying, “Can we start the class with pray together? The pray begins ... Done.”

Then, the second activity is the lecturer built BKOF related to the learning that had been studied before. She asked what material was learned last week, students answered that they learned about the comparison between Indonesia and Japan. The lecturer agreed and explained a little about the four models and the relation between ideology and RE and Indonesia and Japan in Comparison in several aspects, such as population, languages, and RE practices.

In the whilst teaching, the lecturer continued yesterday's discussion to Subunit B. 1 Theoretical Perspective using the same text. The first activity is the lecturer provided opportunity for students to guess the content of a paragraph, “How many theoretical perspectives *yang disebutkan di situ?* How many?” One of the students answered that there were three perspectives correctly.

Then, the second activity is the lecturer gave a test to challenge the students' understanding. She asked students to form groups of three. The group formation is done by each student counting the numbers one to three. Students who got number one grouped with students who got number one too, and so on. The lecturer said, “Count from one to three, ya!” After counting, the students began to gather in a circle according to their groups. The lecturer had also made a table on the board. Here is the table and the students' answers.

Table. 4.3 The Theoretical Perspectives

	Meaning	Function	Students	Transmission
Learning Religion	Means the transmission of religious culture, belief, and values from one generation to another generation	To perpetuate, and to hand on, religious values and tradition in society	Students are treated as passive beings, because their position is only to receive and accept religious teachings and values from teachers	Through indoctrination
Learning from Religion	Looks for advantages of religion for human life.	To seek what values of religious which can be employed to	Learner holds positive attitude toward RE	There will be No. critical judgement of religion, because religion is treated

		solve human problems in changing society		as a source of knowledge and moral principles.
Learning about Religion	Means studying religion in a purely objective and descriptive manner, not merely absorbing or receiving religious values	RE as learning about religion has contribution to treat religion with either criticism or appreciation	Learner has to take distance from religion, because it is an object of study	Carried out through scientific and dialogical ways and critical thinking

The lecturer explained that they had to find the meaning, function, student position, and transmission of the three RE perspectives. After the students understood the purpose of the task, the lecturer distributed each perspective to each group, and gave them 20 minutes in which students also wrote their answers on the board, and the student who wrote the answer had to present the answer.

In the third activity, while the students were working on their assignments, the lecturer visited each group one by one. She asked how far they had done, asked some questions according to the task of each group, and helped students understand the topic they were working on. After the students finished working, the lecturer also asked the students who had written earlier to explain to the front.

Then, the lecturer asked the students about which perspective Indonesia adopts. The students answered learning religion only, then the lecturer added that Indonesia adheres to two perspectives, namely learning religion and learning from religion. While Japan embraces the perspective of learning about religion for public schools, and the perspective of learning religion and learning from religion for private schools. So it can be seen from the text that there are Islamic

moderation values, namely *tahadhdhur* (civilized) and *tathawwur wa ibtikar* (innovative and dynamic).

In post-teaching, the lecturer reminded the students of the group assignment, then she made them review what had been learned that day, she asked what the students had learned that day. Students answered along with the lecturer's words. The lecturer summarized some of the things that had been learned, then said greetings in English, and closed the class by guiding students to recite *hamdalah*, "Okay, now, let's close this class by delivering *hamdalah*!" But before the students left, the lecturer took attendance. Then she ended the class with a greeting in Arabic.

2. The Roles of the Lecturer in Teaching Reading by Using Islamic Moderation English Texts to the Fourth-Semester Students of PAI IAIN Madura

The role of Reading lecturers in the PAI class can be seen from the results of the observations that the researcher has done. Here are some of the roles of the lecturer when teaching Reading using Islamic moderation English texts.

a. Lecturers as Educators

As educators, lecturers serve as role models for the students, setting an example for attitudes, behaviors, and influencing their personalities. Based on observations, the lecturer did not only teach her students but also provided life lesson both related and unrelated to the material studied. This can be seen when the lecturer responded to one of her students who did not like to be called by a

certain name. She understood and appreciated the student, and asked other students not to call their friend by that name. In addition, she also instilled a firm, fair, and friendly personality during learning through the way she spoke and taught in class. Here is the lecturer's statement regarding lecturers as educators.

“Yes, why? Because as an educator we do not only provide learning but also educate about ethics. Well, the easiest thing to do is to transform the personality competencies possessed by the teacher to his students. Well, there are six personality competencies that teachers must have in the law, there are so many, the first is mature, wise, steady, then a good role model with noble character. Well, that is the easiest for us to pass down to students, not only giving examples but also applying them in the rule of the class. For how to organize the class, we have to consider the students as well.”¹⁰⁹

b. Lecturers as Managers

As managers, lecturers have a responsibility to uphold the mutually agreed-upon rules and regulations in schools and to give instructions or post warning signs so that students can follow the rules as closely as possible. In the Reading class at PAI, the lecturer set a study contract that has been agreed upon by the lecturer and the students at the beginning of the meeting.

In applying study contracts, the lecturer reprimanded students without pressure. The study contract that was agreed upon at the beginning of the meeting was not that strict, because the lecturer wanted her students to feel comfortable and engrossed in the Reading class which not all students like and understand English. Here is the lecturer's statement regarding lecturers as educators.

“Regarding the dress code, I do not really regulate it, especially PAI, because they already know the rules themselves. As for the learning contract, there is one, but eating or

¹⁰⁹ Direct Interview with Sri Nurhayati, *as the Reading Lecturer of PAI IAIN Madura* on Tuesday, 14th May 2024 at 10.25 a.m.

drinking in class is free because it is Reading and it would be boring if it is not like that.”¹¹⁰

c. Lecturers as Administrators

As administrators, lecturers have a role in the completion of student attendance books, grade list books, report cards, curriculum administration, assessment administration, and other tasks. Lecturers should also have a teaching plan, semester program, and annual program. Based on the observations done by the researcher, the lecturer has made a lesson plan and course outline. It can be known that at the beginning of the meeting, the lecturer shared and explained the lesson plan and course outline to her students. In addition, the lecturer also had a role in completing the student attendance book and assessment administration. Here is the lecturer’s statement regarding lecturers as administrators.

“Yes, class administrator. Everything is done, it has to be like that, and the lesson plan is at the beginning. They can access it themselves on e-learning. And after the final exam, we have to input this (the attendance book and the students’ score).”¹¹¹

d. Lecturers as Facilitators

As facilitators, it is the responsibility of lecturers to provide facilities or easiness for the teaching and learning process, so that teaching and learning interactions take place as effectively and efficiently as possible, such as by establishing an environment that is conducive to learning activities and is in harmony with student development. Based on observations, the lecturer really

¹¹⁰ Direct Interview with Sri Nurhayati, *as the Reading Lecturer of PAI IAIN Madura* on Tuesday, 14th May 2024 at 10.25 a.m.

¹¹¹ Direct Interview with Sri Nurhayati, *as the Reading Lecturer of PAI IAIN Madura* on Tuesday, 14th May 2024 at 10.25 a.m.

understood how to control her class to keep it conducive. This can be seen when students answered together and irregularly about a question, the lecturer asked students to raise their hands. The lecturer also did not appoint the same student to answer the question but divided the question evenly across students.

When the student was confused to answer in front, the lecturer asked the student to sit down and leave the question unanswered to be discussed together. There were also students who did not seem to understand something from the material studied, they immediately approached the lecturer without fear. This showed that the lecturer has succeeded in creating a conducive and pleasant classroom atmosphere. Here is the lecturer's statement regarding lecturers as facilitators.

“Yes, it is important when the class is large. We can't teach them one by one. So we ask them—like earlier, ask them to learn from their friends, then later we facilitate them when they don't understand, visit the groups one by one, like before. There are so many ways.”¹¹²

3. The Advantages and the Disadvantages of Teaching Reading by

Using Islamic Moderation English Texts on the Fourth-Semester

Students of PAI IAIN Madura

The researcher has conducted interviews to find out the opinions and experiences of E-class students in the Reading PAI class. The interview was conducted online with eight students in class E. The following are the advantages and disadvantages of teaching Reading through Islamic moderation English text based on student responses and Ziyadulla and Javliyevna's theory.

¹¹² Direct Interview with Sri Nurhayati, *as the Reading Lecturer of PAI IAIN Madura* on Tuesday, 14th May 2024 at 10.25 a.m.

a. The Advantages

1) Being Exposed to Authentic Languages

As Ziyadulla and Javliyevna said teaching students using native language texts can help them develop their understanding of language use in certain contexts and develop their ability to use the language itself. Based on the interview results, the students stated that during Reading learning, the texts given by their lecturer were English texts. Here is one of the statements of a student named Zainal.

“So far, yes, the text material is all English.”¹¹³

In addition, one of the students also stated that by using English texts, they understood how to use English words and pronounce some English words. One of the Reading students, Danila, stated that she knew how to use some English words and how to pronounce them.

“Yes, I know how to use some of the vocabulary and to pronounce the English words.”¹¹⁴

¹¹³ Online Interview with Moh. Ali Zainal Abidin, *as the Reading Student of PAI IAIN Madura* on Tuesday, 14th May 2024 at 11.38 a.m.

¹¹⁴ Online Interview with Danila Aprilia Aziz, *as the Reading Student of PAI IAIN Madura* on Wednesday, 15th May 2024 at 16.29 a.m.

2) Enhancement of Reading Abilities

Ziyadulla and Javliyevna said that teaching English using text can improve students' comprehension and reading skills, whether it improves students' ability to analyze, interpret, or evaluate information. Based on the results of interviews, most students felt they understand English better after learning in Reading classes. However, the students' understanding referred to understanding how to translate sentences. Some students also felt more familiar with English pronunciation. Here is one of the statements of a student named A'rif.

“Yup, right, Sis, new understanding such as that English vocabulary can not be interpreted word by word, because sometimes there are words that can only be known their meaning if interpreted in sentences, and I got a new understanding of how to read vocabulary words that I just heard correctly.”¹¹⁵

3) Vocabulary Development

As Ziyadulla and Javliyevna's theory said teaching using English texts can improve students' mastery of English vocabulary. Based on the results of interviews, most students got new vocabulary after the class. The vocabulary obtained is inseparable from the material taught by their lecturer, such as compare, blood, and drop. Fatima, a Reading student, stated some of the vocabulary gained.

“I got a lot of vocabulary. Like equipment, compare, chew, drop, settlement, leech, blood.”¹¹⁶

¹¹⁵ Online Interview with A'rif Hidayatallah Tanoyo, as the Reading Student of PAI IAIN Madura on Tuesday, 14th May 2023 at 15.28 p.m.

¹¹⁶ Online Interview with Fatima Shalha Nashriya, as the Reading Student of PAI IAIN Madura on Tuesday, 14th May 2024 at 19.41 p.m.

b. The Disadvantages

1) Difficulty with Reading Comprehension

Ziyadulla and Javliyevna stated that the use of English texts is a major challenge in text-based language teaching since it might be difficult for the lecturer to lead students through complex texts and difficult to the students to interpret and comprehend the texts. The Reading lecturer revealed that the disadvantage of using Islamic moderation English texts lay in the use of English itself. She said that PAI students were not the same as TBI (English Teaching-learning department) students, because PAI students needed to be guided first so that there were no misunderstandings in interpreting a term in learning. Here is the statement from the lecturer.

“... And you know, PAI students are not like TBI students. So, they read the article, of course, must be guided, like that. Okay, now what is the content in subchapter 1, right? I think there is a difficult word, which prevents you from knowing its meaning or not. So if—like before, isn't it a pretest, why? Because they haven't seen English for the past two semesters, two semesters, only semester one. Well, after that I had to bring again, what, their English skills. Reminding them again, it does not rule out the possibility that if I can't control the class, I mean I can't ask one by one about it, they will misunderstand the text, like that. They even have their own stories about religious moderation, like that. So the difficulty is indeed in language, it is the difficulty, so we have to work harder if teaching English in the TBI study program may be easy, but teaching English in PAI, even though what is discussed is religious moderation, which in fact they already understand, right. They still lose their way, if they can not master the language, like that.”¹¹⁷

The difficulty is confirmed by students who preferred Indonesian texts over English texts because Indonesian texts were easier. The ease lay in the way of understanding the texts and no more thinking hardly about the meaning. As one of the students, Zainal, stated that he preferred Indonesian texts to English texts.

¹¹⁷ Direct Interview with Sri Nurhayati, *as the Reading Lecturer of PAI IAIN Madura* on Monday, 25th December 2023 at 16.25 p.m.

“I prefer to read Indonesian texts because It is easier to understand, Sis, because when I read the English text, I still think about the meaning.”¹¹⁸

There is also another response from one of the students named Hanan, who stated that the difficulty lay in translation (language).

“Maybe the difficulty is only in translation, because of the different language of the application translation and the translation that is in accordance with the language.”¹¹⁹

In addition, there is also a difficulty that lies in the text used by the lecturer. Some students stated that they had difficulty understanding the text because the text used was a journal article. Hanan stated that she had difficulty because the material (journal articles) studied was more comprehensive (broad in scope and complex). The other student stated that the material from the journal was more interesting to study than the material before the midterm exam in the form of texts from books.

“Yes, Sis. Of course, it is more difficult after the midterm exam, because the material studied is more comprehensive, that is, using journal articles.”¹²⁰

2) A Lack of Communication

The disadvantages theory of text-based language teaching from Ziyadulla and Javliyevna stated that texts do not offer the engagement and communication necessary for the development of language abilities. This can make it challenging for students to practice speaking the language in real-world situations. Based on the results of the interview, many students stated that the lecturer communicated

¹¹⁸ Online Interview with Moh. Ali Zainal Abidin, *as the Reading Student of PAI IAIN Madura* on Tuesday, 14th May 2024 at 11.38 a.m.

¹¹⁹ Online Interview with Hanan, *as the Reading Student of PAI IAIN Madura* on Tuesday, 14th May 2024 at 19.42 p.m.

¹²⁰ Online interview with Hanan, *as the Reading Student of PAI IAIN Madura* on Friday, 28th Juni 2024 at 08.24 a.m.

more using English and translated it into Indonesian so that students understood, while students did not fully speak English, but were mixed between Indonesian and English, though they rarely spoke English. One of the Reading students, Zainal, stated that the lecturer speaks English but then translated it because the students did not understand.

“Sometimes, the lecturer speaks English, but after that, she translates it because the students can not understand.”¹²¹

The other student, Fatima, stated that the lecturer was very adaptive to each class.

“English is not always used because the lecturer is very adaptive to each class.”¹²²

3) A Challenge with Motivation

Ziyadulla and Javliyevna, on the disadvantages of text-based learning, stated that text-based learning approaches could be dull or unappealing to certain students. They might think it hard to remain motivated and concentrated on their class as a result. Some students stated that they did not quite like reading, while some of them liked reading, and one of them did not like reading because it was boring. Students’ interest in reading which is intrinsic motivation can affect student motivation in learning Reading. On the other hand, all students agreed,

¹²¹ Online Interview with Moh. Ali Zainal Abidin, *as the Reading Student of PAI IAIN Madura* on Tuesday, 14th May 2024 at 11.38 a.m.

¹²² Online Interview with Fatima Shalha Nashriya, *as the Reading Student of PAI IAIN Madura* on Tuesday, 14th May 2023 at 19.41 p.m.

even though their enthusiasm was different at the beginning of learning, that the way the lecturer taught Reading in the class was fun, exciting, and very helpful for students in understanding English. So that this made it easier for students to understand the text studied. One of the students named A'rif who did not quite like reading said that he felt excited in the Reading class because of the lecturer.

“The lecturer is always enthusiastic and passionate in teaching, so I also feel excited when the lesson takes place.”¹²³

B. Research Discussion

1. The Implementation of Islamic Moderation English Texts to the Fourth-Semester Students of PAI IAIN Madura

Based on observations, the researcher found that the lecturer did not do a special way of teaching Reading Islamic moderation English texts, she only brought back the experience and knowledge that her students already had to class. She tried to connect what the students had with the topic studied so that students could implement Islamic moderation values into real life.

She divided the topic into two meetings, the following is the description.

a. The Meetings of Reading Class

In the pre-teaching, based on the lesson plan, the lecturer will guide students to pray together, provide motivation, and build Building Knowledge of the Field. However, the lecturer experienced delays and immediately opened the

¹²³ Online Interview with A'rif Hidayatallah Tanoyo, *as the Reading Student of PAI IAIN Madura* on Tuesday, 14th May 2023 at 15.28 p.m.

learning with greetings in Arabic and English. Before discussing the topic to be studied, the lecturer built students' knowledge about the topic studied. The lecturer read out the title of the text, Comparing Religious Education (RE) in Indonesia and Japan, and then asked the students what the title was about. Students' answers varied, and their answers were affirmed by the lecturer. Meanwhile, in the second meeting, the lecturer opened the class with two activities according to the lesson plan in the pre-teaching, namely guiding prayer and building BKOF.

In the whilst teaching, The lecturer read half of the sentence in the paragraph and asked students to guess the meaning of the sentence. None of the students answered correctly, so the lecturer asked the easy and main thing from the sentence that was asked before, one of the students managed to answer correctly. After that, the lecturer asked students to find the answer in one of the paragraphs about what happens to countries that have secular ideologies. One of the students answered correctly, then the lecturer read the sentence in the text and translated it into Indonesian. After that, the lecturer gave a test to challenge students' understanding by providing a table on the board for students to answer.

The table discussed the relation between ideology and practice of RE, and Indonesia and Japan in comparison. After the students have done their work, the lecturer discusses the answers together. Based on the topic, the researcher found two Islamic moderation values in the text, namely national commitment and tolerance (*tasamuh*).¹²⁴ This is because the governments of Japan and Indonesia, despite their different ideologies, enforce the rules of religious education under

¹²⁴ Kementerian Agama RI, *Moderasi beragama*.

the rules in their countries. This means that the governments of the two countries have a national commitment. Furthermore, the governments of both countries respect the existence of other beliefs, so the Japanese government does not immediately remove religious education in schools, and Indonesia creates space and places for religious education in schools.

The whilst teaching in the second meeting was different from the first meeting. The lecturer started the activity by asking students to guess the content of a paragraph. Then gave students a challenge per group to test their understanding of the theoretical perspective of RE. The lecturer helped each group of students who still did not understand some things. After the students did the group task, the lecturer discussed their answers together. From the discussion of the theoretical perspective of RE between Indonesia and Japan, researchers found two Islamic moderation values, namely *tahadhdhur* (civilized) and *tathawwur wa ibtikar* (innovative and dynamic).¹²⁵

This is because the governments of Indonesia and Japan (in the perspective of learning from religion) uphold religious education for their people to form the best mankind in terms of morals, character, identity, and integrity. In addition, both governments also make religious education a source of knowledge and moral principles to overcome human problems in order to provide benefits and progress for humanity.

¹²⁵ Kusmidi, "An Overview of Islam and Religious Moderation."

In post-teaching, the class was closed by reciting *hamdalah* together, she also reminded them about the topics to be discussed next week and then said greetings in Arabic and English. The post-teaching activities in the first meeting were not in accordance with the lesson plan. Meanwhile, the post-teaching in the second meeting, the lecturer reminded the group assignments to be done and gave a conclusion of the material that had been learned. Then, she said greetings in English and guided students to recite *hamdalah* together. Finally, she took attendance and closed with Arabic greetings. From the second meeting of post teaching, there were only two activities that were in accordance with the lesson plan.

Based on the observation, the researcher found out that the lecturer applied some of the principles of teaching Reading as described by Harmer.¹²⁶ The lecturer made students interested in the material or topic they were learning and made full use of the text, such as asking whether they had read the text and had understand the meaning of the sentences before moving on to something else. The lecturer also made students understand and respond to the content of the text, such as asking how religious education in Indonesia was, and whether it was by what the text states. In addition, the lecturer also created tasks that follow the topic being studied, making it easier for students and making students active.

The lecturer also used a type of intensive classroom reading performance, because the lecturer created interesting materials and assignments.¹²⁷ In the

¹²⁶ Harmer, *How to Teach English*.

¹²⁷ Harmer, *The Practice of English Language Teaching*.

intensive reading, the lecturer used an assessment model called scanning,¹²⁸ because the lecturer asked the students to write pertinent information on the board.

2. The Roles of the Lecturer in Teaching Reading by Using Islamic Moderation English Texts to the Fourth-Semester Students of PAI IAIN Madura

Based on the findings in the previous point, the researcher found several roles of the lecturer in teaching Reading using Islamic moderation English texts. The roles show that the lecturer has succeeded in creating a comfortable and conducive classroom atmosphere and helping students' understanding of Reading at PAI. Here are the roles of the lecturer.

a. Lecturers as Educators

Based on the results of the interview, the lecturer stated that as educators, we did not only give lessons but also did educate about ethics. The easiest thing to do was to pass on the good behavior that the lecturers have to their students. This is in accordance with the theory that lecturers are educators who act as role models for the students, setting an example for attitudes, behaviors, and influencing their personalities.¹²⁹ The existence of this correspondence is because the Reading lecturer at PAI has shown how lecturers are able to teach and educate their students. The lecturer did not only teach about Islamic moderation English

¹²⁸ Brown, *Language Assessment*.

¹²⁹ Sopian, "Tugas, Peran, dan Fungsi Guru dalam Pendidikan."

texts, but she also educated her students to live the values of Islamic moderation. This can be seen from the lecturer's response to students who did not like to be called by a certain name, so the lecturer showed a *musawah* attitude and asked other students to respect others.

b. Lecturers as Managers

Based on the results of the interview, the lecturer did not care about the students' style of dress like the rules on campus, but she still implemented a learning contract with students in class, even though the learning contract was not strictly enforced. This is not in accordance with the theory of lecturers as managers which states that lecturers have a responsibility to uphold the mutually agreed-upon rules and regulations in schools and to give instructions or post warning signs so that students can follow the rules as closely as possible.¹³⁰ Although the phenomenon that occurred in the Reading class and the existing theory is not correspondence, the lecturer still used learning contracts in Reading class. It simply is the lecturer did not burden students too much with existing rules, both the rules of the study contract and the dress code on the IAIN Madura campus. She did this so that students remained comfortable attending Reading classes where not all students liked and understood English.

c. Lecturers as Administrators

Based on the results of the interview, the lecturer stated that the lecturer should work on the required administration before learning begins. The

¹³⁰ Ibid.

administration such as lesson plan and course outline, and after the final exam is completed, the lecturer must recap and complete the student attendance list and assessment administration. This is in accord with the theory of lecturers as administrators which states that lecturers have a role in the completion of student attendance books, grade list books, report cards, curriculum administration, assessment administration, and other tasks.¹³¹ The correspondence between the phenomenon and the theory is that the Reading lecturer has made and distributed the lesson plan and the course outline to students at the beginning of the meeting. In addition, the lecturer is also tasked with completing the student attendance book and assessment administration needed by students to continue their studies per semester.

d. Lecturers as Facilitators

Based on the interview results, the lecturer stated that it was important for lecturers to be facilitators for students, especially if the class consisted of thirty or many students. It would not be effective if the lecturer asked one by one, but it could be done in groups. So that students could learn from each other. When students really did not understand, then the lecturer helped them. This is in accordance with the theory of lecturers as facilitators that it is the responsibility of lecturers to provide facilities or easiness for the teaching and learning process, so that teaching and learning interactions take place as effectively and efficiently as possible, such as by establishing an environment that is conducive to learning

¹³¹ Ibid.

activities and is in harmony with student development.¹³² The correspondence of the phenomenon and the theory is that the Reading lecturer could control the class to be conducive and created an enjoyable classroom, such as providing explanations that were easier to understand for students who did not understand the material and providing opportunities for all students to answer.

3. The Advantages and the Disadvantages of Teaching Reading by Using Islamic Moderation English Texts on the Fourth-Semester Students of PAI IAIN Madura

Interview data with the fourth-semester students of PAI IAIN Madura show that several things are in accordance with the theory presented by O'g'li and Javliyena. Here are some advantages and disadvantages of implementing Islamic moderation English texts that the researcher encountered in the Reading class based on the theory that the researcher has described.

a. The Advantages

Here are three advantages of learning Reading using Islamic moderation texts in English based on research results.

1) Being Exposed to Authentic Languages

Based on interviews, the researcher found that the lecturer used Islamic moderation texts in English that could help students understand English, and the students confirmed that they got all English texts in Reading class. The interview

¹³² Pristiwiyanto, "The Role and Responsibility of Teachers in the 21st Century," *JOSSE: Journal of Social Science and Economics* 1, no. 1 (05 2022): 17–25.

is consistent with Ziyadulla and Javliyevna's assertion that students taught using native language texts can help them develop their understanding of language use in certain contexts and develop their ability to use the language itself.¹³³ The correspondence exists because the students said that the lecturer did not only use English texts but also explained words that the students did not understand. In addition, students stated that they understood the use of English words and how to pronounce the words. So the researcher concludes that this action is not only exposing students to English, but it can help students understand foreign terms according to the appropriate context.

2) Enhancement of Reading Abilities

The result of interviews with students show that the use of Islamic moderation texts in English helped improve students' reading skills, it is in accordance with Ziyadulla and Javliyevna's theory that teaching English using texts can improve students' comprehension and reading skills, whether it is improving students' ability to analyze, interpret, or evaluate information.¹³⁴ The correspondence exists because the improvement in reading skills can be seen from the statements of students who stated that they understood English better after knowing how to translate English texts into Indonesian. In the process of translating, students' ability to analyze, interpret, and evaluate a text is challenged

¹³³ O'g'li and Javliyevna, "Advantages and Disadvantages of Text-Based Language Teaching to Future Pedagogues."

¹³⁴ Ibid.

at each meeting. However, this study cannot state how significant the improvement is, so further research is needed related to it.

3) Vocabulary Development

The interviews result with students show that students' vocabulary gained or improved with the use of English texts in Reading class. This is in accordance with Ziyadulla and Javliyevna's theory which stated that teaching using English texts can improve students' vocabulary mastery and comprehension of a language.¹³⁵ The correspondence exists because the students experienced an increase in vocabulary in accordance with the material studied at each meeting. The improvement also occurred due to the assistance of the Reading lecturer. The lecturer explained the words that students did not understand so that there would be no misunderstandings in learning, especially the terms they learned related to Islamic moderation. So the researcher concludes that increasing vocabulary mastery needs to be accompanied by an understanding of the meaning of the vocabulary.

b. The Disadvantages

Here are three advantages of learning Reading using Islamic moderation texts in English based on research results.

¹³⁵ Ibid.

1) Difficulty with Reading Comprehension

The interview results show that the students had difficulty understanding English texts in Reading class. This is in accordance with Ziyadulla and Javliyevna's theory which states that the use of English texts is a major challenge in text-based language teaching, as they will be difficult for non-native English students to interpret and understand.¹³⁶ The correspondence of the phenomenon and the theory is that the Reading students in the PAI class were not native English speakers, so they had difficulty understanding the Reading learning texts. So to minimize misunderstanding of a foreign term, the lecturer gave explanations related to terms that were not understood by her students and let the students work in teams.

The response of students related to learning Reading was also positive. They found her way of teaching helpful in understanding the context of Islamic moderation English texts. So the researcher concludes the difficulties in Reading comprehension can be overcome in this way.

2) A Lack of Communication

Based on the result of the interview, communication in the Reading PAI class used two languages, English and Indonesian. However, the Reading lecturer predominantly spoke English, while the students rarely spoke English. This is in accordance with the theory of Ziyadulla and Javliyevna which stated that the engagement and communication that are necessary for the development of

¹³⁶ Ibid.

language abilities are not offered by texts. This can make it challenging for students to practice speaking the language in real-world situations.¹³⁷ The correspondence exists because students did not practice their speaking skills. Students only focused on understanding the content of the reading text. So the researcher concludes there is little or no improvement in their speaking skills.

3) A Challenge with Motivation

Based on the interview results, students had different interests in reading, some students did not quite like it, some liked it, and one of them did not like it. The student who did not like reading stated that reading was boring. This aligns with Ziyadulla and Javliyevna's theory that text-based instructional strategies could be dull or unappealing to certain students. Their motivation to learn may be affected, and they may find it challenging to stay focused.¹³⁸ The correspondence is because Reading students had different interests in reading, even one of them thought reading was boring as stated in the theory. However, the difficulty in motivation could be overcome by the lecturer's teaching style which was exciting and helped the understanding of her students.

¹³⁷ Ibid.

¹³⁸ Ibid.