AN UNDERGRADUATE THESIS

ANALYSIS ON ISLAMIC READING TEXT TOWARD EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH IN TULANG BAWANG

By:

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TARBIYAH AND TEACHERS TRANING FACULTY ENGLISH EDUCATION DEPARTEMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

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ANALYSIS ON ISLAMIC READING TEXT TOWARD EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH IN TULANG BAWANG

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Study Program

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

Title : ANALYSIS ON ISLAMIC READING TEXT TOWARDS EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH AT TULANG BAWANG

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The Head of English Education Department

Metro, 29 January 2024
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NOTIFICATION LETTER

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Matter   : **In order to hold the Munaqosyah of Alifviya Indriyani**

To:

The Honorable the Head of Tarbiyah Department

At The State Islamic Institute of Metro Lampung

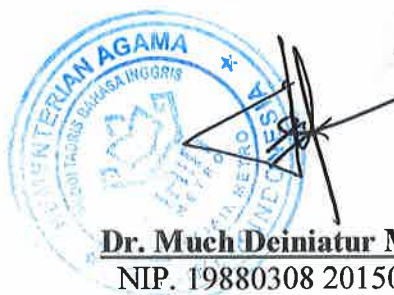*Assalamu'alaikum, Wr. Wb.*

      We have given guidance and enough improvement to research thesis script which is written by:

Name   : ALIFVIYA INDRIYANI

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Title   : ANALYSIS ON ISLAMIC READING TEXT TOWARDS EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH AT TULANG BAWANG

      It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikumWr.Wb.

The Head of English Education Department

Metro, 29 January 2024
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Kepada yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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AssalamualaikumWr.Wb.

      Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Nama   : ALIFVIYA INDRIYANI
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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Ketua Jurusan Tadris Bahasa Inggris

Dr. Much Deiniatur M.Pd.B.I.
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RATIFICATION PAGE

No. B ·17-70/In·28·1/D/PP·00-9/02/2024

An Undergraduate thesis entitled: "ANALYSIS ON ISLAMIC READING TEXT TOWARD EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH IN TULANG BAWANG ", written by Alifviya Indriyani, student number 1801072004, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, February 21th 2024 at 08.00 – 10.00 a.m.

BOARD OF EXAMINERS:

Chairperson   : Ning Setio Wati, M.Pd   (...)

Examiner I   : Dr.Much Deiniatur,M.Pd,Bl   (...)

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ANALYSIS ON ISLAMIC READING TEXT TOWARD EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH IN TULANG BAWANG

ABSTRACT

By:

ALIFVIYA INDRIYANI

The aims of this research was: 1) What is the value of character education contained in English Islamic reading texts in class 10 of Madrasah Aliyah Darul Islah Tulang Bawang. 2) Why the value of character education is important for students.

The study used a qualitative approach with a field study type. Data collection techniques use observation, interview and documentation techniques. And the data analyst analysis techniques used in this research are data collection, data reduction, data presentation, and drawing conclusions.

The result is study that with Islamic character values that have been absorbed in every subject at school, especially in English lessons, it is hoped that students can apply these Islamic character values in everyday life. Students can also learn and practice other skills in English. Apart from helping students understand the content of reading in English, Islamic reading texts are also useful in developing student character which is also in accordance with the standard criteria for character graduates which are emphasized in the implementation of cultural education and national character in learning. As previously explained, this strategy is based on the concept of cooperative learning or cooperative learning. With group cooperative learning, positive interdependence will arise, helping each other and supporting each other to provide motivation so that promotive interactions occur.

Keywords: reading comprehension, Islamic texts, character education.

ANALISIS TEKS BACAAN ISLAM TERHADAP PENDIDIKAN KARAKTER DALAM PEMBELAJARAN BAHASA INGGRIS MADRASAH ALIYAH DI TULANG BAWANG

ABSTRAK

By:

ALIFVIYA INDRIYANI

Tujuan penelitian ini adalah: 1) Bagaimana nilai pendidikan karakter yang terkandung dalam teks bacaan Islami berbahasa Inggris di kelas 10 Madrasah Aliyah Darul Islah Tulang Bawang. 2) Mengapa nilai pendidikan karakter penting bagi peserta didik.

Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan jenis studi lapangan. Teknik pengumpulan data menggunakan teknik wawancara, observasi dan dokumentasi. Dan teknik analisis data yang digunakan dalam penelitian ini adalah pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Peneliti menyimpulkan bahwa dengan nilai-nilai karakter Islami yang telah diserap pada setiap mata pelajaran di sekolah, khususnya pada pelajaran bahasa Inggris, diharapkan siswa dapat menerapkan nilai-nilai karakter Islami tersebut dalam kehidupan sehari-hari. Siswa juga dapat mempelajari dan mempraktikkan keterampilan lain dalam bahasa Inggris. Selain membantu siswa memahami isi bacaan dalam bahasa Inggris, teks bacaan Islami juga bermanfaat dalam mengembangkan karakter siswa yang juga sesuai dengan standar kriteria lulusan berkarakter yang ditekankan dalam implementasi pendidikan budaya dan karakter bangsa dalam pembelajaran. Seperti yang telah dijelaskan sebelumnya, strategi ini didasarkan pada konsep pembelajaran kooperatif atau pembelajaran kooperatif. Dengan pembelajaran kooperatif kelompok akan timbul saling ketergantungan yang positif, saling membantu dan mendukung untuk memberikan motivasi sehingga terjadi interaksi yang promotif.

Kata kunci: pemahaman membaca, teks islami, pendidikan karakter.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

      Name   : Alifviya Indriyani

      Student ID   : 1801072004

      Department   : English Education Study Program (TBI)

      Faculty   : Tarbiyah and Teacher Training

States that this undergraduate thesis is originaly the result of researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, February 21rd 2024
The Researcher

Alifviya Indriyani
1801072004

ORIGINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Alifviya Indriyani

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Menyatakan bahwa skripsi ini secara kesuluruhan adalah hasil penelitian peneliti kecuali bagian-bagian tertentu yang dirujuk dalam daftar pustaka yang telah disebutkan.

Metro, 21 Februari 2024
Yang menyatakan

B3ALX051586667

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MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Believe that Allah will not give a test beyond the limits of his servant."

QS. Al Baqarah: 286

DEDICATION PAGE

This under-graduation thesis would highly be dedicated to:

1. My beloved parents Mr. Winarno and Ms. Rosnaini and my future husband Egi Dwi Alfian
2. My adviser Mam Ning Setio Wati, M.Pd who has guided me well as long as I wrote an finished this this undergraduate thesis.
3. My beloved friends especially in TBI'2018 thanks for all your support, help, care, and thanks for your assistance, so that I could finish my graduate thesis.

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Praise be to Allah SWT who has bestowed guidance and gifts on all his people. Blessings and greetings we extend to the Prophet Muhammad, as a role model for humans towards spiritual and intellectual enlightenment. Through guidance from Allah SWT, the authors compiled a undergraduate thesis entitled " **"ANALYSIS ON ISLAMIC READING TEXT TOWARD EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH IN TULANG BAWANG"** and in this time, the researcher would to express his deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah,M.Ag., Rector of State Institut For Islamic Studies (IAIN) Metro.

2. Dr. Zuhairi, M.Pd, Dean of Tarbiyah and Teacher Training Faculty State Institut For Islamic Studies (IAIN) Metro.

3. Dr. Much Deiniatur M.Pd.B.I. Head of English Education Department State Institut For Islamic Studies (IAIN) Metro.

4. Ning Setio Wati, M.Pd, Advisor who has provided invaluable guidance in directing and providing motivation to work on and providing motivation in preparing this undergraduate thesis.

5. The Lecturer State Institut For Islamic Studies (IAIN) Metro, who have given knowledge from inside the lecture period and outside the lecture

6. Beloved State Institut For Islamic Studies (IAIN) Metro, Lampung However, the researcher realizes that the thesis drafter has not yet achieved the ability.

Therefore, the researcher expects criticism and suggestions from various parties for the perfection of this thesis, hopefully this undergraduate thesis can be useful for researchers and for those who read it.

Metro, February 21rd 2024

The researcher

ALIFVIYA INDRIYANI
NPM:1801072004

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CHAPTER I

INTRODUCTION

A. Background of Study

The education process in Madrasah Aliyah should inculcate Islamic religionand knowledge understanding within its teaching and learning activities. Moreover, with the focus of Curriculum, where character education should be strengthened, thus educational institutions play an important role in educatingthe youth. In this case, Madrasah Aliyah should be the knowledge source that gives students education andcharacter building to integrate Islamic values and knowledge. Hence, learning material is an essential part. In English language learning, reading is among the focus skills that also havean important role in contributing to children's successboth academically and in life. Thus, educators should be concerned and put careful attention to serving valuable and suitable reading material.[1]

In factors that come from students can reading barriers. The first factors relates to students' vocabulary mastery. Limitation of student vocabulary items will be a major problem in extracting text messages. Second one of them is about interest. This factors is closely related to student motivation. When reading activities cannot attract students' interents, they may have low motivation to undergo the reading process.

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[1] Astri Winandari Berlin, Rahayu Apriliaswati, and Yanti Sri Rezeki, "Developing E-Module of Islamic Reading Text Materials," *Journal of Foreign Language Teaching and Learning* 7, no. 1 (January 12, 2022): 24–40, https://doi.org/10.18196/ftl.v7i1.13210.

Character education is very important especially for students, because it can be used to develop the knowledge and the students' skill in formal education.[2] The final factors of students is their ability to implement reading strategy. They do not use reading strategies effectegies to obtain information from the text character education is one of the aspects of the Indonesian educational system, which is essential for the students before they face real-world society. The strengthening of Character education efforts to create good quality human resources.[3]

Strengthening education character in the current context is very relevant to overcome students' interest in reading that is happening in our country. Thus, it is clear that dedicating Islamic character reading is character education is a systematic effort that alleviates to develop virtues that have a positive impact on individuals and society.

Researcher conducted observations and interviews with several teachers and students. they stated that some students in MA still experienced a lack of interest in reading on December 12, 2022 at the MA Tulang Bawang.[4] Regarding the problems above, there is at least one interesting thing based on temporary observations in the field, researcher found a process of forming and developing Islamic character in Madrasah Aliyah through the implementation

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[2] Elva Ayu Wardani, Zakiyah Tasnim, and Wiwiek Eko , *"Analysis of character education values in the english text book for the twelfth grade senior high school students" Journal of Character Education 9, no. 2 (November 4, 2019),* https://doi.org/10.21831/jpk.v9i2.26416.

[3] Kadek Yunita Adriyanti*"The Implement of Character Education in Teaching English for Learners (A Literature Review)''*2021

[4] Observasi,bu avita, Desember ,o'clock 10.30-12.30 WIB in MA Darul Ishlah Tulang Bawang

of Islamic education in the form of formal education which we often know as Madrasah Aliyah, Madrasah Aliyah (abbreviated as MA) is secondary education. the story of formal education in Indonesia which is equivalent to high school. Indonesia is one of the countries with the majority of the population being muslim, one of them is through the implementation of islamic education in the form formal education that we are often familiar with Madrasah Aliyah.[5]

The school implements learning based on the Ministry of National Education curriculum and the Ministry of Religion curriculum. The learning process at the Tulang Bawang MA is carried out like Madrasah Aliyah in general, but the Tulang Bawang MA has different characteristics from the MA in general in Indonesia. The difference is that this school is designed to be a Madrasah Islamic Boarding School model of the Madrasa at MA Tulang Bawang.

Starting from this phenomenon, the researcher is interested in conducting research with the title "ANALYSIS ON ISLAMIC READING TEXT TOWARDS EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH TULANG BAWANG", as an institution that seeks to create schools that are cultured and have Islamic achievements, both academic and non academic the need to know in detail how far the process of forming Islamic culture in madrasas can be known; so that it has implications

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[5] Yayah Chairiyah, "*History of the Development of the Madrasah Education System as an Islamic Educational Institution*", Volume 2, No.1, July 2021

for madrasas with the slogan of an Islamic cultural school, discovering the process of forming the Islamic character of the religious character of MA Darul Islah students"

B. Research Question

Based on the consideration of the background of the study above, the researcher formulates a research question, as follows :

1. What is the value of character education contained in English Islamic reading texts in class 10 of Madrasah Aliyah Darul Islah Tulang Bawang?

2. Why the value of character education is important for students?

C. Objective and Benefit of the Study

1. Objective of the Study

a) The purpose of this study was to determine students' interest in reading the concept of Islamic character in students and how Islamic character formation in improving Islamic reading of MA Aliyah Darul Islah students.

b) The results of this study are expected to contribute and can be used related to interest in reading the formation of Islamic character in Islamic reading.

2. Theoretical Benefits

The benefits that can be drawn from this research include the following:

a) Building and enriching scientific repertoire, especially those related to the formation of islamic character in improving the religious character

of students in schools/madrasah, to produce output that is not only intelligent in the academic aspect, but also in the spiritual and religious aspect.

b) Adding to the repertoire of knowledge, especially in the formation of islamic character in improving the religious character of students in schools/madrasah.

c) Providing contributions in the theoretical aspect, namely for the development of islamic religious education, as an effort to explore approaches, and methods in the development islamic religion through the formation of islamic character in improving the religious character of students in schools/madrasah.

d) Practical Benefits

    1) The results of this research can be used as material for study and input for policymakers, in this case, the Office of Education and character, especially the Ministry of religion, to develop knowledge in the field of cultural development. islamic in enhancing religious character.

    2) The results of this study can be used as a guideline for schools/madrasah in developing the concept of islamic character in enhancing the religious character of students.

    3) Adding and providing input to madrasah school managers, especially regarding the development of islamic character in improving the religious character of students in schools/madrasah.

D. Prior Research

To support and prove the originality of this research, the researcher used some relevant previous studies. There are two previous studies that discuss stance markers. The first is taken from this research by Rohmatun Lukluk Isnaini using research articles published in In Eric's 21st Century Vol. 78, No.6, 2020.[6] Data analysis uses qualitative research to find out this research uses a phenomenological qualitative approach to examine how the members of a community describe their daily life, especially how individuals with their consciousness build meaning from the results of interactions with other individuals. That the same thing was also done in this study, namely seeking information about the academic character that was formed in madrasas and the daily activities of madrasah residents (interactions between teachers and students) which reflects the application of character education. Data was obtained from informants through interviews. This research was conducted for 5 months, starting from September 2019 to January 2020.

The second study was taken from Muhammad, Suhaimi, Teuku Zulfikar, Solomon, and Masrizal, articles published in the Cyprus Journal of Education science[7] Analysis of data using qualitative character education is an educational concept to form and foster a Muslim. personality as a whole (syumuliyah).

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[6] Rohmatun Lukluk Isnaini, Farida Hanum, Lantip Diat Prasojo."*Developing character education through academic culture in Indonesian programmed Islamic high school*", Vol. 78, No. 6, 2020.

[7] Muhammad, Suhaimi, Teuku Zulfikar, Solomon, and Masrizal, "*Integration of character education based on local culture through online learning in Madras Ahaliyah*", Volume 16, Issue 6, (2021)

This literature study aims to determine the implementation of character education and support and factors inhibiting the implementation of formal character education schools in Indonesia. Data analysis techniques by means of data reduction, presentation of data, and conclusions. Based on research findings, and trends in the implementation of character education in Indonesian formal schools has similarities passion in the content of character education.

In a formal school with status public schools, along with the implementation of character education government regulations contained in character Strengthening Education (SCE), which is an implication of islamic teachings. As for formal school with islamic-based private status, character education tends to be oriented towards instilling akhlakul karimah (moral education) combined with government regulation. Implications of this research lead to the inculcation of character values embedded in society's spiritual attitudes and attitudes as provisions in the daily life of students. That supporting and inhibiting factors of character implementation.

The third study was taken from Luthfi Nur Ubay, An Analysis Of Character Education In English Textbook Entitled Bright An English For Junior High School Published By Erlangga, Characters education become one of concern by Ministry of Education and Culture in Indonesia. The implementation of characters education can be implemented in to various aspects of Education in Indonesia. Textbook is one of media or tools that the characters education can be integrated. So, the objectives of this research are to find out character education and techniques of integrating characters

education in the reading text of English textbook entitled Bright an English Textbook for Grade IX of Junior High School Students Published by Erlangga. In this research, the researcher used qualitative research. The researcher used document analysis for data collecting technique. The researcher used three major phases of data analysis. They were data reduction, data display, and conclusion drawing or verification. The result of the research showed that in the English textbook entitled Bright an English textbook for Grade IX of Junior High School Students Published by Erlangga found that the characters education that integrated in reading texts were religious, honest, tolerance, independence, work hard, curiosity, rewarding achievments, friendly, love of peace, environmental care, social care, and responsibility. Meanwhile, characters education that did not integrate and find in the reading texts of the English textbook were discipline, creative, democratic, nationalism, patriotism, and reading pleasure. Furthermore, the technique integrating characters education found in the reading texts of the English textbook were explicitly technique with the percentage 9.09% and implicitly technique with the percentage 90.90%.

And the last fourth Nadya Putri Rachmayanti, Developing Islamic Content English Reading Materials for Eighth-Grade of MTs Unwaanunnajah (A Research and Development Islamic Content English Reading Material for Eighth Grade of MTs Unwaanunnajah in academic year 2021/2022), This study aims to develop English reading materials in one of the Madrasah for Eighth Grade. It was found that the book's content differs from the Madrasah's vision

and mission. This study will use Research and Development (R&D) using the simplified five stages of ADDIE (Analysis, Design, Development, Implementation, and Evaluation). To conduct the field test, the researcher selected class 8.3, which consisted of 29 students. The results revealed that the module had a high potential effect on students. In this case, Islamic teaching materials must provide some material containing Islamic values. Therefore, the student's supplementary material developed by the researcher is "Islamic-Based Simple Present Tense and Recount Text." The module was done based on the needs of the Madrasah following the mission and vision. The module consists of several comprehensive reading practices, such as simple present tense and recount text. Each unit module has several roles in grammar and vocabulary building. The module will help and provide a meaningful learning experience for students. Development of Islamic content learning packages for English subjects in Islamic schools that help English teachers cultivate strong beliefs and good moral character. Recommendations for future researchers are also highlighted.

Based on the prior researches above, it is known that all of priors researches have the similarity with the research conducted by the researcher. The similarity is known in the use of stance markers. The difference between this research and other research in the different samples of research used. However, the first prior research use articles samples. In this case, this research focused on Analysis of Character Education Based on islamic character in Madrasah Aliyah of Tulang Bawang.

CHAPTER II

REVIEW OF THE LITERATURE

A. Character Education Theory

Character education is an educational system that aims to instill certain character values in students, in which there are components of knowledge, awareness or will, as well as actions to carry out these values. Character education is a conscious and planned human effort to educate and empower students' potential in order to build their personal character so that they can become individuals who are beneficial to themselves and their environment.

1. Definition of Character

Character as the most important aspects for preparing human resources who have readiness and competence in global competition. According to Ghazali, character is closer to morality, namely Spontaneity or one's behavior is so one with oneself humans so that when it appears there is no need to think about it anymore.[1] Character is an individual trait in the form of character, personality, character and behavior that is expressed in everyday life, character or innate traits are closely related to personality in a person.

character also determines a person's good or bad behavior, therefore character is very important for everyday life. Character is value, character, moral, noble character education that aim to develop students' ability to make good and bad decisions, maintain what is good and realize that

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[1] Barnawi dan M. Arifin," *Character Education Learning Strategies and Policies*", 21.

goodness in everyday life wholeheartedly. According to Maxwell.h,azv definition of character traits is not just about good or bad. More than that, character is a choice that can determine one's success or failure.[2] Maxwell revealed that the character related to a person's learning process and the ability to deal with this process determines the level of success. Character is a basic element in human beings shape the psychological character of a person and make him behave accordingly with himself and the values that suit him in different condition.

Character is the actual state of an individual's self, which distinguishes him from other individuals.[3]according to Suyanto, explains that "character is a way of thinking and behaving the hallmark of each individual to live and work together, both in scope family, society, nation and state.[4] Character is a basic element in human beings with it shape the psychological character of a person and make him behave accordingly with himself and the value that suits him in different conditions.

Character is the nature of the character traits the basic characteristic of a characteristic or quality that remains continuous and eternal can be used as a characteristic to identify a person.[5] Coon defines character as a subjective assessment of a person's personality related to personality

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[3]Normawati Normawati, *"The Importance of Character Formation in the Context of Education Towards the Improvement of the Nation"*

[4] Urgensi *character education*

[5] Ramayulis, "*Islamic Education Science*", (Jakarta:Kalam Mulia Group, 2012, Cet.9) hlm.510

attributes that can be or unacceptable by society. Character means character or personality. Character is the whole natural disposition and disposition that has been mastered stably that defines an individual within the whole system of his psychic behavior which makes him typical in the way think and act.

2. Definition of Character Education

Character education is a crucial system for students to build their character value in education. Pursuant to Lickona, it has character of has values such as virtue, honesty, justice, courage and compassion. While according to Marzuki, character education is an educational process that leads students to understand values and noble character in the form of attitude and behavior in life every day.[6] Accordingly character education is a deliberate (conscious) effort to make it happen Virtue is objectively good human quality, not just good for individuals, but also good for society as a whole overall.[7]

The importance of character education is everything that is attached to the individual and tends to remain. Character education is very closely related to moral education where the aim is to form and train individual abilities continuously for self-improvement towards a better life. According to Lickona, the notion of character education is a deliberate effort to help someone so that he can understand, pay attention to, and carry out core

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[6] Marzuki, Op.Cit. h. 161
[7] Zubaedi, *"Character Education Design"*, (Jakarta : Kencana Prenada Media Group, 2012, Cet.2) hlm.15

ethical values.[8] So that's education character is an aspect in the formation of the personality of students.

Character is a trait that is carried by each individual, each person has their own character. The definition of character is more directed to one's morals and character, of course, which are positive. Character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment and which are embodied in thoughts, attitudes, feelings, words and deeds based on religious norms, laws, manners, culture and customs. According to Ramli, the notion of character education is education that prioritizes the nature and meaning of morals and morals so that they are able to form good students' personalities. [9]Therefore, deep character education. So it can be said that character education is an education system that aims to instill certain character values in students in which there are components of knowledge, awareness or will, as well as actions to implement these values.

Character education is defined as our efforts deliberately from all dimensions of life to help character development optimally. And in another source it is stated that Character education is a deliberate (conscious) effort to manifest virtue, quality objectively good humanity, not just good for the individual individuals, but also good for society as a whole.[10] Character

[8] Thomas Lickona,"*Character Matters*"
[9] Hamdani Hamid, Beni Ahmad Saebani, Op.Cit. h. 33-34

education is a very important aspect in learning human qualities that must be carried out by schools, to develop good values in the framework of humanizing humans. This is also reinforced by Ki Hajar Dewantara's statement which emphasizes that the essence of education is an effort to increase the growth of the mind, in character (spiritual and morals), reason (intelligence), and the child's body, to perfect his life and harmony with the world.[11] Character education is a conscious effort made by educators to students to shape the personality of students who teach and form good morals, ethics, and a sense of culture and noble character which fosters the ability of students to make good decisions and bad and manifest the good in everyday life with how to conduct education, teaching, guidance and training.

3. **Definition of Islamic Character In Education**

Character education in islam is the main foundation in giving birth to characters who have balance in life. According to Ghazali, that morals are traits that are embedded in the soul from which cause easy and easy actions without requiring thought and consideration (contemplation) beforehand.[12] Character education based on islam means character education whose components include moral knowledge, moral feelings, and moral actions. These morals are explored and developed based on islamic values.

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[11] Na'imah, "*Islamic Character Education Management in Developing the Empathy Values for Students Islamic of State University of Sunan Kalijaga Yogyakarta*", Vol. 18 No. 2, 2018
[12] Muhammad Riza "*Character Education in an Islamic Perspective*"

Islamic character comes from exemplary Rasulullah's character which includes shiddiq (honest), trustworthy (can trustworthy), tabligh (convey), and fathanah (intelligent).[13] If students are instilled these values, then it will forming an individual with islamic character so that he has good character and have a strong religious foundation in carrying out his life. In instilling the values of islamic character then every teacher must be a source of inspiration in character for students who are basically as a deep way give demands in directing the change of character human beings in general to islamic character. Therefore islamic character building is a planned effort and systematically to make someone know, care and internalize islamic values so that they can behave as human beings.

While character is akhlak education based on a Prophet"s purpose to established good attitude. Islamic is a true religion and also taught a good attitude as revealed in both of Suratin the holy Qur"an above. So, good attitude has great values in front of a human beings, is Similar to be front of The God. All in all, the Character education of islamis a guidance to prepare strength and is already to face the future challenge with good attitude based on what islam taught.

According to the Ministry of National Education, there are many ways or method to integrate the characters into their teaching included in textbooks. These methods include (1) expressing the characters that exist

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[13] Muhammad Shobirin, "*Learning the Qur'an in Cultivating Islamic Character",* Quality, 6 no.1 (2018): 19– 20

in the learning material, (2) integrating the characters to be an integral part of the learning material (3) using imagery and making comparisons with similar events in the lives of the students, (4) changing the negative things into positive, (5) expressing the characters through discussion and brainstorming, (6) using stories to bring the characters, (7) telling the life stories of great men, (8) using songs and music to integrate the characters, (9) using drama to portray the events that contain characters, (10) using a variety of activities such as services, practice field through a group activities to bring the character of humanity.[14]

The direct integration of characters education aims to make learners easier to understand the characters contained in the text English textbooks read by students, while indirect integration from character education aims to train students' logic reason and imagination to discover and understand the message contained in the character contained in the English textbook material. In addition to integrating the characters, teachers must consider the subject matter and level cognitive development of students.

B. Reading Theory

1. Definition Reading

Reading strategy awareness plays a significant role in reading comprehension and educational process. In spite of its importance, has long been the ignored skill in English language teaching, research,

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[14]Kemendiknas, "*Character Education Master Design*", (Jakarta: Kemendiknas, 2010), p.21.

learning, and assessment. This lack of good reading strategy skill is exacerbated by the central role of reading comprehension in education success.[15]

Reading is the most important skill that the students must be mastered. Reading is also very possible to acquire to be success in the school and the future life. Because of reading can increase the student critical thinking, creative and spiritual. Moreover, reading very emphasized skill in the English foreign learner context. Reading can be regarded as a process that involves, decoding interpreting and comprehending written material. Reading is the strategic process in that a number of the skills that processes used in reading the call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.[16]

According to Harmer Reading is useful for language acquisition.[17] Whereas according to Penny Mckay said that, Reading is both process and product. It means that the process or reading involves the interaction between the reader and the text. The product of reading is reading

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[15] Mohammad Reza Ahmadi, Hairul Nizam Ismail, and Muhammad Kamarul Kabilan Abdullah, *"The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension," English Language Teaching* 6, no. 10 (September 3, 2013): p235, https://doi.org/10.5539/elt.v6n10p235.

[16] Grabe, *"Reading in a Second Language (Moving from Theory to Practice)"*, (New York: Cambridge University Press, 2009), p. 15.

[17] Jeremy Harmer, *"How to Teach English"* (Longman: Oxford university Press), 99.

comprehension or internal construction of meaning; there has been understanding.[18] Then, according to William grabe stated that, "Reading is a strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor.

There are some experts state the ideas about definition of reading materials. First, according to Collins Dictionary reading material is any matter that can be read written or printed text. It means that reading material is all of material that can be read by readers. Then, according to Sholichatun, defines that reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. It means the reading materials is variety of texts or passages which is content of definite messages to delivered to the readers in their reading activity. In conclusion, reading material is any matter of written texts or passages variety that can be read which is content of definite messages from the writer to delivered their messages to the readers.

B. Kinds of Reading Material There are two kinds of materials that can be used for teaching Reading: authentic materials and pedagogic materials. Non-Authentic (Pedagogical) material reading Peacock argues

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[18] Penny Macky, "*Assessing Young language Learners*" (New York: Cambridge university Press, 2006), 224

that non-authentic material (commercial lmmaterial) texts that are especially designed for language learning purposes. Pedagogic materials are those which are designed for language teaching and learning purposes. Their main characteristics are topical and/or linguistic simplification, modification, and adjustments according to the level and experience of the target learners, such as: text books, students" work sheets, supplementary readers, abridged novels, graded materials, and teacher-made texts, etc.

Authentic Materials Reading According to Wallace in Berardo authentic materials or texts are texts used in real life communication which are not written for pedagogic purposes. It means, a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has certain message to pass on the reader. In conclusion, there are two kinds of reading materials, they are: non-authentic (pedagogical) material reading and authentic reading materials. Criteria of Good Reading Material there are some experts points out some criteria in choosing good reading material. First, according to Nuttal in Brown, there are three criteria for choosing reading text as reading material for students.

First, suitability of content means the material should be appropriate with students interest and they will enjoy with it. Second, exploitability, a text that facilities the achievement of certain language and content goals, which is exploitable for instructional tasks and techniques, and that, is integratable with other skills (listening, speaking, writing), it means the

materials usable not only for getting to improve students' reading in order to introduce students to the real context and natural instances of language. It can be concluded that to get variety and presentation teachers or authenticity should present the material that will answer its text authentic as real life and attractive, gorgeous for students and cactch their attention to read again and again. Therefore, there are some criteria in selecting good reading materials relating to the students and text that is covering by suitability content, exploitability, and readability of content.

2. **The Importance of Reading**

Reading is one important way to improve your general language skills in English. According to Harmer there is There are many reasons to make students read English texts important part of the teacher's job. They, reading is beneficial for anyone exposure to English (provide students understand it more or less) means reading is useful for students to gain experience about English.

Then, reading the text also provides a good model for writing English, meaning that by reading the text, the reader will get the source of these models how to write. Finally, reading texts also provides opportunities for learning language: vocabulary, grammar, punctuation, and our way compose sentences, paragraphs, and text and understand the contents of what values are in the text.

Furthermore, according to Mikulecky reading is one important way to improve your general skills in English. They also state that, how

reading can help reader. They read help readers to think in English, reading provides an opportunity to learn a language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text, reading can help readers improve write because they have read a good model of the text, read as possible be a good way to practice the reader's English if the reader lives in a non-English speaking countries, reading can help readers prepare themselves to study in an English speaking country, and reading is great way to find out about new ideas, facts.

3. Reading Comprehension

Reading success when the reader can comprehend the text, reading comprehension different from reading in general. Before the students learn how to comprehend their reading the teacher should give some definition about what is reading compehension and how they do to apply in learning process. Here are some definition about reading comprehension; As Indonesian people English is our second language and its quitely difficult in comprehending the English text. It make a connection to the teory Reading comprehension is avery extremely complete process, in this process the readers combine many aspects such as making a conection to the previous knowledge with the text,

understanding all the texts are going to deliver and what strategy needed in the process.[19]

Reading is the start and comprehension is the deep activity in order to get the real information. In addition Blachowic stated, reading comprehesion is an ability to build or to construct the message from the writer, to avoid misunderstanding we need background information, basic vocabulary, skill and strategy.[20] Moreover, to comprehend a text we need a large abilities and capabilities that are cognitive and metacognitive, we need to know various type of knowledge such as our vocabulary must be mastery, lingusitic and discourse knowledge, and spesific information.

Beside that we need high motivation, why we read the text, what is the purpose by reading the text. In the same idea Snow stated that reading comprehension is collective activity distilling and building meaning from the written text.[21] Furthermore Mufarida stated that reading comprehension is an ability in contruct the meaning from a text and the reader capable in interpret to the meaning from the text.[22]

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[19] Janette, K. Klingner, Sharon Vaughn and Bordman. *"A.Teaching Reading Comprehension to Students with the Learning Difficulties"*, (New York: The Guilford Press, 2007)p.8

[20] Camille Blachowic& Dona Ogle, 2008. *"Reading Comprehension; Strategies for Independent Learners"*; Second Edition. (New York : The Guilford press,2008). P. 33

[21] Catherine Snow*, "Reading for Understanding toward and R&D Programming Reading Comprehension",* (Arlington: RAND Education, 2002), p.11

[22] Fitrotul Mufaridah, *"Practice Model of Read-Examine-Decide-Write- Strategy in Strengthening Students' Reading Comprehension"*, Journal of English Language Litelature, and Teaching, (vol. 1, No.1, 2016), p.75

C. Islamic Content-Based Reading Materials (Texts)

According to Munir Islamic-based reading material is defined as texts containing Islamic values. Then, Hameed in Khairuddin offers the following definition of Islamic values: "a set of moral principles and guidance that recognises what is right behaviour from what is wrong or what one should do or not. It can be concluded that Islamic content-based texts is the texts that contain a set of moral principles and guidance about how to be good man. Additionally, Islamic values also include the life of prophets' family, the sahabah (prophet's Companion), the khulafa rasyidin, iconic Muslims, Muslim scholars and Islamic leaders.

Therefore, it can be concluded the Islamic content-based texts in this research means a texts containing Islamic values about a set of moral principles and guidance that recognises what is right behaviour from 22 what is wrong or what one should do or not that used by English teacher in teaching English, like the texts about life of prophets' family, the sahabah (prophet's companion), the khulafa rasyidin, iconic Muslims, Muslim scholars and Islamic leaders that suitable with the curriculum and syllabus.

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristic of Research

Researcher focused on student preferences on the character of islamic education in schools. Researcher decided to use qualitative research to analyze the characters of students at MA Tulang Bawang. The researcher decided to use qualitative research to investigate the most dominant types of attitude markers and to analyze common errors in the character of students at MA Tulang Bawang.

According to Moleong, qualitative research is research that is intended to find out the facts behind the facts. The facts are nothing but field data collected scientifically using scientific data. Kalof further said that qualitative research makes use words and sometimes pictures rather than numbers.[1] It can be concluded that qualitative research is research that explores a phenomenon by describing it non-numeric language in context and can help researcher to get data information so that researcher can describe the details of the data.

According to Whitney the descriptive method is fact finding with the right interpretation. Descriptive research studies problems in society, as well as the procedures that apply in society as well certain situations, including about relationships, activities, attitudes, views, and ongoing processes and the effects of phenomena.[2] Descriptive method is a method in examining the status of a

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[1] Linda Kalof et al., "*Essential of Social Research*", (London: Open University Press, 2008), 35.

[2] Mega Linarwati, Azis Fathoni˒ Maria M Minarsih ˝*DESCRIPTIVE STUDY OF HUMAN RESOURCE TRAINING AND DEVELOPMENT AND THE USE OF BEHAVIORAL EVENT*

group human being, an object, a set of conditions, a system of thought or a current class of events. The purpose of this descriptive research is to make a descriptive, picture or painting in a systematic, actual and accurate regarding the facts, characteristics and relationships between phenomena investigated.

Researcher conducted a survey that can be used to describe phenomenon and summarizing. Purpose of using surveys for descriptive research is to get a good pace of certain things. Descriptive qualitative analysis involves describing the general characteristics of the underlying data. Descriptive qualitative research is useful because it can provide important information about the average member of the group.[3] In line with the explanation above, the purpose of this study was to analyze the moral character of students at MA Tulang Bawang. In addition, this type of research is a case study in which the researcher deepen a program, event, activity or process, case study intensive study of phenomena but provides more subjective information rather than objective. In addition, the characteristics in this study focus on descriptive qualitative research. Researcher conducted a survey with the aim of investigate the most dominant type and analyze the character of students at Madrasah Aliyah Darul Islah.

Researcher took data from Madrasah Aliyah Darul Islah. The purpose of using surveys for descriptive research is to get a good measure of certainty

things. Descriptive qualitative analysis involves general descriptions the underlying characteristics of the data. Description refers to the process of defining, classify, or categorize phenomena of interest. Qualitative descriptive research is useful because it can provide important information about the average group member. In particular, by collecting large enough data a group of people, a researcher may describe the average of the members, or the average performance of members, of the particular group being studied.[4] Meaning Descriptive research refers to the types of research questions, design, and data analysis applied to a particular topic. In this study, researcher use.

Descriptive qualitative research is useful because it can provide important information about the average member of the group.[5] In line with the explanation above, the purpose of this study was to analyze the moral character of students at MA Tulang Bawang.

B. Data Sources

In this research, the researcher used two kinds of data sources. The data sources are primary and secondary data.

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[4] Geoffrey Marczyk et al.," *Essentials of Research Design and Methodology*", (United States: John Wiley & Sons, Inc. 2005), 16-17

[5] Geoffrey Marczyk et. al.," *Essentials of Research Design and Methodology*", (USA: John Wiley & Sons, Inc. 2005), p. 16.

1. **Primary sources**

According to Moje, the teacher's own attitude to the development of historical thinking and understanding emerges as a pathway to advance students' disciplinary literacy. Primary source work can help in this process, if used in an analytical way.[6] The research location in order to find out how the character values of students through Al-Islam and in MA Darul Islah. Researcher came to MA Darul Islah school, destination use this method to record things, character, and students development in the application of character values in schools.

2. **Secondary sources**

To Bruce, secondary sources involve oral or written prove the person was not immediately present at the time it was given incident. They are written documents or objects According created by that other person relate to a particular research question or area of research interest.[7]

Qualitative researcher also have a data collection toolbox techniques, including in-depth interviews, participatory observation, and document analysis.[8] Researcher in this study used documents to collect data. Researcher took documents from students' preferences. In the process of collecting the data, para the researcher collects the results of students' preferences on the printed mass media.

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[6] Susanna Soininen, "*Teaching historical thinking in practice: a study of US history teachers' views on using primary sources in AP and IB history lessons*"

[7] Linda Kalof et.al., "*Essential of Social*".,85.

[8] Donald Ary et. al., "*Introduction to Research in Education Eight Edition*", (USA: Wadsworth Cengange Learning, 2010), p.32

C. Data Collection Technique

According to Yin Data collection techniques include interviews, observations (direct and participant), questionnaires, and relevant documents.[9] For detailed discussions of questionnaires, interviews and observation, qualitative research usually follows an inductive process.[10] Meaningthat data collection is taken from the process of data analysis into theory or interpretation.

Creswell says that "in many qualitative studies, investigation collects various forms of data and sends a considerable amount of time in nature information collection arrangements"[11] Data collection is the accumulation of specific evidence that allows the researcher to properly analyze the results all activities with their design and research procedures.

Data is very important for scientific research. Data is needed to prove various arguments in research findings.[12] Qualitative researcher also have a data collection toolbox techniques, including in-depth interviews, participatory observation, and document analysis.[13] In this study researcher used three techniques to collect data, there are interviews, observation and documentation.

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[9] Graeme Shanks, Nargiza Bekmamedova*,"in Research Methods (Second Edition)*", 2018
[10] Linda Kalof et.al., "*Essential of Social Research*", (England: Open university press, 2008), p. 85.
[11] John W. Creswell, "*Research Design*", p. 184
[12] Yogesh Kumar Singh, "*Fundamental of Research Methodology and statistics",* (New Delhi: New Age International Publisher, 2006), p. 212.
[13] Donald Ary et. al., *"Introduction to Research in Education Eight Edition*", (USA: Wadsworth Cengange Learning, 2010), p.32

1. **Observation**

   In this research, it was carried out by exploring the research location in order to find out how the character values of students through Al-Islam and in MA Darul Islah. Researcher came to MA Darul Islah school, destination use this method to record things, character, and students development in the application of character values in schools.

2. **Interview**

   Interview occurs when the researcher ask one or more participants general, open-ended questions and record their answers.[14] Meaning with interviewing participants can voice their experiences and get well informed without constraints by the perspective of the researcher or the findings of previous research. Interview provide useful information when the researcher cannot observe directly participants, and researcher invite participants to describe in detail personal information. Therefore, in this study researcher used interviews to collect data from students, teachers and the necessary needs.

3. **Documentation**

   Qualitative researcher may use written documents or other artefacts to gain an understanding of the phenomenon under study.[15] In this study, researcher used the document technique to collect data. Documents can be a valuable source of information in qualitative research. According creswell

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[14] John W. Creswell, Educational Research: *"Planning, Conducting, and Evaluating Quantitative and Qualitative Research"* 4rd Ed, (New Delhi: Pearson Education, 2012), p. 217

[15] Ibid., 432

that documents represent public and private documents. Public documents provide in the form of minutes of meetings, official notes, and newspapers. Examples of personal documents are personal journals and diaries, letters, and personal notes.[16] In this study the researcher documented important matters data such as the history of MA Darul Islah Tulang Bawang, structure organization, number of teachers and students, dress code, staffing administration, sketches location of MA Darul Islah Tulang Bawang.

D. Data Analysis Technique

The most important part in a research study is analyzing the data, because it becomes the result conclusion of all research. Data analysis means studying material to determine facts of this nature involves breaking down complex factors into simple one parts and put those parts together in a new arrangement for purpose interpretation. According to kalof, qualitative research typically follows an inductive process. In other words, induction implies that the researcher first collects data and proceeds to develop theory from the data (so data generates theory).[17] Qualitative data are generally formed by words (description, observations, impressions, recordings, and the like). Researcher must organize and categorize or encode large amounts of data so they can explained and interpreted. In qualitative research, data analysis includes two aspects, the aspect consists of text analysis and involves the development of a description and theme.

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[16] Jhon W. Creswell, *"Research Design"*(California: Sage Publications , 2000), 180.
[17] John W. Creswell, "*Research Design*": Qualitative,p.234

This study uses data analysis according to Miles and Huberman.[18] Data analysis the model from Miles and Huberman is also called the interactive model, that there were four stages carried out qualitative data processing, namely data collection, data reduction, data display stages, and conclusions or verification of these stages is interrelated during and after data collection. Based on the students' answers, then the stages or steps taken by the students were analyzed. In the analyzing the data, the researcher used the following steps:

1. Data collection

   The researcher recorded all data objectively and as is according to the results of observations and interviews in the field.

2. Data reduction

   Summarize, choose the main things, focus on the things that are important, look for themes and patterns. This it will provide a clearer picture, and make it easier for researcher to carry out further data collection, and seekers if needed.[19]

3. Display data

   Data presentation is a set of structured information that gives the possibility of drawing conclusions and taking action.

4. Conclusions: drawing/ verifying

   The initial conclusions put forward are still temporary, and will change if strong evidence is not found to support the next data collection stage. But if

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[18] Alhojailan, Mohammed Ibrahim Thematic Analysis: "*A Critical Review of its Process and Evaluation*"

[19] Sugiyono, "*Qualitative and Combination Research Methods" (Mixed Methods)*".

the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. Conclusions in qualitative research are new findings that have never existed before.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Description of Result Location

   2013 School profile the location of the MA Darul Islah is in the village of Purwajaya, Banjar Margo, Tulang Bawang, Lampung, MA darul Islah is in the cottage environment Darul Islah Islamic boarding school, character of Darul Islah Islamic Boarding School namely KH. Shodiqul Amin.

   a. The History of Madrasah Aliyah At Tulang Bawang

   Educational institutions within the Darul Islah Islamic Boarding School, namely TK. SD, SMP, MA, SMK, STIT Darul Islah. For the number of MA Darul Islah classes consisting of class X to XII, the total number of students is 134 /students, and all of the students are girls, 90% of the students at the MA are Darul boarding school students please. The number of teachers and employees is 12, consisting of 1 principal, 9 teacher and 2 employees. Infrastructure at MA Darul Islah is included in the category already complete.

   Madrasah Aliyah Darul Islah is part of Kuliyatul Mu'alimin Al Islamiyah which teaches both KMI and religious material generally adopted from the content standards in the Minister of Education and Culture Regulation No. 22 years 2006 and Ministry of Religion Regulation No. 2 of 2008. Both materials are taught with a balanced

load, with the hope of projecting Madrasah Aliyah Darul Islah becomes a superior Madrasah that is competitive with no leaving the vision and mission as well as educational goals of Pondok Modern Darul Islah which is imbued with the five souls of the cottage.

b. School Vision And Mission

1. School Vision

Achievement, creativity, efficiency and noble character based on faith and piety.

2. School Mission

1) Improve the quality of education (academic and non-academic achievements) by implementing the 2013 curriculum

2) Develop faith and devotion to God Almighty

3) To develop a cultured attitude and noble character[1]

2. Description of Result Source

Description of result source this research was conducted in the form of qualitative research. Researcher conducted research at Madrasah Aliyah Darul Islah Tulang Bawang Lampung which is located at Madrasah Aliyah Darul Islah Jalan Pesanggrahan, Purwa Jaya, Banjar Margo District, Tulang Bawang Regency, Lampung. The findings of this research answer the problem formulation previously formulated. This research involved five class X female students.

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[1] http://www.madarulishlah.sch.id/

No	Name	Gender	Age
1.	Informant 1	Female	16 years old
2.	Informant 2	Female	16 years old
3.	Informant 3	Female	16 years old
4.	Informant 4	Female	15 years old
5.	Informant 5	Female	16years old

The names of these female students have been redacted by researcher to protect their personal privacy. They are Informant 1 (female), Informant 2 (female), Informant 3 (female), Informant 4 (female), Informant 5 (female), all of whom are active students Madrasah Aliyah Islah Tulang Bawang Lampung. Therefore, these three themes were formulated previously to answer research questions through interviews with them. These topics can be seen below:

Topic 1. The Value of Character Education Contained In English Islamic Reading Texts

Topic 2. The value of character education is important for students

This chapter discusses the description of student opinion data on Islamic content-based texts used in reading comprehension by English teachers. This research data was collected through open interviews on September 5 2023. Then, it was used to check the reliability of the data from 5 informants. Based on research findings, it was found that there are several opinions about Islamic content-based texts used in reading comprehension by English teachers. These things are 1) the majority of students feel happy and interested in Islamic content-based texts used in reading comprehension

by English teachers; 2) the text makes it easier for students to understand English reading texts; 3) Islamic content-based texts enrich students' English vocabulary; 4) Increasing knowledge, especially about Islam; 5) Building students' Islamic character; 7) Too many complicated new words; and 8) Long texts make it boring. Before analyzing the data, researcher collected all data related to students' opinions on Islamic content-based texts used in reading comprehension.

Topic 1. Value of Character Education Contained In English Islamic Reading Texts

The procedure for describing research data includes data collection, data classification, and presentation of research data based on research objectives. The first research objective is to analyze students' experiences and features in reading Islamic texts with character in teaching at Madrasah Aliyah Darul Ishlah. In the process of collecting data to achieve this goal, researcher collected student statements regarding Islamic reading texts and then used cognitive theory, a cognitive-based view of reading comprehension, emphasizing the interactive nature of reading and the constructive nature of understanding. According to Dole, knowledge is brought into the reading process, a flexible and adaptable set of strategies are also used to understand the text and monitor ongoing comprehension. Reading comprehension as a cognitive task involves a series of complex processes, including the processing of concepts in working memory, the

cognitive process of reading comprehension is provided by students, to conduct research on reading comprehension[2].

She believes that the process of reading comprehension involves cognitive processes. Here, the reader is at the core of the reading process. The researcher summarizes students' statements regarding aspects of reading and conducts interviews with these students. These eight students had previously learned to read English using paper media in reading discourse. they say that reading Islamic texts can influence their character. They think that reading Islamic texts can be effective and is expected to improve their character. They stated.

"Yes, there are values in the Islamic character text in English, character education values for students, namely: Religious, honest, tolerant"by Informant 1

"In my opinion, the value in reading Islamic texts is a feeling of desire know attitudes and actions that always seek to know deeper and broader than something he studied, seen and heard" by Informant 2

"Yes, in my opinion, one of the values contained in it is worship/ religious attitudes and behavior that are obedient and obedient in carrying out the teachings of the Islamic religion and stay away from all prohibitions Allah SWT is tolerant of different practices of

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[2] Reading Comprehension Strategies Theories, Interventions, and Technologies Edited by Danielle S. McNamara University of Memphis

worship understand themselves, and live in harmony with them. Honest Behavior based on efforts to make oneself as a person who can always be trusted in his words, action, and work." by Informant3

In my opinion values of this sort include, for example, honesty, courage, perseverance, self-discipline, responsibility, integrity, caring, respect, trustworthiness, fairness, citizenship, patriotism, justice, and the like (described also as moral values, virtues, character traits, or principles)."by Informant4

For me, there are values in English Islamic character texts, apart from getting additional vocabulary I can also understand new Islamic stories which contain important values for life at my school or not." By Informant5

a. The Text is Interesting

Most informants stated about their opinion on the use of Islamic content-based texts used in reading comprehension by English teacher. The result of the data analysis can be seen as

follows:

First, based on the result of open-ended questionnaire, the researcher found informant 05, she stated:

[I like Islamic content-based texts]

This was supported by her statement on the interview result. She stated their opinion on the use of Islamic content-based texts used in reading comprehension by English teacher as follow:

[hmhm….,it was interesting, when the teacher gave Islamic content-based texts, like, Prophet Muhammad, and what else…, forgot kak].

Next, informant 01 answered in her open-ended questionnaire, as stated below:

[In my opinion, Islamic content-based texts is very good….]

This was supported by informant 05 result of interviewed, she stated:

…., the text is good for me particularly for me as the moslem students….

Furthermore, the researcher also found the same result of open-ended questionnaire and interview with informant I,2,3,4 ,5 it can be concluded that they were has same.

Based on the result of interview above, it can be concluded that the students' opinion on the use of Islamic content-based texts used in reading comprehension by English teacher is interesting.

b.   They are Easy to Comprehend English Text

Other opinion that researcher found from open-ended questionnaire, the researcher found informant I answered the questionnaire about the using of Islamic content-based texts in reading comprehension

by English teacher is they easily to comprehend English reading text, it can be seen as follow:

[In my mind, the Islamic content-based texts is good to give to students…].

This was supported by her statement on the interview result, as can be seen:

[Yes, sis, because of Islamic content-based texts there was some texts very close with my everyday's life, thus, I was easily to understanding it].

Next, the researcher found from informant 08 on the open- ended questionnaire, she stated:

[Islamic content-based texts are easier to comprehend, because the text has had learnt by me on the religion subject

To support this finding from informant 05, researcher found her statement on the interview that can be seen as follows:

[however, by using Islamic content-based text I am feeling easily in understanding the text]

Based on the questionnaire and transcript of interview it can be concluded that the students' opinion on the use of Islamic content-based texts used in reading comprehension by English teacher is the texts easily to comprehend.

c. The Islamic content-based Texts Enrich Students' English Vocabularies.

The researcher found by informant 01 answered on the questionnaire on the use of Islamic content-based texts in reading comprehension by English teacher is it can enrich students'English vocabularies. She answered as follows:

[...the text increase my vocabulary in learning English].

In checking the validation of information from informant 01, the researcher found her statement in the interview result as

follows:

[...it is easier and increase the many new vocabularies words, moreover my vocabulary about Islam in English also increase]

Then, from informant 2,, the researcher found her answered on the open-ended questionnaire as can be seen:

[...so, I knew too about the English vocabulary about some words related to Islam]

This data was valid because the researcher also found from informant 5.. She stated on interview result:

[...in addition, I knew about the new words related to Islam]

In conclusion, from the informant 1 and 5, based on their result of questionnaire and interview the students' opinion on the use of Islamic content-based texts used in reading comprehension by English teacher is to enrich their vocabularies.

d. The Islamic content-based Texts Increase Knowledge

Based on researcher finding from informant 05, she answered on her open-ended questionnaire, as follows:

[I like Islamic content-based texts because it increases my knowledge about Islam, by its texts there are so many new understanding about Islam that I do not know before].

To support this answered, the researcher found on the result interview of informant 05, as can be seen:

[…we could increase our knowledge about Islam…].

Then, researcher found from informant 03 on her result questionnaire, she answered, as follows:

[….because it can improve the knowledge of Islam]

Supporting the informant 05 answered the researcher found on result interview, he stated as follows:

[…, in my opinion Islamic content-based texts that teacher given very helpful to improve my knowledge about Islam].

In addition, the researcher found from informant 08, she answered on the questionnaire that:

[Because, the Islamic based content texts enhance my knowledge about Islam]

To support this, the researcher found from interview result the informant 04 stated, could be seen as follows:

[I can improve the knowledge about Islam]

In conclusion from I,2,3,4,5, and the researcher finding conclusion too from informant, I,2,3,4,5 Therefore based on the data analysis the students opinion on the use Islamic content-based texts in reading comprehension by English teacher is increase knowledge, mainly about Islam.

e. The Islamic content-based Texts Building Students' Characters

Based on questionnaire result from informant 03, she responded the questionnaire as below:

[....and the text given is to educate]

This is supported by researcher found on student's statement on interview result from informant 03, that she stated:

[One time, I had learnt the text about Muhammad and Islam; we can take how to be a good person from prophet Muhammad saw as our idol]

Then from informant 04, researcher found her responsed as

follows:

[because there are so many Islamic values that can be implemented

by us in life]

To support this informant 4 opinion, researcher found her

[specifically, there is learning of life in the texts, so can be

something to support for me to introspected my self will be better].

Furthermore, the researcher also found the same result after analyzed students questionnaire and interview of informant I,2,3,4,5 it can be concluded that they were has same opinion, that the Islamic content-based texts used in reading comprehension by English teacher was building their Islamic characters.

Then, beside the students' in term of positive opinion above, students also has negative opinion on the use of Islamic content-based texts by English teacher. The following are the description of students' opinion:

f.   The Texts has too many New Complicated Words

From the conclusion of the result, open ended questionnaire the researcher found from informant 05, as follows:

[actually, it was not too difficult, but there are some text, like

narrative text that I had learnt before, there were so many

unfamiliar words that make I got in trouble to understanding the text]

To check the data trustworthiness as result follows based on informant 01 stated that:

[mmm…, a little bit difficult, mainly if there is new vocabularies that I don't know before]

Then the researcher found some opinion that same with the finding above from informant I.2, 3,4,5,. In conclusion, students' opinion on Islamic content-based texts used is the texts complicated because of difficult ne words and long sentence.

g. Texts too Long Makes Boring

As on the result of open-ended questionnaire, the researcher the found students' opinion sometimes boring with the text from informant I.5, he wrote, as follows:

[….Most of text is too long and and tired to read it…].

In order to checking the data trustworthiness, the researcher found the same opinion from the same informant, as follows the interview result from I.5:

[hmhm, may be because I was notl ike reading, one time the teacher had give the text, it was so long, I mean it will be better to teacher simplify the text before give to students]

Based on the result of questionnaire and interview, the students opinion on Islamic content-based texts used in reading comprehension is long passage makes boring.

As seen in the quote mentioned, five students stated that reading in Islamic reading texts in teaching reading. They feel the effects of characters that are innovative, interesting, constructive, easy to understand, there are lots of things to take away.

In reading learning, one of the materials that can be used for transferring character to students is through stories. Moral values contained in the story can be transferred unconsciously to students when they read Islamic texts. For Madrasah Aliyah level students, reading through Islamic texts starts from class X. At this level, reading texts are taught to make students know about the purpose, text structure and linguistic elements in the story. Because reading Islamic texts first taught at the Madrasah Aliyah level in class x, filtering and searching for texts appropriate ones are important and should start from class x. On the other hand, the role of religion in shaping national character is by placing moral values in religion as applied by society daily life.

Based morale is much more efficient and effective than traditional leadership. This matter because if morals are the basis of someone's behavior, then that person will do it the best thing even though no one sees it. Thus, the story is Islamic nunces can of course be a medium for conveying moral values to students. As a country whose population is

predominantly Muslim, this makes it so there are many Islamic-based schools.[3]

Therefore, the story material is Islamic of course it can be used in Islamic schools to instill character positive through Islamic stories. That's why this research was conducted for know the conditions of use, the obstacles faced and the efforts made in it applying Islamic narrative stories in English reading learning at Madrasah Aliyah Islamic based.

Topic 2. The value of character education is important for students

The second research objective is to analyze whether the value of educational character is important for students as a particular goal in teaching English based on teacher experience. Every lesson used in learning, especially in teaching reading, must have its own importance. Ub teachers state whether or not educational character values are important for students based on the teacher's experience.

"very important because, Character education is a conscious will that is patterned and directed through a learning environment that grows and develops all potentials that have good character, noble character, and have a positive impact on the environment and society. Islamic education initiatives discussed an implicit character education development dimension that is defined by a particular core of moral values.

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[3] Teguh Ardianto1 ,Vol. 3 No. 1 Juli 2021, Analysis of the Use of Islamic Stories in Learning English on Narrative Reading Material at Islamic Middle Schools in Semarang

These moral values have implemented *in teaching and learning activities specifically in Reading Comprehension. might view these contents as a common core content of character education. However, these values can define the character education that builds the students' awareness to improve their quality of life Emphasis varies by institutional type, but there is widespread agreement on the core of values that define moral conduct, especially in Indonesia. This common conception of good character emphasizes ten characters, targeted by the department, namely critical thinking, independence, creativity, courage/self-confidence, communicativeness, responsibility, honesty, religiousness, cooperation, tolerance. Besides, the teacher also integrated those values in the teaching and learning process to instil students' character education.By ub*

Character development is an important point in improving student quality as the nation's next generation. One way to develop student character is by looking for updates in both teaching materials and strategies teaching which can integrate character education, so that it remains in line with what the government aspires to, namely to have competent graduates both intellectually and in character. In learning English, literary works are teaching materials that not only teach

language skills, but also instilling character values that can be learned through character reflection.[4]

One way to develop the character of students is to look for updates to both teaching materials and teaching strategies that can integrate character education, so that it remains in line with what the government aspires to, namely to have graduates who are competent both intellectually and in character. In learning English, literary works are teaching materials that not only teach language skills, but also instill character values that can be learned through character reflection. Next based on the second theme. That the advantages and disadvantages of reading using Islamic language texts in English lessons are students' real experiences. They feel interested, enthusiastic, expressive and enjoy using language.

England has an important role in various aspects. Including aspects education, where the world of education today must keep up with developments an era full of challenges. Educators are required to have competence English as one of the languages of instruction in learning Educators can provide examples for students to always do character development innovations are an important point in improving the quality of teaching students that can be carried out by teachers to develop students' character communicate.

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[4] Merie Agustiani, CHARACTER DEVELOPMENT IN ENGLISH LEARNING THROUGH LITERARY WORKS AND LITERATURE CIRCLES STRATEGIES

B. Discussion

Based on the first finding theme, as seen in the quote mentioned, students stated that reading in Islamic reading texts in English language teaching. They feel the impact of character values that are easy to understand and can be applied to everyday life, and there are many benefits that can be taken such as responsibility, honesty, respect.

In reading, one of the materials that can be used to transfer character to students is through stories. The moral values contained in stories can be transferred unconsciously to students when they read Islamic texts. For Madrasah Aliyah level students, this theme is in line with research findings according to Victoria Neufeld & David B. Guralnik as quoted by Ghede Raka, is "distinctive trait, distinctive quality, moral strength, the pattern of behavior found in an individual or group". 4In essence, character contains three main elements, namely knowing (knowing the good), loving the good (loving the good), and do good (doing the good). Therefore, efforts to build character are something very important It is important to do this in a planned and programmed manner through education.

Finally, in this theme students work together in groups that have different abilities, so that under these conditions teachers can instill values tolerance, responsibility, and develop their curiosity. as the nation's next generation. One way to develop student character is by looking for updates in both teaching materials and strategies teaching which can integrate character education, so

that it remains in line with what the government aspires to, namely to have competent graduates both intellectually and in character.

Next based on the second theme. That the importance of character education in Islamic texts in English for students is very important. Character development is an important point in improving the quality of students as the nation's next generation. One way to develop the character of students is to look for updates to both teaching materials and teaching strategies that can integrate character education, so that it remains in line with what the government aspires to have, namely to have graduates who are competent both intellectually and with character in learning English, which not only teaches language skills, but also instills character values that can be learned through character reflection for students.

In general, islamic reading teks towards education character in teaching english teacher. they are 1) most of students take pleasure and interest with the Islamic content-based texts used in reading comprehension by English teacher, 2) the texts make students easily to comprehending the english reading text, 3) islamic content-based texts enrich students' english vocabularies, 4) increase knowledge, especially about Islam, 5) building students' Islamic characters, 6) enthusiast to learning english. Beside it there are negative opinion about the weaknesses of using islamic content-based texts used, they are: 7) the text complicated overwhelming, because unfamiliar vocabulary and long complicated sentence and 8) long texts make boring this finding is consistent with Munir's research who state that by using islamic content-based texts used,

students will get some advantages, (l) reading motivation is improved; (2) students' reading achievement is enhanced and (3) character building is implanted. Munir, furthermore, observed that there are some weaknesses on the use of islamic content-based texts, (1) reading longer passage are boring. In the context of students' opinion result finding above, it can be proposed the advantages by using Islamic content-based text as selected in reading comprehension, researcher found some theories in line with it: first, most of students take pleasure and interest with the Islamic content- based texts used in reading comprehension by english teacher. It means by using Islamic content-based texts in reading comprehension, students propose that texts on spiritual knowledge and personal development, read and enjoyed by them as Muslim students. To confirm this finding result about the selecting text for reading materials, Nuttal state "the reading texts "should interest the readers – preferably enthrall and delight them".

Then, the texts make students easily to comprehending the English reading texts, it can proposed by using Islamic content-based texts helped students to improve their reading comprehension as one of the skills in mastering english. It lends support to Murray and findings that learners are able to learn the language more naturally when they are engaged with texts that are more meaningful. This study showed by using Islamic content-based text that closed with their everyday life, they will be easily to comprehend the reading text and also enhancing their English skill. Next, reading Islamic content-based texts enrich students' knowledge, especially about their religion. Thus, it can

build students' characters. This points, explained about the using Islamic content-based reading text to students more meaningful because the texts are deal with their needs not only in learning English but also with their needs in religion and social.

As Narvaez in Munir's research on moral stories, reading moral texts successfully gains more than reading comprehension skills. Reader moral development, or prior moral knowledge, also influences the recall of complex moral texts. Beside the good opinion, the students commented there are some weaknesses. They are, some new difficult vocabularies and reading longer passage make them boring. In terms of the weaknesses, Munir states that because of limited availability of text-based Islamic it was recommended for further research to develop Islamic-content-based reading materials.

In addition, it was required for further material developers to sophistically design Islamic-based reading materials in the classroom. Furthermore, in term of tendency of opinion, the result finding showed that the used of Islamic content-based texts used in reading comprehension by English teacher was positive. Therefore, the Islamic content-based texts used in this research means as the media in teaching reading comprehension in English subject is good for students in order to gain their reading comprehension skills. This is in line with Brown, states "creative uses of a variety media will increase is the probability that your students will learn more, and better retain what they learn". It means by using a variety of creative media will increase the likelihood which is make students will learn more lots and keep better control of what they are learned.

CHAPTER V

CONCLUSION AND SUGGESTION

Researcher get some conclusions after considering all the data collected from the results of qualitative research.

A. Conclusion

Based on the results of qualitative research, the researcher concluded that with the Islamic character values that have been absorbed in every subject at school, especially in English lessons, it is hoped that students can apply these Islamic character values in everyday life.

Students can also learn and practice other skills in English. Apart from helping students to understand reading content in English, Islamic reading texts are also useful in developing students' character which is also in line with standard criteria for graduates with character that are emphasized in implementation cultural education and national character in learning. As explained previously, this strategy was based on the concept of cooperative learning or cooperative learning.

With group cooperative learning, positive interdependence will arise, helping each other and supporting each other to provide motivation so that promotive interactions occur.

Thus, it can be seen that there are many characters that can be developed through this strategy. In the process of working together in groups, students can learn how to express opinions, respect each other/tolerance, communicative, have high curiosity, responsibility, and so on.

After analyzing the data that were collected from some informants on the opinion of students on Islamic content-based texts used in reading comprehension by English teacher. The researcher found that there were 5 opinion for strengthened of the texts as the positive opinion and 2 negative opinion about the weaknesses of the texts. The researcher found that there were

several students opinion. They are, 1) most of students take pleasure and interest with the Islamic content-based texts used in reading comprehension by English teacher, 2) the texts make students easily to comprehending the English reading text, 3) Islamic content-based texts enrich students' English vocabularies, 4) Increase knowledge, especially about Islam, 5) building students' Islamic characters. Beside it there are some opinion about the weaknesses 6) enthusiast to learning English, 7) The text complicated overwhelming, because unfamiliar vocabulary and long complicated sentence and 8) Long texts make boring.

B. Suggestions

Based on the result of analysis and conclusion above, the writer would like to give suggestion not only the English lecturer but also to all students of education.

1. The Madrasah Heads

Madrasah heads are expected to add special language teachers English so that student learning outcomes are maximized.

2. The Teachers

Teachers should be more creative in providing material at this time learning so that students are more enthusiastic in learning and more easily in receiving materials, a1dding facilities helping students' learning and increasing the number of Islamic reading materials for students.

It is recommended to each of English teacher, especially in Islamic school or public school with Islamic based to give Islamic content- based texts as one of the reading materials in reading comprehension at the classroom. In order this texts has some advantages like, to gain further knowledge, not only

for their personal worship and overall understanding of the religion, but also for learning the English language.

3. The Students

   Students more expected to improve their reading skills in mastering English by comprehending various texts in English, especially by using Islamic content-based texts that will bring enjoyment, inspiration, spiritual knowledge and personal development are used as reading materials in English lessons for Muslim students.

4. The Parents

   Of students to give more encouragement to their children to study at home.

5. The Future Researcher

   Are expected to expand the research subject regarding the factors of difficulty reading English texts so you can find other things.

   It has also contributed to the researcher as the candidate of English teacher in the future to enlarge their knowledge about how to teaching reading comprehension by using various texts simultaneously implanted characters values by using Islamic content-based texts.

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APPENDICES 1

Presurvey Interview Script

This script is transcribed from voice recorder that was transferred to text.

R : "Hallo, Selamat siang teman-teman, Perkenalkan ini kakak Alifviya Indriyani dari semester 10 ingin minta waktu nya sebentar, kakak izin tanya-tanya ya mengenai mata Pelajaran Bahasa inggris ini. Gak lama kok Cuma 25 menit saja boleh ya?"

Informan 1 : "boleh kak..mau tanya apa kak?''

Informan 2 : "boleh kak.."

Informan 3 : "tanya aja kak gk papa kok"

Informan 4 : "boleh kak"

R : "okey, makasih ya kawan-kawan atas izinnya. Ini udah kelas x kan, pasti udah ketemu sama mata Pelajaran Bahasa inggris.kalian belaar Bahasa inggris sudah sampai mana?

Informan 1 : "sampai descriptive teks kak."

Informan 2 : "Descriptive kak"

Informan 3 : "sama kak, Descriptive kak"

Informan 4 : "sama kak kayak mereka"

Informan 5 : "sama kak"

R : "selama belajar Bahasa inggris , pernah ga kalian menemukan teks bacaan yang berbasis islam dalam mata Pelajaran Bahasa inggris kalian?

Informan 2 : "pernah kak beberapakali".

Informan 1 : "Iya kak."

Informan 3 : "iya kak teks Bahasa inggris yang bercerita tentang islam"

Informan 4 : "sama kayak temen lainnya kak"

R : "oo, seperti itu. Berarti satu kelas udah pernah ya . Secara pribadi, kalian lebih mudah memahami dan apakah cerita yang terdapat dalam teks kalian terapkan di kehidupan sehari hari?"

Informan 2 : "kalau saya pribadi, lebih mudah memahami dan ada ketertarikan sendiri dalam membacanya kaka da beberapa nilai yang bisa dipetik dalam cerita islam pada teks Bahasa inggris"

Informan 1 : "iya sih kak benar lebih penasaran dalam teks ceritanya"

Informan 3 : "kalau menurut saya sih lebih bagus seperti itu ada teks islamnya dikarnakan kita uga sekolah di Ma selain dapat memahami grammar, vocabulary yang ada di teks kita juga dapat ilmu tambahan"

Informan 4 : "saya juga sama kak"

R   : "jadi ini lebih baik teks bacaan dalam mata Pelajaran Bahasa inggris ada bacaan cerita islamnya ya ,apasaja sih yang kalian dapat dalam membaca teks Bahasa inggris yang kalian pelajari?"

Informan 2 : "iya kak,selain grammar ,vocabulary kayak nilai nilai moral karakternya juga dapat "

Informan 1 : "iya kak sama"

Informan 3 : "iya kak sama saja"

Informan 4 : "iya kak saya juga sama"

R   : "Pernah dikasih tugas apa saja sama guru kalian di mata Pelajaran Bahasa inggris?"

Informan 1 : "biasanya dibagikan teks kemudian dibacakan satu satu didepan kak dan suruh mengisi soal"

Informan 2 : "iya kak sama saja"

Informan 3 : "iya kak"

Informan 4 : "iya kak"

Informan 5 : "iya kak"

R   : "Okay, jadi seperti itu. Jadi kesimpulan nya kalian pada suka belajar Bahasa inggris tapia da teks yang berbasis teks islam ya selain dapat memahami grammar, vocabulary dan kelancaran membaca juga dapat membentuk karakter kalian."

Interview sheet with Teacher

Date   :

Responsedent :

Institution   : MA Darul Islah Tulang Bawang

From   : Interview

      This interview sheet is intended to obtain information about teachers' and students' difficulties in learning English, especially in reading skills. The data obtained will later be used as a reference in research Analysis on islamic reading text towards education character in teaching english of Madrasah Aliyah At Tulang Bawang. Therefore, we ask students to be willing to answer the questions posed according to the facts.

No	Reading	Aspect	Questioner
1	Reading is that they are related by phonological processing skills.it is a reading ability and the process of understanding the meaning the meaning of a text that is read by the reader .[1]It is as a set of skills that develop students' understanding and knowledge of print concepts, phonological awareness, phonics and word recognition, word composition (spelling), and fluency; these skills are sequenced and serve as a platform for later competence and proficiency in reading text types reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Meaning does not rest in the reader nor does it rest text information requires reading .[2]	1. Main Idea 2. Expressions/ pharases in context. 3. Inference 4. Grammatical features 5. Detail (scanning for a specifically stated detail) 6. Excluding facts not written	1. What the students difficulties in understanding in the process of reading texts in English?

[1] *Oakhill, Jane, Kate Cain, Carsten. Understanding and Teaching Reading Comprehension: A Handbook. New York: The Routledge. **2016**, Vol. 4 No. 18, 1265-1270*

[2] *Wardah, METACOGNITIVE READING STRATEGY ENHANCING ENGLISH READING COMPREHENSION*

2			2. What the students experience difficulties in understanding the context in the process of reading texts in English?
3			3. Do students experience difficulties in determining understanding the process of reading texts?
4			4. How do you find out students' difficulties in understanding in the process of reading texts?
5			5. How do you do it with students related to understanding the details in the process of reading texts?
6			6. Do you teach students related to in understanding the process of reading texts in English?

Transcript of Interview

R : Researcher

I.1 – I.5: Informants

Informant (I.1)

The interview result between the researcher and the informant on September 15th 2023 on the yard of class of X at 10.10 a.m.

R : Assalamualaikum I.1…

I.1 : Waalaikumsalam…

R : Hhhmm…begini dek, boleh kak mintak tolong dek? kakak mau wawancara untuk keperluan penelitian saya. Apakah Adek bersedia untuk diwawancarai dan di rekam selama proses wawancara berlangsung?

I.1 : Ya….

R : Begini,Aaaa…kemaren kan Adek telah mengisi angket tentang teks bernuansa keislaman yang diberikan guru bahasa inggris dalam aktivitas pemahaman membaca, Nah menurut pendapat adek bagaimana tentang hal ini?

I.1 : Hhhmmm….menarik kak, ketika guru memberikan teks yang bernuansa islami, kayak tentang ka'bah, nabi Muhammad, terus apalagi ya…., lupa kak

R : Ooo…tadi kan Adek bilang kalau aaa… Adek tertarik ketika guru memberikan teks yang bernuansa islami, Memangnya kenapa a?

I.1 : Ya kak, soalnya kalau teksnya keislaman tu, menambah wawasan dan pengetahuan saya (O2), terutama tentang islam, kak, kan saya juga berlatar belakang sekolah agama jadi hal-hal islami dalam Bahasa inggris itu suatu yang luar biasa gitu kak. lebih mudah memahami karena ada beberapa teks yang sudah dipelajari di pelajaran agama atau sejarah islam.

R : Oh, begitu? apakah adek pernah mengalami kesulitan dalam memahami bacaan pada teks-teks yang bernuansa islami ini dek?

I.1 : Hmhm, gimana ya kak, sebenarnya kalau setiap belajar bahasa inggris apalagi membaca teks, saya memang selalu kesulitan kak, tapi dengan adanya teks islami ini awalnya saya memang penguasaan kosakatanya tidak begitu luas, jadi pas ketemu teks yang pastinya ada beberapa kata baru yang belum diketahui maknanya agak sedikit keteteran kak, tetapi kalau teksnya kayak

biografi nabi Muhammad tadi tu kak, lebih mudah dan juga semakin banyak kosakata baru, apalagi kosakata keislaman dalam bahasa inggris saya jadi bertambah

Informant (I.2)

The interview result between the researcher and the informant on September 15 2023 on the school yard.

R : Assalamualaikum…

I.2 : Waalaikumsalam…

R : Gimana kabarnya sekarang?

I.2 : Baik…

R : Ooo…begini, kan ooo. Adek kemarin ada ngisi angket kak ya, akak mau tanya-tanya sedikit, boleh ya,

I.2 : Tanya apa kak?

R : Ini terkait penggunaan teks bernuansa islami yang diberikan guru di kelas, pernahkan guru Bahasa inggrisnya kasih teks bernuansa keislaman ya dek?

I.2 : Ya kak, lai,

R : Apa aja judul teksnya tu dek?

I.2 : Hehehe…kalau seingat wak kak, tentang bentuk ka'bah,tu tentang hijab, tu…. A lae yooo? He lupo kak,

R : Ooo…gak apa, nah terkait teks-teks tadi bagaimana perasaan adek membaca teks bahasa inggris yang bernuansa keislaman ketika di kelas?

I.2 : Kalau di dalam kelas kalau temen-temen lae gak heboh kak, saya bisa perhatikan dengan baik kak. Nah waktu tu ketika belajar apa tu kayak gambaran ka'bah tu kak ah, saya agak bingung, soalnya banyak kata-kata yang sulit.

R : Oh, gitu…., terus kalau udah kayak gitu gimana? Kan tadi adek bilang merasa kesulitan,

I.2 : Ya kak, saya kalau udah ngerasa sulit tu, udah agak malas untuk ngelanjutin bacanya kak,

R : Ooo…jadi adek kalau udah ketemu rintangan menyerah ya? Gimana kalau teksnya itu kayak teks tentang biografi nabi Muhammad, kata temannya tadi,

I.2 : Ya, kalau teksnya tentang hal-hal yang udah diketahui sebelumnya kayak biografi Muhammad tu, mungkin saya bisa lebih mudah kak, ya tergantung lah kak,

R : Berarti tergantung temanya ya dek? Terus masih ada gak pendapat dek tentang teks bernuansa keislaman ini dek?

I.2 : Ya kak, ? dengan mempelajari teks tu wawasan keislaman saya dalam konteks bahasa inggris bertambah

R : Ok,masih ada yang lain dek?

I.2 : Hmhm, belajar bahasa inggris jadi tidak membosankan kak.

R : Oh, gitu, ada lagi?

I.2 : Ndak kayaknyo doh kak

R : OK, terimakasih kalau begitu ya dek,

I.2 : Sama-sama kak.

Informant (I.3)

The interview result between the researcher and the informant on September 15th 2023 on the yard of class of X at 10.10 a.m by using smartphone.

R : Assalamualaikum….

I.3 : Waalaikumsalam….

R : Ooo…begini…ooo… kakak ingin mewawancarai Adek untuk keperluan penelitian kak. Apakah Adek bersedia?

I.3 : Bersedia.

R : Aaa…apakah adeek juga bersedia selama proses wawancara berlangsung bersedia untuk direkam?

I.3 : Ya..

R : Oke…begini adek kan kemarin udah isi angket kak tentang penggunaan teks bernuansa keislaman yang diberikan guru bahasa inggris di kelas, nah menurut adek bagaimana?

I.3 : Hhhmmm…alhamdulillah lah kak Alhamdulillah dengan adanya teks bernuansa islami itu justru saya jadi lancer belajar bahasa inggris kak,

R : Owh, maksudnya?

I.3 : Ya kak, soalnya teks islami tu sangat dekat dengan keseharian kita kak, jadi mudah untuk memahami jadi saya juga (O1) gak kesulitan ketika belajar bahasa inggris dikelas kak,

R : Oohh… berarti menurut adek teks itu mempermudah adek dalam mempelajari bahasa inggris ya dek?

I.3 : Ya dong kak,

R : Emang selama ini adek kesulitan dalam memahami bacaan bahasa inggris selain teks bernuansa keislaman ini dek?

I.3 : Ya kak, soalnya kan kita gak bisa prediksi secara keseluruhan, tapi kalau teks keislaman ini, kita bisa terka-terka kak,

R : Oh, gitu, nah apakah setiap teks bernuansa keislaman yang dikasih guru adek merasa hal yang sama?

I.3 : Maksudnya, setiap guru memberikan teks keislaman adek selalu merasa teksnya mudah dimengerti, gitu?

R : Ya dek,

I.3 : Hmhm, gimana ya kak? Kalau setiap sih saya ragu, tapi hamper semua lah kak, Tergantung balik lagi ke teksnya kak, apakah teksnya hal baru bagi saya atau hal yang sudah saya ketahui sebelumnya kak,

R : Owh kayak tu, kalau pendapat yang lain ada dek?

I.3 : Hmhm, kayak waktu tu judulnya Muhammad and Islam, dari situ kita bisa dapat teladan dari nabi kak jadi gak salah kalau nabi ini adalah idola kak(O2)

R : Owh, ada lagi yang adek rasakan selain itu?

I.3 : Ya kak, ada juga waktu itu"the shepherd"penggembala kak, ada nasihat luar biasa dari teks tu kak yang bikin saya sadar akan sesuatu.

R : OO….seperti itu, selain itu apalagi pendapat dek terkait teks bernuansa keislaman ini dek?

I.3 : Hmhm, saya rasa itu Cuma kak,

R : OK, terima kasih kalau begitu ya dek? Assalamu'alaikum

1.3 : Sama-sama kak, walaikumsalam.

Informant (I.4)

The interview result between the researcher and the informant on September 15th 2023 on the yard of class of X at 10.10 a.m by using smartphone.

R : Assalamualaikum…

I.4 : Waalaikumsalam…

R : Bagaimana kabarnya sekarang?

I.4 : Alhamdulillah sehat.

R : Bolehkah akak mewawancarai Adek untuk keperluan penelitian ?

I.4 : Boleh…

R : Hhhmm…bersediakah Anda kalau direkam selama proses wawancara berlangsung?

I.4 : Ya kak,

R : Oohh..begini aaa dalam kelas bahasa inggris adek sudah pernah membaca jenis teks-teks apa saja dek?

I.4 : Descriptive, narrative, recount, exposition, tu apalagi ya?

R : Ok, berarti udah cukup banyak ya? Kalau teks bernuansa keislaman tahu,

I.4 : Maksudnya kak?

R : Kayak teks tentang biography Muhammad, gitu

I.4 : Oh ya kak, ada waktu tu belajar narrative text tentang the shepherd kak, hmhm maknanya dalem banget kak, kita bisa dapat pelajaran dari kisahnya kak,

R : Ooo, memangnya apa isinya dek?

I.4 : Itu kak, kalau gak salah tentang si pencari ilmu, intinya ada pelajaran kehidupan di teks itu kak, jadi bisa jadi salah satu hal yang mendorong saya untuk introspeksi diri jadi lebih baik kak,

R : Ooo, seperti itu. Menarik ya? (O2)

I.4 : Of course kak, R Nah, kan tadi hal-hal positifnya nih, kalau kesulitannya dalam memahami teks bernuansa keislaman ada gak,

I.4 : Mmmm…., sedikit sih kak kesulitan, pas ada kata-kata baru yang belum diketahui kak.

Informant (I.5)

The interview result between the researcher and the informant on September 15th 2023 on the yard of class of X at 10.10 a.m by using smartphone.

R : Assalamualaikum…

I.5 : Waalaikumsalam…

R : Bagaimana kabarnya sekarang?

I.5 : Baik.

R : Aaa…boleh minta waktunya sebentar untuk diwawancara?

I.5 : Boleh.

R : Aaa…bersediakah Anda selama proses wawancara berlangsung untuk direkam?

I.5 : Hhmm…bersedia.

R : OK…langsung saja. Jenis teks apa saja yang pernah adek pelajari dalam pelajaran bahasa inggris?

I.5 : Procedure, narrative, descriptive

R : Oohh…, terus pernah mengalami kesulitan dalam memahami teks-teks itu dek?

I.5 : Pernah kak, saya jadi malas belajar bahasa inggris kadang kak, ya karena kadang2 teksnya sulit kak,

R : Kenapa ?

I.5 : Karena kadang gak tertarik sama temanya kak,

R : Ooo…begitu. Aaa…emang tema yang dikasih guru Bahasa inggris Ketika belajar teks-teks gak menarik gitu?

I.5 : Gak juga sih kak,

R : Mmm, kalau gak, bagaimana?

I.5 : Ya kak,

R : Apa tu?

I.5 : Hhhmm…waktu itu belajar tentang narrative text dengan teks berjudul the shepherd, penggembala kak, ada nilai- nilai islami didalamnya kak, selain kita senang membacanya kita juga dapat mengambil pelajaran dari teks sebagi tuntunan dalam kehidupan kak.

R : Ooo…gitu, jadi bagaimana pendapat adek tentang penggunaan teks bernuansa keislaman dalam pemahaman membaca oleh guru bahasa inggris?

I.5 : Bagus sekali, hal itu menarik karena selain dapat memahami bahasa inggris, kita juga dapat menambah wawasan kita tentang agama islam.

Interview sheet with Teacher

Date   :

Responsedent   :

School   : MA Darul Ishlah Tulang Bawang

From   : Interview

This interview sheet is intended to obtain information about teachers' and students' difficulties in learning English, especially in reading skills. The data obtained will later be used as a reference in research Analysis on islamic reading text towards education character in teaching english of Madrasah Aliyah At Tulang Bawang. Therefore, we ask students to be willing to answer the questions posed according to the facts.

No	Reading	Aspect	Questioner
1	Reading is that they are related by phonological processing skills.it is a reading ability and the process of understanding the meaning the meaning of a text that is read by the reader .[3]It is as a set of skills that develop students' understanding and knowledge of print concepts,	7. Main Idea 8. Expressions/ pharases in context. 9. Inference 10. Grammatical features 11. Detail (scanning for a specifically stated detail) 12. Excluding facts not written	2. What the students difficulties in understanding in the process of reading texts in English?

[3] Oakhill, Jane, Kate Cain, Carsten. *Understanding and Teaching Reading Comprehension: A Handbook. New York: The Routledge.* **2016**, *Vol. 4 No. 18, 1265-1270*

	phonological awareness, phonics and word recognition, word composition (spelling), and fluency; these skills are sequenced and serve as a platform for later competence and proficiency in reading text types reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Meaning does not rest in the reader nor does it rest text information requires reading.[4]		
2			3. What the students experience difficulties in understanding the context in the process of reading texts in English?

---

[4] *Wardah, METACOGNITIVE READING STRATEGY ENHANCING ENGLISH READING COMPREHENSION*

3			4. Do students experience difficulties in determining understanding the process of reading texts?
4			6. How do you find out students' difficulties in understanding in the process of reading texts?
5			7. How do you do it with students related to understanding the details in the process of reading texts?

No	Education Character	Aspect	Questsioner
1.	Character education is teaching children about basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal	1. Honesty 2. Kindness 3. Generosity 4. Respect 5. Reading	1. In your opinion, if there are friends who lie in bad ways, we as friends should?

	is to raise children to become morally responsible, self-disciplined citizens.[5]		
2.			2. If there are friends or other people in trouble, what should we as humans do?
3.			3. If there are friends or other people who need help, what should we as students do?
4.			4. If there are friends or teachers who are explaining material in English, are we obligated?
5.			5. How do you respond well when friends or other people are talking?

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[5] *Marvin, Melinda , What Works In Character Education: A research-driven guide for educators Character Education Partnership, Article · January 2007*

ATTACHMENTS

Picture 1

Location Sketch by Google Maps and Satellite

Table 2

Structure Location

Details of the Location Sketch
(a). library;
(b). Mosque
(c). Canteen
(d). 6 Toilet female & 4 Toilet Male
(f). Teacher office
(g). Computer Room
(h). Laboratory IPA
(k). Classroom
(l). Organisation and Extracurricular building
(m). Canteen

Picture 2

**List of Teacher Council and employees of Madrasah Aliyah Purwajaya
Village, Banjar Margo District, Tulang Bawang Regency**

STRUKTUR ORGANISASI
MADRASAH ALIYAH DARUL ISHLAH TULANG BAWANG
TAHUN 2023/2024
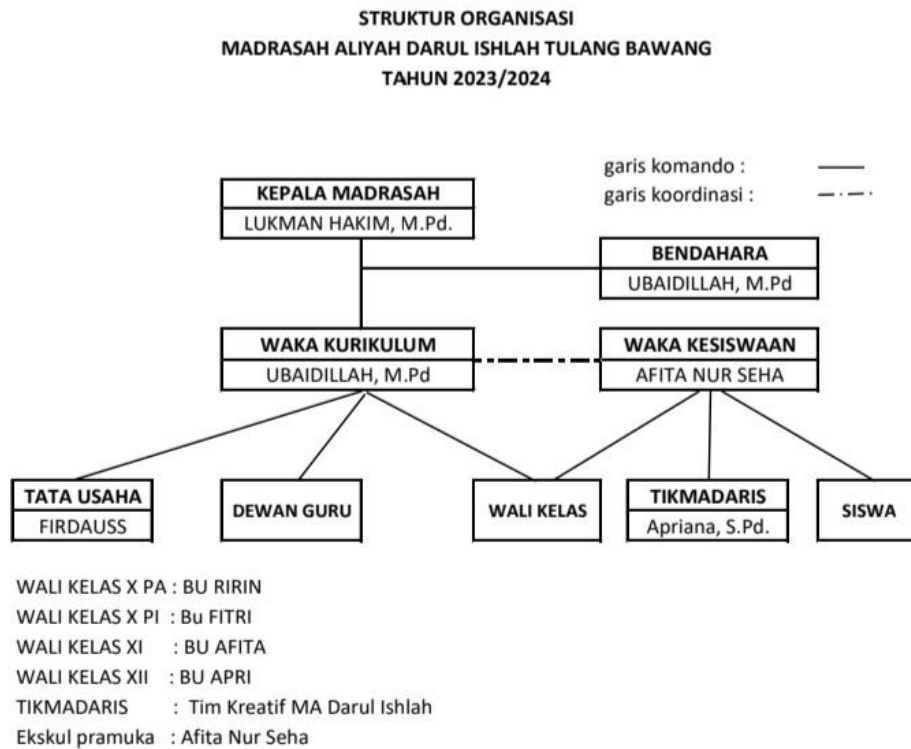
Table 3

Structure Organization Of Teacher

Nama	Ubaidillah, M.Pd	
NPK		
Tempat/Tanggal Lahir		
Jenis Kelamin	Laki-laki	
Pelajaran	Bahasa Inggris	
Tugas Tambahan	Waka Kurikulum dan Bendahara Madrasah	
Email		

Nama	Afita Nur Seha	
NPK		
Tempat/Tanggal Lahir		
Kelamin	Perempuan	
Pelajaran	Prakarya dan Kewirausahaan	
Tugas Tambahan	Waka Kesiswaan, Wali Kelas dan Pembimbing Eskul Pramuka	
Email		

Nama	Ayu Nur Rohmah, S.Pd	
NPK		
Tempat/Tanggal Lahir		
Jenis Kelamin	Perempuan	
Pelajaran	Bahasa Arab dan Akidah Akhlak	
Tugas Tambahan	-	
Email	-	

Nama	Apriana Khusnul K., S.Pd	
NPK	-	
Tempat/Tanggal Lahir	Wonorejo, 18 April 1999	
Jenis Kelamin	Perempuan	
Pelajaran	Matematika, Adkom, Biologi	
Tugas Tambahan	Wali Kelas, TIKMADARIS	
Email	aprianakk359@gmail.com	

Nama	Muhamad Saiful Anwar	
NPK	-	
Tempat/Tanggal Lahir	Tulang Bawang, 20 Februari 1998	
Jenis Kelamin	Laki - laki	
Pelajaran	Teknologi Informasi dan Komunikasi	
Tugas Tambahan	-	
Email	muhamadsaifulanwar.98@gmail.com	

Name	Amirul Anam,S.Pd	
NPK	-	
Place and date of birth	Tulang Bawang, 20 Februari 1998	
Gender	Laki - laki	
Lesson	Fisika dan Biologi	
Additional Tasks	-	
Email	amirulanam0912@gmail.com	

Table 4

Observation Criteria

NO	OBSERVATION CRITERIA	YES	NO
1.	The teacher once gave an assignment using Islamic English texts.	√	
2.	Students participate actively in reading activities.	√	
3.	Students have an effect on their ability to read in English more easily to learn new vocabulary	√	
4.	Reading Islamic texts in English is more fun for practicing reading and slowly forming students' characters.	√	
5.	Reading Islamic English texts provides students and teachers with an easy to use and user friendly interface.	√	
6.	The lecture provided positive comments to students. provide a positive effect on students' videos in everyday life	√	

Picture 3

Research Location Documentation

Source: Thursday, 10th september, 2023. Rectorate building

Picture 4

Lab. Computer

Source: Thursday, 10th september 15, 2023. Rectorate building

And staff building

Picture 5

Study Room Conditions

Source: Thursday, September 15, 2023. Classroom

Picture 6

Source: Thursday, September 15, 2023. Rusiyd building classroom

Picture 7

Source: Thursday, September 15, 2023. Teacher Building

Picture 8
School Gate

Source: Thursday, September 15, 2023.

Picture 9

Female Dormitory Room

Source: Thursday, 10ᵗʰ September 15, 2023.

Picture 10

List of Employee Staff

DOCUMENTATIONS OF PRASURVEY ACTIVITIES

Picture11

Source: Interviewing with the teacher of English Education on September 16, 2023, at 15:25 WIB

Picture 12

Picture 13

DOCUMENTATIONS OF RESEARCH ACTIVITIES

Pictures 14

Source: Interviewing with Students class X September, 2023

Picture 15

Source: Interviewing with Students class X September, 2023

Picture 16

Source: Interviewing with Srudents class x September, 2023

Picture 17

APPENDIXES II

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Alifviya Indriyani
NPM : 1801072004

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	31/mei 2022.	Ning Setio Wati, M.pd	Konsultasi Judul dan Pengubahan Judul.	
2.	08 september 2022	Ning Setio Wati, Mpd	Konsultasi perubahan Judul	
3			Mencari data - pra-Survey	
4	9/1 - 2023		Perbaiki Ch. I	
5.	20/1 - 2023		Acc Ch.I dan Lanjutkan Ch. II	
6	10/4 - 2023		Acc Ch. III dan lanjut Seminar	
7	15/5 - 23		Acc perubahan Judul	
8	17/7 - 23		Acc Instrument	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIP. 198608142042

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Alifviya Indriyani   Program Studi : TBI
NPM : 1801072004   Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	17/7 23	Ning Setio Wati . M.Pd	Acc Instrument	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIP. 198608142042

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Alifviya Indriyani
NPM : 1801072004

Program Studi : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	12/12/23	Ning Setio Wati M.Pd	Revise Sentences. Discussion	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIP. 198608142042

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Alifviya Indriyani
NPM : 1801072004

Program Studi : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	19/12/23		Explanation in the Intrerview	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIP. 198608142042

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5495/In.28/J/TL.01/12/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Kepala MADRASAH ALIYAH
DARUL ISHLAH
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**ALIFVIYA INDRIYANI**
NPM	:	1801072004
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	ANALYSIS CHARACTER EDUCATION BASED ON ISLAMIC CULTURE IN MADRASAH ALIYAH OF TULANG BAWANG

untuk melakukan prasurvey di MADRASAH ALIYAH DARUL ISHLAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Desember 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3009/In.28.1/J/TL.00/06/2023
Lampiran : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Ning Setio Wati (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**ALIFVIYA INDRIYANI**
NPM	:	1801072004
Semester	:	10 (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	ANALYSIS ON ISLAMIC READING TEXT TOWARD EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH AT TULANG BAWANG

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Juni 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-4281/In.28/D.1/TL.01/08/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ALIFVIYA INDRIYANI**
NPM	:	1801072004
Semester	:	11 (Sebelas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di MA DARUL ISHLAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ANALYSIS ON ISLAMIC READING TEXT TOWARDS EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH AT TULANG BAWANG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 30 Agustus 2023

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-4280/In.28/D.1/TL.00/08/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA DARUL ISHLAH
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4281/In.28/D.1/TL.01/08/2023, tanggal 30 Agustus 2023 atas nama saudara:

Nama	:	**ALIFVIYA INDRIYANI**
NPM	:	1801072004
Semester	:	11 (Sebelas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MA DARUL ISHLAH bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA DARUL ISHLAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ANALYSIS ON ISLAMIC READING TEXT TOWARDS EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH AT TULANG BAWANG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Agustus 2023
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN PONDOK PESANTREN DARUL ISHLAH
MADRASAH ALIYAH (MA) DARUL ISHLAH
AKREDITASI : B   NSM : 131218050012
Alamat : Jl. Pesanggrahan, Simpang 5 Unit 1, Purwa Jaya, Banjar Margo, Tulang Bawang Lampung - 34595

Nomor   : 051/MA-DI/BM/TB/IX/2023
Lampiran   : -
Hal.   : Jawaban Izin RESEARCH

Kepada Yth.
KAPRODI Tadris Bahasa Inggris
  Di
    Tempat

Assalamualaikum Wr. Wb.

Menindaklanjuti Surat Tugas RESEARCH Mahasiswa INSTITUT AGAMA ISLAM NEGRI METRO Nomor: B-4281/In.28/D.1/TL.01/08/2023, tanggal 30 Agustus 2023 atas nama saudara:

     Nama   : **ALIFVIYA INDRIYANI**

     NPM   : 1801072004

     Semester   : 11 (Sebelas)

     Jurusan   : Tadris Bahasa Inggris

Telah diizinkan untuk mengadakan penelitian dalam rangka penulisan SKRIPSI dengan judul "ANALYSIS ON ISLAMIC READING TEXT TOWARDS EDUCATION CHARACTER IN TEACHING ENGLISH OF MADRASAH ALIYAH AT TULANG BAWANG".

Demikian surat keterangan/jawaban ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya.

Wasalamualaikum Wr. Wb.

Banjar Margo, 02 September 2023
Kepala Madrasah

Lukman Hakim, M.Pd.
NIP

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1485/In.28/S/U.1/OT.01/12/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Alifviya Indriyani
NPM	: 1801072004
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801072004

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Desember 2023
Kepala Perpustakaan
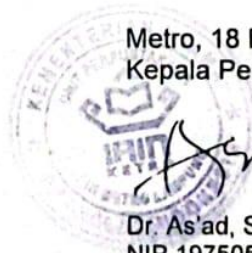
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

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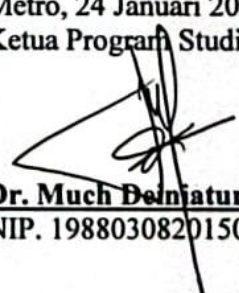
SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Progrram Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama   : Alifviya Indriyani
NPM   : 1801072004
Program Studi   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 24 Januari 2024
Ketua Program Studi TBI

Dr. Much Deiniatur.M.Pd.
NIP. 198803082015031006

CURRICULUM VITAE

The writer's name is Alifviya Indriyani. She was born in Purwakarta 26 April, 2000.She is the two child of the family Mr. Winarno and Mrs. Rosnaini. The writer took her elementary school at SD Negeri 1 Gisting Pusat finished the study in 2012, then she continued the study to junior high school at SMP Negeri 1 Pardasuka and finished in 2015. After that she continued the study to senior high school at SMAN 1 Banjar Margo and finished in 2018. After that she continued the study at Institut Agama Islam Negeri (IAIN) Metro and took the major English Education Program.