



JANELANI, M. APP. LING.  
**MODULE**  
**TEXT READING**  
FOR PAI STUDENTS

# **MODULE TEXT READING**



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# Author's Preface

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ  
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

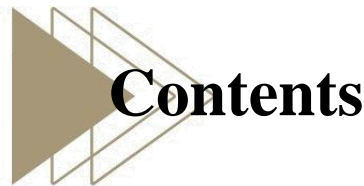
It is my pleasure to present this module on English text reading for Islamic teacher training students. In today's world, the ability to read and understand English texts is becoming increasingly important, and this is especially true for those who seek to teach Islam to English-speaking audiences.

This module is designed to equip Islamic educators with the necessary skills and techniques to effectively read and comprehend various types of English texts related to Islam. It covers topics such as the importance of reading, effective reading strategies, techniques for understanding difficult texts, and more.

As Muslims, it is our duty to seek knowledge and understand the teachings of our religion in order to live a life that is pleasing to اللهُ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ. As educators, it is our responsibility to convey this knowledge to others in a clear and effective manner. The skills taught in this module will help us fulfill this duty and responsibility.

I would like to express my gratitude to all those who have contributed to the development of this module. May اللهُ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ reward them for their efforts and bless this work to be a source of guidance and benefit for all those who engage with it. I pray that this module will be a means of increasing our knowledge and understanding of Islam in the English language and enable us to effectively teach and convey its teachings to others.

وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ



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# Intro to the Course

## 1. Introduction

In this course, students will learn to understand texts based on genre (narrative, recount, descriptive, procedure, news item, report, explanation, analytical exposition, hortatory exposition, discussion and review) in three levels of meaning – literal, inferential, evaluation – and use such information to enrich their knowledge thus they will be useful for students’ professional daily lives and their communities.

## 2. Objectives

The aims of learning English text reading for Islamic Teacher Training Students may include:

1. Improving English language proficiency: Through the practice of reading English texts, Islamic teacher training students can improve their English language skills, such as vocabulary, grammar, pronunciation, and comprehension.
2. Enhancing critical thinking skills: Reading English texts can help students develop critical thinking skills by analysing and evaluating the content of the texts. They can also learn to express their opinions and ideas about the texts in English.
3. Increasing cultural awareness: By reading English texts, Islamic teacher training students can gain knowledge about different cultures, perspectives, and ways of life. This can help them better understand and communicate with people from different backgrounds.
4. Enhancing professional skills: English text reading can help Islamic teacher training students develop skills that are essential for their profession, such as the ability to research and analyse educational materials written in English, communicate effectively with international colleagues, and write reports and papers in English.

5. Preparing for further education: Reading English texts can prepare Islamic teacher training students for further education, such as pursuing advanced degrees or attending conferences and seminars that are conducted in English.

### **3. Learning Outcomes**

1. Respecting the diversity of cultures, views, religions, and beliefs, and the opinions or original findings of others.
2. Internalizing academic values, norms, and ethics.
3. Demonstrating responsible attitudes towards work in the field of expertise independently.
4. Mastering general concepts, principles, and communication techniques for specific purposes.
5. Able to use at least one international language for oral and written communication.
6. Able to use the latest available technology to finish the works.

### **4. Course Learning Outcomes**

1. Able to understand generic structure of different text genres.
2. Able to identify three levels of meanings –literal, inferential, evaluational--in different kinds of texts.
3. Able to analyse the different text genres by making use of lexicogrammatical features
4. Able to identify social function of the texts.

### **5. Time Schedule**

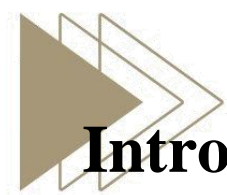
Every section takes around 2x45 minutes to discuss. It takes around 1,330 minutes for the all discussions.

### **6. General Directions**

Here are some general directions on how to use the module "English Text Reading for Islamic Teacher Training Students":

1. Familiarize yourself with the module: Review the objectives, topics, and learning outcomes of the module. Understand the purpose of the module and how it fits into your overall learning goals.
2. Access the module materials: Access the module materials, which may include reading materials, videos, audio files, and quizzes. Ensure that you have all the necessary materials and equipment to access the module.
3. Read the texts carefully: Read the texts carefully and take notes on important ideas, concepts, and vocabulary. Use a dictionary or online translator to look up unfamiliar words and phrases.
4. Practice comprehension: After reading the texts, practice comprehension by answering questions, summarizing the main ideas, and analysing the content. Compare your answers with the suggested answers to identify areas for improvement.
5. Participate in discussion forums: Participate in discussion forums or online chat groups to exchange ideas, opinions, and questions with other students and the instructor. Share your thoughts and perspectives on the texts and engage in respectful and constructive dialogue.
6. Seek feedback: Seek feedback from the instructor on your comprehension, writing, and speaking skills. Use the feedback to identify areas for improvement and to develop an action plan to enhance your skills.
7. Apply what you have learned: Apply what you have learned by practicing your English language skills in your daily life, such as by reading English books, listening to English podcasts, watching English movies, or communicating with English-speaking colleagues.

Remember, the key to success in using the module "English Text Reading for Islamic Teacher Training Students" is consistent practice and dedication to improving your English language skills.



# Chapter 1

## Intro to Reading and Texts

Learning Objectives	Having a comprehensive understanding of English Reading and Text
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	English Reading and Texts

### 1. Introduction

Text reading is the process of extracting meaning from written language. It is a fundamental skill that enables us to comprehend written texts, from simple sentences to complex academic articles, books, and other forms of written communication. Text reading involves a range of cognitive processes, including word recognition, sentence parsing, and comprehension.

There are different strategies that readers use to make sense of text, depending on their purpose for reading and the complexity of the material. These strategies can include skimming, scanning, and detailed reading. Skimming involves quickly looking over a text to get a general idea of its content, while scanning involves searching for specific information. Detailed reading involves carefully analysing the text and its meaning.

Text reading is a critical skill for academic success, as it is the primary way in which students learn and engage with course material. It is also an essential skill for professional and personal communication, as many forms of communication rely on written text.

Text reading is an essential skill for Islamic teacher trainers for several reasons:

- **Enhancing content knowledge**

Islamic teacher trainers need to have a strong foundation in Islamic studies and pedagogy. Text reading can help them deepen their knowledge of Islamic content, such as Qur'an and Hadith, as well as teaching methods and approaches.

- **Improving instructional effectiveness**

Islamic teacher trainers are responsible for preparing future teachers to effectively teach Islamic studies. By reading and analysing various instructional materials, such as textbooks, curricula, and teaching guides, they can improve their own instructional strategies and help their trainees to be more effective in their teaching.

- **Keeping up-to-date with research**

Islamic teacher trainers need to stay up-to-date with the latest research in Islamic studies and education. Text reading can help them keep abreast of new developments and trends in the field, as well as deepen their understanding of current issues and challenges facing Islamic education.

- **Enhancing critical thinking skills**

Text reading can help Islamic teacher trainers develop critical thinking skills, which are essential for analysing and evaluating the quality and reliability of different instructional materials. They can also apply these skills to help trainees develop their own critical thinking abilities. Developing communication skills: Islamic teacher trainers need to be able to communicate effectively with their trainees. Text reading can help them improve their language and communication skills, as well as develop their ability to articulate complex concepts and ideas.

In summary, text reading is a vital skill for Islamic teacher trainers, as it can enhance their content knowledge, improve their instructional effectiveness, keep them up-to-date with research, develop their critical thinking and communication

skills, and ultimately help them prepare effective and knowledgeable Islamic educators.

## **2. Strategies in Text Reading**

There are various strategies that readers can use to make sense of a text, depending on their purpose and the complexity of the material. Here are some of the most common text reading strategies:

- **Skimming**

This involves quickly reading over a text to get a general idea of its content. Skimming is often used to preview a text, such as when deciding whether to read an article or book. When skimming, readers may focus on headings, subheadings, and bolded text to get an overview of the main ideas.

- **Scanning**

This involves searching a text for specific information, such as a particular word or phrase. Scanning is useful when looking for a specific piece of information, such as a phone number or date. When scanning, readers may move their eyes quickly over the text, focusing on key words and phrases.

- **Active reading**

This involves engaging with a text by highlighting or underlining key points, taking notes, or asking questions. Active reading helps readers stay focused and retain information. This strategy is particularly useful for complex texts, such as academic articles and textbooks.

- **Previewing**

This involves looking over a text before reading it in detail. Previewing can help readers get a sense of the structure of a text and identify key ideas. When previewing, readers may skim the introduction and conclusion, as well as headings and subheadings, to get an overview of the text.

- **Close reading**

This involves reading a text carefully and critically, analysing the language and structure to gain a deeper understanding. Close reading is often used for complex texts, such as literature, philosophy, and academic articles. When close reading,

readers may annotate the text, take notes, and ask questions to help them understand the material.

Overall, the key to effective text reading is to use a combination of strategies depending on the purpose of the reading and the complexity of the material.

### **3. Skimming**

Skimming is a text reading strategy that involves quickly looking over a text to get a general idea of its content. Skimming is particularly useful when previewing a text to determine whether it is relevant or interesting enough to read in detail.

As an example, regarding Islamic studies, let's say a teacher trainer is preparing for a training session on the concept of *Tawheed* in Islam. They have several articles and books to review before the session, but they are short on time. Instead of reading each text in detail, the teacher trainer could use skimming to quickly preview the content of each text and decide which ones to focus on.

To skim the texts, the teacher trainer would start by looking at the headings and subheadings, which provide a quick overview of the main topics covered in each text. For example, one article might have the heading "The Importance of *Tawheed* in Islamic Belief," while another might have the subheading "The Different Types of *Tawheed* in Islam." These headings give the trainer a general idea of what each text is about.

Next, the trainer might move on to the first and last paragraphs of each text, which often contain important information about the author's main argument or thesis. For example, in the first paragraph of the article on the importance of *Tawheed*, the author might state that *Tawheed* is the foundation of Islamic belief and practice. In the last paragraph of the article on the different types of *Tawheed*, the author might summarize the three different types of *Tawheed* and their significance.

By skimming the headings, subheadings, and first and last paragraphs of each text, the teacher trainer can quickly get a general idea of the main concepts and arguments presented in each text. Based on this preview, the trainer can then decide which texts to read in detail and which ones to set aside for later.

Overall, skimming is a valuable strategy for Islamic teacher trainers who need to quickly preview and assess the relevance of various texts, such as articles, books, and other instructional materials.

#### **4. Scanning**

Scanning is a text reading strategy that involves searching a text for specific information, such as a particular word, phrase, or concept. Scanning is particularly useful when looking for specific information or details within a larger text.

As an example, regarding Islamic studies, let's say a teacher trainer is preparing a lesson on Islamic fasting and needs to find the specific verse in the Quran that prescribes fasting. Rather than reading the entire Quran, the teacher trainer can use scanning to quickly locate the relevant verse.

To scan the Quran for the verse on fasting, the teacher trainer would start by focusing on the index or table of contents, which lists the chapters (surahs) and verses (ayahs) in the Quran. They would then locate the chapter on fasting, which is Surah Al-Baqarah (The Cow), and the verse on fasting, which is Ayah 183. This verse prescribes fasting during the month of Ramadan.

Once the teacher trainer has located the relevant verse, they can then read it in context and use it to prepare their lesson on Islamic fasting. This example illustrates how scanning can save time and help locate specific information within a larger text.

Another example of scanning in Islamic studies could be searching for Hadiths related to a specific topic, such as prayer or charity. The teacher trainer could use a Hadith database or collection and search for specific keywords or phrases related to



the topic, such as "prayer" or "charity." The scanning strategy would allow the trainer to quickly locate the Hadiths that are relevant to their lesson and incorporate them into their teaching materials.

Overall, scanning is a valuable strategy for Islamic teacher trainers who need to quickly locate specific information within larger texts, such as the Quran or Hadith collections, and use it to prepare their lessons and teaching materials.

## **5. Active Reading**

Active reading is a text reading strategy that involves engaging with a text by asking questions, making connections, and evaluating the author's arguments and evidence. Active reading is particularly useful for comprehending complex or challenging texts and developing critical thinking skills.

As an example, regarding Islamic studies, let's say a teacher trainer is reading an academic article on the role of women in Islam. To actively read the article, the teacher trainer could use the following strategies:

### **1. Preview the text**

Before reading the article, the teacher trainer could preview it by looking at the headings, subheadings, and other organizational features to get a general idea of the structure and content of the article.

### **2. Ask questions**

As the teacher trainer reads the article, they could ask themselves questions about the author's arguments and evidence. For example, they could ask, "What evidence does the author provide to support their claims about the role of women in Islam?" or "What assumptions is the author making about gender roles in Islamic societies?"

### **3. Make connections**

The teacher trainer could also make connections between the article and their own experiences and knowledge of Islamic history and culture. For example, they could compare the author's arguments to their own understanding of the Quran

and Hadith, or they could think about how the author's arguments relate to current debates and discussions about women's rights in Islamic societies.

4. Evaluate the author's arguments

Finally, the teacher trainer could evaluate the author's arguments by considering their strengths and weaknesses. For example, they could assess the quality and relevance of the author's evidence, or they could consider whether the author's assumptions and biases are reflected in their arguments.

By actively reading the article on the role of women in Islam, the teacher trainer can develop a deeper understanding of the author's arguments and evidence and develop critical thinking skills that can be applied to other texts and contexts in Islamic studies.

Overall, active reading is a valuable strategy for Islamic teacher trainers who want to develop a deeper understanding of complex texts and engage in critical thinking about Islamic history, culture, and society.

## **6. Previewing**

Previewing is a text reading strategy that involves getting a general idea of the structure and content of a text before reading it in detail. Previewing can help readers identify key ideas, anticipate the organization of the text, and make predictions about the content.

As an example, regarding Islamic studies, let's say a teacher trainer is preparing to read a chapter on the life of Prophet Muhammad in a history textbook. To preview the chapter, the teacher trainer could use the following strategies:

1. Read the title and headings

The teacher trainer could start by reading the title and headings of the chapter to get a general idea of the topic and organization of the text. Skim the text: The teacher trainer could skim the chapter by reading the first and last paragraphs of each section to get a general idea of the content and structure of the chapter.

2. Look at the visuals:

The teacher trainer could look at any visuals, such as maps, diagrams, or images, to get a sense of the content and context of the chapter.

3. Read the summary or conclusion

Finally, the teacher trainer could read the summary or conclusion of the chapter to get a sense of the main ideas and arguments presented in the text.

By previewing the chapter on the life of Prophet Muhammad, the teacher trainer can identify key ideas and anticipate the organization of the text, which can help them better understand and retain the information presented in the chapter. For example, by previewing the chapter, the teacher trainer may notice that the author emphasizes the Prophet's role as a religious leader and political figure, which can inform their teaching and help them prepare their lesson on Islamic history.

Overall, previewing is a valuable strategy for Islamic teacher trainers who want to get a general idea of the content and organization of a text before reading it in detail, which can help them better understand and retain the information presented in the text.

## **7. Close Reading**

Close reading is a text reading strategy that involves reading a text carefully and critically, focusing on the author's language, style, and use of literary devices. Close reading is particularly useful for analysing literary texts, but it can also be applied to other types of texts, including religious texts in Islamic studies.

As an example, regarding Islamic studies, let's say a teacher trainer is conducting a close reading of a Quranic verse. To conduct a close reading of the verse, the teacher trainer could use the following strategies:

1. Read the verse multiple times: The teacher trainer could read the verse multiple times to get a sense of the language, style, and structure of the verse. Identify literary devices: The teacher trainer could identify any literary devices used in the verse, such as metaphors, similes, or allusions, and consider how they contribute to the meaning and effect of the verse.

2. Analyse the language and style: The teacher trainer could analyse the language and style of the verse, considering the use of specific words, sentence structures, and rhetorical devices, and how they contribute to the overall meaning and effect of the verse.
3. Consider the historical and cultural context: The teacher trainer could consider the historical and cultural context in which the verse was written and how it may have influenced the author's language, style, and use of literary devices.

By conducting a close reading of the Quranic verse, the teacher trainer can develop a deeper understanding of the meaning and significance of the verse and how it contributes to Islamic theology and practice. For example, by analysing the language and style of the verse, the teacher trainer may notice that the author uses vivid imagery and metaphors to convey the idea of divine mercy, which can inform their teaching and help them explain this concept to their students.

Overall, close reading is a valuable strategy for Islamic teacher trainers who want to develop a deeper understanding of religious texts and their significance in Islamic theology and practice. By analysing the language, style, and use of literary devices in religious texts, teacher trainers can gain insights into the meaning and significance of these texts and develop new ways of teaching them to their students.

## **8. Summary**

Text reading is an essential skill for Islamic teacher trainers, as it enables them to understand and analyse religious texts, develop insights into Islamic theology and practice, and prepare effective lessons for their students. Effective text reading strategies for Islamic teacher trainers include skimming, scanning, active reading, previewing, and close reading. Skimming and scanning are useful for quickly finding specific information, while active reading involves engaging with the text and making connections to prior knowledge. Previewing helps identify key ideas and anticipate the organization of a text, while close reading involves analysing the language, style, and use of literary devices in a text. By mastering these strategies,

Islamic teacher trainers can develop a deep understanding of religious texts and effectively communicate this knowledge to their students.

## 9. Quiz

1. Which text reading strategy involves getting a general idea of the structure and content of a text before reading it in detail?
  - a) Skimming
  - b) Scanning
  - c) Active reading
  - d) Close reading
2. Which text reading strategy involves reading a text carefully and critically, focusing on the author's language, style, and use of literary devices?
  - a) Skimming
  - b) Scanning
  - c) Active reading
  - d) Close reading
3. Which text reading strategy involves identifying and taking note of key words or phrases in a text?
  - a) Skimming
  - b) Scanning
  - c) Active reading
  - d) Previewing
4. Which text reading strategy involves engaging with the text and making connections to prior knowledge?
  - a) Skimming
  - b) Scanning
  - c) Active reading
  - d) Previewing
5. Which text reading strategy involves reading the first and last paragraphs of each section to get a general idea of the content and structure of a text?
  - a) Skimming
  - b) Scanning

- c) Active reading
- d) Previewing

### **10. Sample Answers**

1. d) Close reading
2. d) Close reading
3. b) Scanning
4. c) Active reading
5. a) Skimming

### **11. Reading Materials**

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4. Torgesen, J. K. (2004). *Lessons Learned from Research on Interventions for Students Who Have Difficulty Learning to Read*.
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# Chapter 2

## Narrative Text

Learning Objectives	Students are able to understand and identify Narrative text
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Narrative text

### 1. Introduction

Narrative text is an important part of Islamic education, as it has been used for centuries to teach religious and moral values. For Islamic teacher training students, the study of narrative text is essential for several reasons.

Firstly, narrative text provides a powerful tool for teaching moral and ethical values. Many stories in Islamic literature are designed to convey important lessons and teachings, and students who are familiar with these narratives can use them to inspire and motivate their own students.

Secondly, narrative text can help students develop their critical thinking and analysis skills. As students read and analyse different stories, they are forced to think deeply about the messages and themes contained within them. This type of analysis can help students to better understand the complexities of Islamic teachings, and to develop a deeper appreciation for the rich history and traditions of the religion.

Thirdly, narrative text can help students develop their writing and communication skills. As students read and analyse different stories, they are exposed to a wide range of writing styles and techniques. This exposure can help students to develop their

own writing skills, as well as their ability to communicate complex ideas in a clear and concise manner.

Overall, the study of narrative text is an important part of Islamic education, and is essential for the development of Islamic teacher training students. By studying different stories and narratives, students can gain a deeper understanding of Islamic teachings, develop their critical thinking skills, and improve their writing and communication abilities.

## **2. Definition**

Narrative text is a form of writing that tells a story or recounts a series of events, experiences, or emotions. It can be based on real-life events, such as a personal experience or a historical event, or it can be entirely fictional, such as a fairy tale or a science fiction story. Narrative texts can take various forms, including novels, short stories, memoirs, autobiographies, myths, and legends.

One of the key features of narrative text is its use of a plot. The plot refers to the sequence of events that make up the story. Typically, a narrative text has a beginning, middle, and end, with the plot unfolding through a series of conflicts, obstacles, and resolutions. This creates a sense of tension and suspense that engages the reader and keeps them interested in the story.

Another important aspect of narrative text is its use of characterization. Characters are the people or animals that are involved in the story. They can be fictional or real, and their personalities, motivations, and actions play a crucial role in driving the plot forward. Through characterization, readers can empathize with the characters, understand their perspectives, and feel invested in their fate.

Narrative text also makes use of various literary devices to create an engaging and compelling story. These may include figurative language, such as metaphors and similes, which can create vivid descriptions and add depth to the story. Dialogue is another important device, as it allows characters to interact with each other and reveal



their personalities and motivations. The use of sensory details, such as descriptions of sights, sounds, and smells, can help to immerse the reader in the story and create a more vivid sense of place.

In summary, narrative text is a form of writing that tells a story or series of events. It uses a plot, characterization, and literary devices to engage the reader and create an immersive experience. Narrative text can be fictional or non-fictional, and can take various forms, including novels, short stories, and memoirs.

### **3. Structure**

Narrative text is a type of text that tells a story or series of events that happen to the characters in the story. The structure of a narrative text is crucial to the way the story is presented to the reader. A well-structured narrative can draw the reader in and engage them emotionally with the characters and events of the story.

The structure of a narrative text typically includes:

#### **1. Orientation**

The orientation sets the scene and introduces the characters in the story. It provides background information about the setting, time, place, and characters. In this section, the writer introduces the problem or the conflict in the story.

#### **2. Complication**

This section of the story is where the main problem or conflict is introduced. The complication is the main event that sets the story in motion. It can be a problem, a challenge, or an obstacle that the main character has to overcome.

#### **3. Rising action**

The rising action is the series of events that follow the complication. This section builds tension and suspense as the main character tries to overcome the problem or conflict. The rising action often includes obstacles and challenges that the main character has to face.

#### **4. Climax**

The climax is the highest point of tension in the story. It is the turning point where the main character faces the ultimate challenge or obstacle. In this section, the

main character confronts and overcomes the problem or conflict. The climax often reveals an important lesson or insight that the main character has learned.

5. Falling action

The falling action is the aftermath of the climax. It shows the consequences of the main character's actions and the resolution of the conflict. This section ties up any loose ends in the story.

6. Resolution

The resolution is the end of the story. It shows how the main character has changed and grown throughout the story. The resolution often includes a moral or a lesson that the reader can take away from the story.

The structure of a narrative text is important because it provides a framework for the story. It helps the writer to organize their ideas and present them in a clear and engaging way. A well-structured narrative can draw the reader in and keep them engaged throughout the story.

#### **4. Language Features**

Narrative text is characterized by its use of language features that help to create a story and convey emotions, experiences, and actions to the reader. Some of the language features of narrative text include:

1. Imagery: The use of sensory details to create mental images that help the reader visualize the scene and characters.
2. Figurative language: The use of figures of speech such as metaphors, similes, and personification to create vivid descriptions and add depth to the story. Dialogue: The use of conversation between characters to reveal their personalities and advance the plot.
3. Point of view: The perspective from which the story is told, which can be first-person, second-person, or third-person.
4. Chronological order: The order in which events occur in the story, which is typically structured around a plot with an exposition, rising action, climax, falling action, and resolution.

5. Flashbacks and foreshadowing: The use of flashbacks to provide context and background information, and foreshadowing to hint at future events and create suspense.
6. Repetition: The repeated use of words, phrases, or motifs to emphasize key ideas and create a sense of unity and coherence.
7. Tone: The attitude or mood conveyed by the author through word choice, sentence structure, and other literary devices.

These language features work together to create a rich and engaging narrative that captures the reader's imagination and emotions.

## **5. Example**

Title: My Journey as an Islamic Teacher Trainer Student

Introduction: As an Islamic teacher trainer student, I am passionate about the role I play in shaping the future of Islamic education in Indonesia. Throughout my journey, I have encountered various challenges and experiences that have shaped my identity as a teacher trainer. This narrative text aims to share my personal journey, including the motivations that led me to pursue this field, the challenges I faced, and the strategies I used to overcome those challenges.

Body: I was first introduced to the field of Islamic education when I was studying in a *pesantren* (Islamic boarding school) in my hometown. I was fascinated by the way our teachers were able to teach Islamic subjects with passion and enthusiasm, and I knew from that moment on that I wanted to become an Islamic teacher myself. After completing my high school education, I enrolled in a university program to become an Islamic teacher trainer.

During my studies, I faced various challenges. The workload was heavy, and I often found it difficult to balance my academic and personal life. Financial constraints also made it challenging for me to continue my studies, as I had to work part-time to support myself. Despite these challenges, I remained motivated and determined to become a successful Islamic teacher trainer.

To overcome these challenges, I used various strategies. I learned how to manage my time effectively, setting aside specific hours each day to study, work, and spend time with family and friends. I also sought social support from my classmates, family, and friends, who encouraged me to keep pursuing my dreams. Additionally, I found alternative sources of income, such as offering private tutoring services to earn extra money to support my studies.

Conclusion: Looking back on my journey as an Islamic teacher trainer student, I am grateful for the experiences and challenges that have shaped my identity as a teacher trainer. The passion and motivation that led me to pursue this field have kept me going, even during the toughest times. I hope that my journey can inspire other Islamic teacher trainer students to stay motivated and determined in their pursuit of becoming successful teacher trainers.

## **6. Summary**

Narrative text is a type of text that tells a story, either fictional or based on real events. This type of text typically has a beginning, middle, and end, and may feature characters, a setting, a plot, and a theme. In an Islamic context, narrative text may be used to convey moral lessons or to illustrate the teachings of Islam. Examples of narrative text in an Islamic context may include stories from the life of the Prophet Muhammad, the companions of the Prophet, or other historical figures in Islamic history. Islamic teacher training students may use narrative text to teach their students about Islamic values and principles, as well as to engage their students' imagination and interest. By incorporating narrative text into their lessons, teachers can help their students develop a deeper understanding and appreciation of Islam, and help to inspire them to live according to Islamic principles in their own lives.

## **7. Quiz**

1. What is Narrative Text?
  - a) A text that presents arguments to support a particular viewpoint
  - b) A text that tells a story or recounts a sequence of events

- c) A text that describes a particular person, place, or thing
- 2. What is the purpose of Narrative Text?
  - a) To persuade the reader or listener to agree with a particular point of view
  - b) To provide information about a particular topic or subject
  - c) To entertain the reader or listener through storytelling
- 3. What are some common language features of Narrative Text?
  - a) The use of facts and figures to support a particular argument
  - b) The use of descriptive language to create vivid images in the reader's mind
  - c) The use of technical jargon to explain complex concepts
- 4. Which of the following is an example of Narrative Text?
  - a) A news report about a political event
  - b) An instruction manual for assembling a piece of furniture
  - c) A short story about a character's journey of self-discovery
- 5. Why is Narrative Text important in teaching?
  - a) It helps students develop their writing and storytelling skills
  - b) It provides students with valuable information about a particular topic or subject
  - c) It helps students understand the importance of persuasion and argumentation

## **8. Sample Answers**

- 1. b) A text that tells a story or recounts a sequence of events
- 2. c) To entertain the reader or listener through storytelling
- 3. b) The use of descriptive language to create vivid images in the reader's mind
- 4. c) A short story about a character's journey of self-discovery
- 5. a) It helps students develop their writing and storytelling skills.

## **9. Reading Materials**

- 1. Ali, Abdullah Yusuf. The Meaning of the Holy Qur'an. Amana Publications, 1991.
- 2. Esposito, John L. The Oxford Dictionary of Islam. Oxford University Press, 2003.

3. Hodgson, Marshall G. S. *The Venture of Islam: Conscience and History in a World Civilization*. University of Chicago Press, 1974.
4. Ibn Kathir. *The Stories of the Prophets*. Darussalam Publishers, 2012.
5. Nasr, Seyyed Hossein. *Islamic Art and Spirituality*. SUNY Press, 1987.
6. Rippin, Andrew. *Muslims: Their Religious Beliefs and Practices*. Routledge, 2012.



# Chapter 3

## Anecdote Text

Learning Objectives	Students are able to understand and identify Anecdote Texts
Time Allocation	2 × 45''
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Anecdote Texts

### 1. Introduction

Anecdote text is a type of narrative that tells a brief and often humorous story that teaches a moral lesson or makes a point. For Islamic teacher training students, the study of anecdote text is important for several reasons.

Firstly, anecdote text provides a unique and engaging way to convey complex ideas and concepts. By using stories and anecdotes, teachers can make difficult concepts more accessible and relatable to their students. This can help students to better understand and retain the information being taught.

Secondly, anecdote text can help students develop their critical thinking and analysis skills. As students read and analyse different anecdotes, they are forced to think deeply about the messages and themes contained within them. This type of analysis can help students to better understand the nuances and complexities of Islamic teachings, and to develop a deeper appreciation for the richness of the religion.

Thirdly, anecdote text can help students develop their writing and communication skills. As students read and analyse different anecdotes, they are exposed to a wide range of writing styles and techniques. This exposure can help students to develop

their own writing skills, as well as their ability to communicate complex ideas in a clear and concise manner.

Overall, the study of anecdote text is an important part of Islamic education, and is essential for the development of Islamic teacher training students. By studying different stories and anecdotes, students can gain a deeper understanding of Islamic teachings, develop their critical thinking skills, and improve their writing and communication abilities.

## **2. Definition**

Anecdote text is a type of text that tells a short and humorous story about real-life events, experiences, or situations. It is usually written in a simple and straightforward way, using everyday language that is easy to understand. The purpose of an anecdote is to entertain and engage the reader by sharing a personal story that is relatable or funny. Anecdote text typically has a clear structure, consisting of an orientation, a series of events, and a conclusion. In the orientation, the writer introduces the setting and characters of the story, as well as the situation or problem that the story will address. The events of the story then follow, building up to the climax or most important moment of the story. Finally, the conclusion provides a resolution to the story and often includes a punchline or humorous twist. Anecdotes are often used in social situations to break the ice or to entertain others. They can also be used in writing, such as in personal narratives or memoirs, to add a personal touch and create a more engaging reading experience. In addition, anecdotes can be used in educational settings to help illustrate a point or concept, or to provide an example of a particular situation. Overall, anecdote text is an important type of writing that can help to connect readers to the writer's experiences and perspective in a personal and engaging way.

## **3. Structure**

Anecdote text is a type of text that tells a funny or amusing story that is often based on personal experience. The purpose of anecdote text is to entertain the reader or listener with an engaging story.



The structure of anecdote text usually consists of three main parts: orientation, complication, and resolution.

#### 1. Orientation

The orientation is the introductory part of the anecdote text where the author sets the scene by providing the background information such as the time, place, and characters involved in the story. The orientation is important to help the reader understand the context of the story.

#### 2. Complication

The complication is the main part of the anecdote text where the author presents the problem or conflict that occurs in the story. This part often involves unexpected events or a humorous twist that leads to a surprising outcome. The complication is the part of the story that engages the reader and makes them want to know how the story will be resolved.

#### 3. Resolution

The resolution is the final part of the anecdote text where the author provides a conclusion to the story. The resolution often includes the author's reflection on the experience and a moral lesson or takeaway that the reader can learn from the story. The resolution can also include a punchline or a final twist that adds to the humour or surprise of the story.

In summary, the structure of anecdote text consists of three parts: orientation, complication, and resolution. The orientation provides background information, the complication presents the problem or conflict, and the resolution provides a conclusion to the story, often with a moral lesson or a final twist. This structure is important to engage the reader and provide an entertaining and engaging story.

#### **4. Language Features**

An anecdote is a short narrative that is often humorous or entertaining and is used to convey a specific point or message. The language features of an anecdote text include:

1. **Tone:** The tone of an anecdote is often light-hearted and humorous, as the story is meant to be entertaining. The tone can also be ironic or sarcastic, depending on the message being conveyed.
2. **Structure:** Anecdotes typically have a clear beginning, middle, and end. They often start with an introduction that sets the scene and provides context for the story. The middle of the anecdote is where the action takes place, and the end provides a conclusion or a punchline.
3. **Characterization:** Anecdotes often feature vivid and memorable characters. The characters are usually exaggerated or stereotyped to make them more amusing or relatable to the reader.
4. **Dialogue:** Dialogue is often used in anecdotes to convey the words and actions of the characters. It can be used to reveal character traits or to move the story forward.
5. **Imagery:** Anecdotes often use descriptive language and vivid imagery to create a picture in the reader's mind. This can help to make the story more engaging and memorable.
6. **Point of view:** Anecdotes can be told from different points of view, including first person, second person, and third person. The choice of point of view can affect the tone and the way the story is perceived by the reader.

Overall, the language features of an anecdote text are designed to make the story engaging, entertaining, and memorable. By using humour, vivid characters, and descriptive language, an anecdote can convey a message or lesson in a way that is both enjoyable and effective.

## **5. Example**

### **Title**

The Importance of Passion in Teaching Islamic Education

## **Introduction**

As an Islamic teacher trainer student, I have had various experiences that have taught me the importance of passion in teaching Islamic education. This anecdote text aims to share a personal experience that highlights the impact of passion in teaching.

## **Body**

During my first year as an Islamic teacher trainer student, I had the opportunity to observe a seasoned Islamic teacher who had been teaching for over 20 years. I was struck by her passion for teaching and the way she was able to engage her students in the learning process. Her enthusiasm and energy were infectious, and I could see how much her students enjoyed being in her class.

One day, I asked her about the secret to her success as a teacher, and she told me that it was her passion for teaching that kept her going. She explained that when she first started teaching, she faced many challenges, including unmotivated students and a lack of resources. However, her passion for teaching and her belief in the importance of Islamic education kept her motivated, and she was able to overcome those challenges.

This conversation had a profound impact on me. It made me realize that passion is not just a nice-to-have quality in teaching, but it is essential for success. I began to reflect on my own motivation for becoming an Islamic teacher trainer, and I realized that my passion for teaching was what had led me to pursue this field.

## **Conclusion**

As an Islamic teacher trainer student, I have learned that passion is a crucial ingredient for success in teaching. Teachers who are passionate about their work are more likely to engage their students, overcome challenges, and achieve their goals. This experience has reminded me of the importance of staying connected to my passion for teaching Islamic education, and it has inspired me to strive to become a passionate and effective teacher trainer.

## 6. Summary

Anecdote text is a type of text that tells a brief and amusing or interesting story that is often used to illustrate a point or make a moral lesson. In an Islamic context, anecdote text may be used to share stories of the Prophet Muhammad, the companions of the Prophet, or other notable figures in Islamic history. Islamic teacher training students may use anecdote text to teach their students important Islamic values and principles in an engaging and memorable way. By sharing anecdotes, teachers can make their lessons more interesting and relatable, and help their students to remember important lessons and teachings. Anecdotes can also serve as a powerful tool for inspiring students to live according to Islamic principles and values in their everyday lives.

## 7. Quiz

1. What is the purpose of anecdote text?
  - a. To entertain
  - b. To inform
  - c. To persuade
  - d. To describe
2. What is the structure of anecdote text?
  - a. Orientation, events, reorientation
  - b. Abstract, thesis, arguments
  - c. Goal, plan, conclusion
  - d. Setting, characters, plot
3. What is the language feature commonly used in anecdote text?
  - a. Complex sentences
  - b. Simple past tense
  - c. Imperative verbs
  - d. Metaphors
4. Which of the following is an example of anecdote text?
  - a. A news article about the latest election
  - b. A speech by a politician about climate change
  - c. A story about a funny experience at school

- d. An essay about the benefits of exercise
- 5. What is the function of reorientation in anecdote text?
  - a. To provide closure to the story
  - b. To describe the setting and characters
  - c. To introduce the problem
  - d. To build suspense

## **8. Sample Answers**

- 1. A
- 2. A
- 3. B
- 4. C
- 5. A

## **9. Reading Materials**

- 1. Ahmed, Leila. "A Border Passage: From Cairo to America--A Woman's Journey." Farrar, Straus and Giroux, 2019.
- 2. Majaj, Lisa Suhair. "Geographies of Light." Del Sol Press, 2020.
- 3. Siddiqui, Mona. "It's Not About the Burqa: Muslim Women on Faith, Feminism, Sexuality and Race." Picador, 2019.

# Chapter 4

## Spoof Text

Learning Objectives	Students are able to understand and identify Spoof Texts
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Spoof Texts

### 1. Introduction

Spoof text is a type of narrative that humorously imitates or parodies an original work, such as a news article, advertisement, or movie. For Islamic teacher training students, the study of spoof text is important for several reasons.

Firstly, spoof text can provide a light-hearted and engaging way to discuss serious topics. By using humour and satire, spoof text can help students to better understand and relate to complex issues in a way that is both entertaining and informative. This can be especially useful in discussing sensitive topics, as it can help to diffuse tension and promote open discussion.

Secondly, spoof text can help students develop their critical thinking and analysis skills. As students read and analyse different spoofs, they are forced to think deeply about the messages and themes contained within them. This type of analysis can help students to better understand the underlying motivations and biases of different media sources, and to become more discerning consumers of information.

Thirdly, spoof text can help students develop their creative writing skills. By creating their own spoofs, students can practice using humour and satire to convey important

messages and ideas. This can help them to become more effective communicators and to develop a unique voice and style in their writing.

Overall, the study of spoof text is an important part of Islamic education, and is essential for the development of Islamic teacher training students. By studying and creating different spoofs, students can gain a deeper understanding of complex issues, develop their critical thinking skills, and improve their creative writing abilities.

## **2. Definition**

Spoof text is a type of text that aims to entertain readers or listeners by presenting a humorous or satirical story that mimics a real-life situation or event. The term "spoof" is derived from the word "spoofing," which means to imitate or parody. This type of text often takes a familiar situation or genre, such as news articles or advertisements, and turns them on their head to create a humorous effect. Spoof text often uses exaggeration, irony, and satire to create a comedic effect. It may also employ wordplay, puns, and other forms of humour to engage readers. The goal of spoof text is not to convey serious information but to entertain and amuse the audience. In terms of structure, spoof text can take many forms, including short stories, news articles, advertisements, and even entire books or movies. Regardless of the form, the text typically has a clear setup, a twist or unexpected outcome, and a humorous or satirical conclusion. Overall, spoof text plays an important role in providing a light-hearted and humorous take on everyday life, and can help readers to see the world in a different, more light-hearted way. For students, understanding and analysing spoof text can help them develop their critical thinking skills and appreciate the role of humour in communication.

## **3. Structure**

Spoof text is a type of text that is written to entertain and amuse readers by presenting a humorous and satirical account of a particular topic or issue. The text usually contains exaggerated or absurd elements that are designed to poke fun at or ridicule a person, event, or social phenomenon.

The structure of a spoof text typically consists of the following elements:

1. **Orientation:** The orientation provides the context and background information about the topic or issue that the text will be addressing. This section typically sets the scene and introduces the main characters or events.
2. **Events:** The events section is where the main story or narrative unfolds. In this section, the writer uses humour and satire to poke fun at the topic or issue being addressed. The events are often exaggerated or absurd to add to the humour of the text.
3. **Twist:** The twist is a surprise or unexpected element that is introduced towards the end of the text. This is often the punchline of the joke and is intended to catch the reader off guard and make them laugh.
4. **Resolution:** The resolution is the conclusion of the text. It often provides a final punchline or a humorous comment that ties everything together and leaves the reader with a lasting impression.

Overall, the structure of a spoof text is designed to entertain and amuse readers by using humour and satire to poke fun at a particular topic or issue. The exaggerated and absurd elements of the text are what make it so entertaining and memorable.

#### **4. Language Features**

A spoof text is a piece of writing that parodies or satirizes a particular person, event, or situation. The language features of a spoof text include:

1. **Tone**

The tone of a spoof text is often humorous, ironic, or sarcastic. It is meant to be entertaining and to poke fun at the subject being parodied.
2. **Style**

A spoof text often imitates the style of the subject being parodied, such as the writing style of a particular author or the speech patterns of a famous person. This helps to create a more convincing parody.
3. **Exaggeration**



A spoof text often uses exaggeration to make fun of the subject being parodied. This can include exaggerating the subject's behaviour, mannerisms, or speech patterns. Wordplay: A spoof text often uses wordplay, such as puns or double entendres, to create humour and to make fun of the subject being parodied. Incongruity: A spoof text often creates humour by placing the subject being parodied in an incongruous or absurd situation. This can create a sense of absurdity and can be used to highlight the flaws or absurdities of the subject being parodied.

#### 4. Satire

A spoof text often uses satire to make a point about the subject being parodied. Satire is a form of humour that uses irony, exaggeration, or ridicule to criticize or expose the flaws of a particular person, group, or institution.

Overall, the language features of a spoof text are designed to create humour and to make fun of the subject being parodied. By using exaggeration, wordplay, and satire, a spoof text can be an effective way to critique or expose the flaws of a particular person, event, or situation, while also entertaining the reader.

### 5. Example

#### **Title**

The Great Office Coffee Heist

#### **Introduction**

At my workplace, coffee is a prized possession. It's what gets us through the long hours of the day. But one day, something strange happened that shook our office to its core - the great coffee heist.

#### **Body**

It was a typical Monday morning when we arrived at the office, ready to start the day with a fresh cup of coffee. But to our shock and horror, the coffee machine was missing! In its place was a ransom note from the "coffee bandit," demanding a year's supply of coffee beans in exchange for the safe return of the machine.

The office was in chaos as people frantically searched for clues or any leads on the whereabouts of the coffee machine. The culprit was nowhere to be found, and the coffee machine remained missing.

But then, we noticed something strange. Every day, a new coffee machine would appear in the office kitchen, only to disappear the next day without a trace. The coffee bandit had struck again!

We decided to set a trap for the coffee bandit by rigging a fake coffee machine with a GPS tracker. Finally, we caught the culprit red-handed - it was none other than the office janitor, who had a secret stash of coffee machines in his closet!

### **Conclusion**

The great office coffee heist was a reminder that sometimes the things we take for granted, like our daily cup of coffee, can be the subject of a light-hearted and harmless prank. However, it's important to remember that stealing is never acceptable, even if it's just a coffee machine.

## **6. Summary**

Spoof text is a type of humorous text that takes an existing story, event, or character and exaggerates or twists it in a comical way. In an Islamic context, it is important to exercise caution when using spoof text to ensure that it is not disrespectful or offensive to Islamic teachings or figures. Islamic teacher training students can use spoof text as a way to introduce humour and light-heartedness into their lessons, while still maintaining respect for Islamic values and principles. They can use spoof text to teach important Islamic lessons in a more memorable and entertaining way, while still being careful to maintain the integrity of Islamic teachings and figures. By using spoof text judiciously, Islamic teacher training students can create a more engaging and enjoyable learning environment for their students.

## 7. Quiz


1. What is the purpose of Spoof Text?
  - a. To retell events in chronological order
  - b. To persuade the readers to do something
  - c. To entertain the readers by exaggerating or twisting the facts
2. Which of the following is not a language feature of Spoof Text?
  - a. Hyperbole
  - b. Irony
  - c. Chronological order
3. What is the tone of Spoof Text?
  - a. Serious
  - b. Humorous
  - c. Sarcastic
4. What is the main characteristic of Spoof Text?
  - a. It is a true story
  - b. It is a made-up story
  - c. It is a combination of fact and fiction
5. What is the effect of using hyperbole in Spoof Text?
  - a. To make the story more believable
  - b. To make the story more entertaining
  - c. To make the story more informative

## 8. Sample Answers

1. C
2. C
3. B
4. C
5. B

## **9. Reading Materials**

1. "Detecting Spoof Text Messages using Machine Learning Techniques" by S. Saini, S. Agrawal, and A. Kumar. International Journal of Computer Applications, vol. 184, no. 1, pp. 16-20, 2021.
2. "A Survey of Text Spoofing Detection Techniques" by S. Singh and S. S. Bedi. International Journal of Computer Applications, vol. 178, no. 23, pp. 22-26, 2021.
3. "Detecting Spoofed Text Messages Using Machine Learning" by A. T. Chavan and P. R. Deshmukh. International Journal of Advanced Research in Computer Science, vol. 11, no. 3, pp. 35-38, 2020.



# Chapter 5

## Recount text

Learning Objectives	Students are able to understand and identify Recount Texts
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Recount Texts

### 1. Introduction

Recount text is a type of narrative that retells past events or experiences. For Islamic teacher training students, the study of recount text is important for several reasons.

Firstly, recount text can help students to develop their writing and communication skills. By retelling past events in a clear and engaging manner, students can practice using descriptive language, organizing their thoughts, and conveying important details to the reader. This can be especially useful for Islamic teachers, who may need to write reports, lesson plans, or other forms of written communication in their professional lives.

Secondly, recount text can help students to reflect on their own experiences and learn from them. By retelling personal experiences or events, students can gain a deeper understanding of their own motivations, thought processes, and emotions. This can be particularly useful for Islamic teachers, who may need to reflect on their own teaching practices and experiences in order to improve and grow as educators.

Thirdly, recount text can help students to develop their empathy and understanding of other people's experiences. By reading and analysing different types of recount

texts, students can gain a better understanding of different perspectives and experiences, and learn to appreciate the diversity of human experiences and emotions. This can be especially important for Islamic teachers, who may work with students from diverse backgrounds and need to be able to understand and empathize with their students' experiences and perspectives.

Overall, the study of recount text is an important part of Islamic education, and is essential for the development of Islamic teacher training students. By studying and creating different types of recount texts, students can develop their writing and communication skills, reflect on their own experiences and learn from them, and develop their empathy and understanding of other people's experiences.

## **2. Definition**

Recount text is a type of text that retells events or experiences that have happened in the past. Its purpose is to inform or entertain readers about a particular incident or series of events. The text is typically written in chronological order, starting from the beginning of the event or experience and moving towards the end. Recount text can be written in the first person or third person point of view. When written in the first person, the writer uses personal pronouns such as "I," "we," and "me" to narrate the story from their perspective. On the other hand, when written in the third person, the writer uses pronouns such as "he," "she," and "they" to describe the events as an observer. Recount text can be found in various forms such as personal diaries, journals, memoirs, news articles, and history books. It can cover a wide range of topics, including personal experiences, historical events, scientific discoveries, or even fictional stories. In terms of language features, recount text usually includes past tense verbs, time connectives, chronological sequencing, and sensory language to create a vivid picture of the event or experience being retold. It may also include dialogue, direct and indirect speech, and personal opinions or feelings about the event. Recount text is an important genre for students to learn as it helps them to develop their writing and communication skills. It also enables them to reflect on their experiences and to learn from them. Additionally, by reading and analysing

recount text, students can improve their comprehension, vocabulary, and critical thinking skills.

### **3. Structure**

Recount text is a form of writing that describes past experiences or events. It aims to retell a series of events in a chronological order, often with the purpose of informing, entertaining or reflecting on the experience.

The structure of a recount text typically includes the following:

#### **1. Orientation**

This is the beginning of the text where the writer sets the scene and introduces the reader to the context of the event or experience. It includes the who, what, when, where and why of the event, and can also include some background information.

#### **2. Series of events**

This is the main body of the text where the writer describes the events that occurred in a chronological order. The writer should use a range of time connectives and sequencing words to ensure the events are presented in a clear and logical order.

#### **3. Reorientation**

This is the conclusion of the text where the writer provides a summary of the events and reflects on the experience. This can include personal thoughts and feelings, as well as any conclusions or lessons learned from the experience.

Overall, the structure of a recount text is relatively simple and straightforward, with a clear beginning, middle and end. The purpose of the text is to retell a series of events or experiences, and the writer should use clear and concise language to ensure the text is easy to understand and follow.

### **4. Language Features**

A recount text is a piece of writing that tells the story of past events or experiences. The language features of a recount text include:

#### **1. Chronological order**

Recount texts are usually organized in chronological order, with events described in the order in which they happened. This helps to create a clear timeline of events and makes the text easy to follow.

2. Past tense

Recount texts are usually written in the past tense, as they are describing events that have already happened. This helps to create a sense of distance from the events being described.

3. Time markers

Time markers such as "first," "next," "then," "after that," and "finally" are often used in recount texts to indicate the sequence of events. This helps to create a clear and organized structure for the text.

4. Descriptive language

Recount texts often use descriptive language to create a vivid picture of the events being described. This can include descriptions of people, places, and things, as well as sensory details such as sounds, smells, and feelings.

5. Personal pronouns

Recount texts often use first person pronouns such as "I" and "we" to create a sense of personal involvement in the events being described. This helps to create a more engaging and personal tone.

6. Dialogue

Dialogue is often used in recount texts to create a sense of immediacy and to add interest to the text. This can include direct quotes from people involved in the events being described, as well as indirect quotes that summarize what was said.

Overall, the language features of a recount text are designed to create a clear and organized description of past events or experiences. By using chronological order, past tense, time markers, descriptive language, personal pronouns, and dialogue, a recount text can create a vivid and engaging picture of the events being described.

**5. Example**

**Title**

My Experience on a Hajj Pilgrimage



## **Introduction**

In the Islamic faith, the Hajj pilgrimage is one of the most important acts of worship. As an Islamic teacher trainer student, I was fortunate enough to embark on this life-changing journey and fulfil one of the five pillars of Islam. In this recount text, I will share my experience of the Hajj pilgrimage and what I learned along the way.

## **Body**

The Hajj pilgrimage is a journey that requires immense physical and mental preparation. We travelled to Mecca, where we donned the ihram, a simple white garment that symbolizes our equality and purity before God. We performed the tawaf, walking seven times around the Kaaba, the holiest site in Islam, while reciting prayers and supplications. We also performed the *sa'ey*, walking back and forth between the hills of *Safa* and *Marwah*.

But what struck me the most about the Hajj pilgrimage was the sense of community and unity that prevailed throughout the journey. Muslims from all over the world, of different backgrounds and cultures, gathered in Mecca to perform this act of worship together. It was a powerful reminder of the universality of Islam and the importance of brotherhood and sisterhood in the faith.

Despite the physical and mental challenges of the journey, including the intense heat and the large crowds, I felt a sense of peace and serenity throughout the Hajj pilgrimage. It was a transformative experience that strengthened my faith and helped me appreciate the beauty of Islam even more.

## **Conclusion**

The Hajj pilgrimage is a journey that every Muslim aspires to make at least once in their lifetime. It is a journey of physical and spiritual purification, and a powerful reminder of the unity and universality of the Islamic faith. As an Islamic teacher trainer student, I feel privileged to have had this experience, and I hope to share the

lessons I learned with my students and inspire them to embark on their own Hajj pilgrimage one day.

## **6. Summary**

Recount text is a type of text that retells events or experiences in chronological order, often using past tense verbs and time connectives to help the reader understand the sequence of events. In an Islamic context, recount text may be used to retell important events or experiences from the lives of the Prophet Muhammad, the companions of the Prophet, or other notable figures in Islamic history. Islamic teacher training students can use recount text as a way to teach their students about important Islamic events and experiences in a clear and organized manner. By retelling these stories in chronological order, teachers can help their students to understand the sequence of events and the significance of each moment in the story. They can also use recount text to help their students develop their language skills, including their ability to use past tense verbs and time connectives. By incorporating recount text into their lessons, Islamic teacher training students can help their students to gain a deeper understanding and appreciation for Islamic history and teachings.

## **7. Quiz**

1. What is a spoof text?
  - a) A type of text that is intended to trick or deceive the reader.
  - b) A humorous text that exaggerates or parodies certain characteristics or features of a subject.
  - c) A type of text that contains a message of hope or inspiration.
2. What is the purpose of a spoof text?
  - a) To provide information about a topic.
  - b) To persuade the reader to take a particular action.
  - c) To entertain the reader by making them laugh or smile.
3. Which of the following is an example of a spoof text?
  - a) An article about the benefits of exercise.
  - b) A story about a superhero who saves the day.
  - c) A satirical news article about a ridiculous event.


4. What is an important feature of a spoof text?
  - a) Accuracy and precision in reporting.
  - b) Clarity of language and style.
  - c) Creativity and humor in presenting a topic.
5. What are some tips for writing a good spoof text?
  - a) Choose a topic that is easy to parody or exaggerate.
  - b) Use language and style that is clear and easy to understand.
  - c) Make sure the humor is appropriate and does not offend anyone.

## **8. Sample Answers**

1. b) A humorous text that exaggerates or parodies certain characteristics or features of a subject.
2. c) To entertain the reader by making them laugh or smile.
3. c) A satirical news article about a ridiculous event.
4. c) Creativity and humor in presenting a topic.
5. a) Choose a topic that is easy to parody or exaggerate, and c) Make sure the humor is appropriate and does not offend anyone.

## **9. Reading Materials**

1. "The Use of Recount Text to Improve Writing Skill of Islamic Education Students" by S. Suryana and D. D. Hidayat. *International Journal of Education and Research*, vol. 8, no. 4, pp. 33-40, 2020.
2. "Improving Students' Writing Ability Through Recount Text Writing Technique at STAIN Ponorogo" by N. R. Mauludin, N. C. R. Kusuma, and M. H. B. Widyastuti. *International Journal of Linguistics, Literature and Culture*, vol. 6, no. 2, pp. 1-10, 2020.
3. "Teaching Writing of Recount Texts Based on Islamic Values: A Study on Students of Islamic Teacher Training Colleges in Yogyakarta" by S. Fitriani, A. Wahyuni, and D. D. Pramitasari. *Jurnal Penelitian Pendidikan Islam*, vol. 8, no. 2, pp. 183-202, 2020.



# Chapter 6

## Descriptive Text

Learning Objectives	Students are able to understand and identify Descriptive Texts
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Descriptive Texts

### 1. Introduction

Descriptive text is a type of text that aims to describe or portray a person, place, object, or event in great detail. For Islamic Teacher training students, the study of descriptive text is important for several reasons.

Firstly, descriptive text can help students to develop their observational skills. By learning to observe and describe the world around them in detail, students can develop a deeper appreciation for the beauty and complexity of Allah's creation. This can be especially important for Islamic teachers, who may need to teach students about the importance of gratitude and appreciation for Allah's blessings.

Secondly, descriptive text can help students to develop their writing skills. By learning to use descriptive language and imagery, students can improve their ability to communicate ideas and experiences effectively. This can be especially useful for Islamic teachers, who may need to write descriptions of religious texts, events, or concepts in order to make them accessible to students.

Thirdly, descriptive text can help students to develop their creativity and imagination. By learning to create vivid and detailed descriptions of people, places, and events,

students can develop their imagination and ability to visualize different scenarios. This can be especially important for Islamic teachers, who may need to use creative approaches to engage students and help them to connect with the teachings of Islam.

Overall, the study of descriptive text is an important part of Islamic education, and is essential for the development of Islamic Teacher training students. By studying and creating different types of descriptive texts, students can develop their observational skills, improve their writing skills, and develop their creativity and imagination.

## **2. Definition**

Descriptive text is a type of text that aims to describe a person, place, thing, or event in detail. The purpose of descriptive text is to provide a vivid and sensory impression of the subject being described. This type of text typically appeals to the reader's senses, such as sight, sound, taste, smell, and touch, in order to create a clear and accurate picture in the reader's mind. In descriptive text, the writer often uses descriptive adjectives and figurative language to convey the characteristics and qualities of the subject being described. The text may also use comparisons, metaphors, and similes to make the description more vivid and engaging. Descriptive text is commonly used in various types of writing, such as literature, journalism, and advertising. It is also commonly used in academic writing, such as scientific reports or research papers, to describe the methods and results of experiments or studies. The structure of descriptive text usually follows a general format, beginning with an introduction that provides an overview of the subject being described. The body of the text then provides a detailed description of the subject, often organized by specific characteristics or features. Finally, the text may include a conclusion that summarizes the key points and provides a final impression of the subject.

## **3. Structure**

Descriptive text is a type of text that describes a person, place, thing, or event in detail. The purpose of descriptive text is to provide a clear and vivid picture of the subject being described, so that the reader can imagine it as if they were experiencing it themselves.

The structure of descriptive text can be divided into several parts:

1. Identification

The first part of descriptive text is the identification of the subject being described. This includes giving the name of the subject, as well as any other relevant information that helps to identify it.

2. Introduction

The second part of descriptive text is the introduction, which provides background information about the subject. This includes details about its history, purpose, or significance.

3. Description

The third part of descriptive text is the description itself. This is where the writer provides a detailed account of the subject, using sensory language to evoke a sense of sight, sound, touch, taste, and smell. This can include physical characteristics, such as size, shape, colour, and texture, as well as other details, such as the atmosphere, mood, or emotions associated with the subject.

4. Conclusion

The final part of descriptive text is the conclusion, which summarizes the key points made in the description and reinforces the overall impression of the subject. The conclusion can also provide a personal reflection or opinion about the subject, or suggest further avenues of exploration.

Overall, the structure of descriptive text is designed to create a vivid and engaging portrayal of the subject being described, and to evoke a sensory and emotional response in the reader.

#### **4. Language Features**

Descriptive text is a type of writing that describes the characteristics or qualities of a person, place, thing, or event. The language features of descriptive text include:

1. Sensory details

Descriptive text often uses sensory details such as sight, sound, touch, taste, and smell to create a vivid and engaging picture of the subject being described. These details help to bring the subject to life and make it more real for the reader.

2. Figurative language

Descriptive text often uses figurative language such as similes, metaphors, and personification to create images and comparisons that help to convey the characteristics or qualities of the subject being described.

3. Adjectives

Descriptive text often uses adjectives to describe the appearance, size, shape, colour, and other physical characteristics of the subject being described. These adjectives help to create a more detailed and specific picture of the subject.

4. Spatial order

Descriptive text often uses spatial order, or the arrangement of details according to their location, to create a clear and organized description of the subject. This can help to create a more logical and coherent description.

5. Emotive language

Descriptive text often uses emotive language, or words that create an emotional response in the reader, to convey the feelings or mood associated with the subject being described. This can help to create a more engaging and impactful description.

6. Comparisons

Descriptive text often uses comparisons to help the reader understand the subject being described. These comparisons can be made to similar or dissimilar things and can help to highlight the unique qualities of the subject.

Overall, the language features of descriptive text are designed to create a vivid and engaging picture of the subject being described. By using sensory details, figurative language, adjectives, spatial order, emotive language, and comparisons, descriptive text can help to convey the characteristics or qualities of a person, place, thing, or event in a way that is engaging and memorable for the reader.

## 5. Example

### **Title**

The Beauty of the Alhambra

### **Introduction**

The Alhambra is a stunning example of Islamic architecture and art. Located in Granada, Spain, it was built during the Muslim rule of Andalusia and is now considered a UNESCO World Heritage Site. In this descriptive text, I will explore the beauty and intricacy of the Alhambra and its significance in Islamic history.

### **Body**

As you enter the Alhambra, you are immediately struck by the intricate designs and patterns that adorn every surface. The walls, ceilings, and floors are covered in beautiful geometric patterns, floral motifs, and calligraphic inscriptions, all executed in exquisite detail. The use of symmetry and repetition creates a sense of harmony and balance that is both calming and awe-inspiring.

One of the most striking features of the Alhambra is the use of water. The fountains, pools, and channels that run throughout the complex create a sense of tranquillity and serenity. The sound of flowing water adds to the overall sensory experience and provides a contrast to the desert climate of Andalusia.

The Alhambra also features stunning examples of Islamic calligraphy. Arabic script is used throughout the complex to adorn walls, arches, and doorways. The calligraphy is not just decorative, but also serves a religious function, as many of the inscriptions are quotations from the Quran and other Islamic texts.

### **Conclusion**

The Alhambra is a testament to the creativity and ingenuity of Islamic artists and architects. Its intricate designs and patterns, use of water, and calligraphic inscriptions are all part of a larger tradition of Islamic art and architecture that has influenced the world for centuries. As an Islamic teacher trainer student, I hope to inspire my students to appreciate the beauty and significance of the Alhambra and



other examples of Islamic art and architecture, and to continue this rich tradition in their own work.

## **6. Summary**

Descriptive text is a type of text that describes a person, place, or thing in detail, often using sensory language to create a vivid image in the reader's mind. In an Islamic context, descriptive text can be used to describe important Islamic places, events, or figures. Islamic teacher training students can use descriptive text as a way to help their students visualize and connect with important Islamic concepts and teachings. By using sensory language and vivid descriptions, teachers can help their students to create a mental picture of Islamic places or events, making the information more memorable and engaging. They can also use descriptive text to help their students develop their language skills, including their ability to use adjectives, adverbs, and sensory language effectively. By incorporating descriptive text into their lessons, Islamic teacher training students can help their students to develop a deeper appreciation for Islamic culture and history.

## **7. Quiz**

1. What is a descriptive text?
  - a) A type of text that describes a specific event or situation.
  - b) A type of text that explains how to do something.
  - c) A type of text that describes a person, place, or thing.
2. What is the purpose of a descriptive text?
  - a) To persuade the reader to take a particular action.
  - b) To inform the reader about a particular topic.
  - c) To create a vivid picture in the reader's mind.
3. Which of the following is an example of a descriptive text?
  - a) A news article about a recent event.
  - b) An instruction manual for assembling a piece of furniture.
  - c) A travel guide describing a famous landmark.
4. What is an important feature of a descriptive text?
  - a) Use of technical language and jargon.

- b) Use of vivid and sensory details.
  - c) Use of persuasive language and arguments.
5. What are some tips for writing a good descriptive text?
- a) Use concrete and specific language.
  - b) Use a variety of sensory details.
  - c) Focus on the most important details.

## **8. Sample Answers**

1. c) A type of text that describes a person, place, or thing.
2. c) To create a vivid picture in the reader's mind.
3. c) A travel guide describing a famous landmark.
4. b) Use of vivid and sensory details.
5. a) Use concrete and specific language, b) Use a variety of sensory details, and c) Focus on the most important details.

## **9. Reading Materials**

1. "The Effectiveness of Descriptive Text Teaching Materials Based on Islamic Values on Students' Writing Skills" by S. R. Hanifah and Y. Suyanti. *Journal of Language Teaching and Research*, vol. 12, no. 4, pp. 685-694, 2021.
2. "Teaching Descriptive Writing for Islamic Senior High School Students Through Qur'anic Verses-Based Approach" by D. D. Pramitasari, R. N. I. Atikah, and R. Firdaus. *Journal of Language Teaching and Research*, vol. 11, no. 6, pp. 921-929, 2020.
3. "Using Descriptive Texts in Teaching English Vocabulary to Islamic University Students" by F. Fitriani and R. Yuliarti. *Jurnal Penelitian Pendidikan Islam*, vol. 8, no. 1, pp. 1-12, 2020.



# Chapter 7

## Report Text

Learning Objectives	Students are able to understand and identify Report Texts
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Report Texts

### 1. Introduction

Report text is a type of text that presents information about something, such as an event, a process, or a phenomenon. For Islamic Teacher training students, the study of report text is important for several reasons.

Firstly, report text can help students to develop their research skills. By learning to gather information from various sources and present it in a clear and organized manner, students can develop their ability to conduct research and analyse information. This can be especially important for Islamic teachers, who may need to research and analyse different Islamic texts and teachings in order to develop their own understanding and effectively communicate these concepts to their students.

Secondly, report text can help students to develop their analytical and critical thinking skills. By learning to analyse and interpret data, students can develop their ability to think critically and make informed judgments. This can be especially important for Islamic teachers, who may need to critically evaluate different interpretations of Islamic teachings and apply them to specific situations.

Thirdly, report text can help students to develop their communication skills. By learning to present information in a clear and organized manner, students can improve their ability to communicate complex concepts and ideas effectively. This can be especially useful for Islamic teachers, who may need to present information about Islamic teachings and practices to students who may have different levels of knowledge and understanding.

Overall, the study of report text is an important part of Islamic education, and is essential for the development of Islamic Teacher training students. By studying and creating different types of report texts, students can develop their research skills, analytical and critical thinking skills, and communication skills, all of which are essential for success as an Islamic teacher.

## **2. Definition**

Report text is a genre of writing that presents factual information about something. The purpose of a report text is to provide an account of a particular event, phenomenon, or issue. This genre is often used in academic and professional settings, such as in research studies, scientific investigations, and business reports. Report text is characterized by its objective and straightforward presentation of information. The text typically begins with an introduction that provides background information on the topic being discussed. This is followed by a body of text that presents the findings or information in a logical and organized manner. The information is presented in a clear and concise way, with supporting evidence and examples where necessary. Finally, the text concludes with a summary of the key points or findings. Report text can take many forms, such as laboratory reports, technical reports, and research papers. Regardless of the type of report, the purpose of the text is to communicate factual information in a clear and objective manner. The language used in report text is typically formal and impersonal, with a focus on accuracy and clarity. This means that the writer should avoid using subjective language or personal opinions, and instead focus on presenting objective information. In addition, report text often includes visual aids, such as tables, graphs, and charts, to help present complex information in a clear and easy-to-understand way. Overall, report text is an

important genre of writing that is used in many different fields and contexts. It plays a critical role in communicating factual information in an objective and informative way, and helps to support decision-making, research, and other important activities.

### **3. Structure**

Report text is a type of text that aims to convey information about events or phenomena that have occurred in a systematic and objective manner. Report text is usually written in a factual and impersonal style, without any emotional or personal opinion from the writer.

The following is a deep explanation of the structure of report text:

#### **1. General classification**

The first part of a report text is the general classification, which provides an overview of the topic being discussed. This part includes the name of the topic, the background information, and any important context.

#### **2. Specific description**

After providing an overview, report text will usually provide more detailed information about the topic being discussed. This part includes specific descriptions, including data, facts, and figures.

#### **3. Interpretation**

Once the specific description has been given, the report text will then interpret the information that has been provided. This part includes an analysis of the data and facts presented in the specific description section.

#### **4. Conclusion**

The conclusion of a report text summarizes the main points of the topic being discussed. It includes a restatement of the topic and the interpretation, as well as any final thoughts or recommendations.

#### **5. Optional recommendation**

In some cases, report text will also include a recommendation section, which provides suggestions or advice on what actions should be taken based on the information presented in the report.

Overall, report text has a clear and logical structure that is meant to provide objective information about a specific topic. Its structure makes it easy for readers to follow and understand the information being presented.

#### **4. Language Features**

Report text is a type of writing that presents factual information about a topic or event. The language features of report text include:

1. **Objective tone:** Report text is usually written in an objective tone, meaning that it is free from personal bias or opinion. The focus is on presenting factual information in a clear and concise manner.
2. **Headings and subheadings:** Report text often includes headings and subheadings to help organize the information and make it easier to read. These headings and subheadings can also help the reader to quickly find the information they are looking for.
3. **Introduction:** Report text often begins with an introduction that provides background information on the topic being discussed. This helps to set the context for the information that follows.
4. **Facts and figures:** Report text often includes facts and figures to support the information being presented. These can include statistics, data, and other objective measures.
5. **Technical vocabulary:** Report text often includes technical vocabulary that is specific to the topic being discussed. This vocabulary helps to provide a more precise and detailed understanding of the topic.
6. **Passive voice:** Report text often uses the passive voice to emphasize the objectivity of the writing. This means that the focus is on the action being performed rather than the person or thing performing the action.
7. **Conclusion:** Report text often ends with a conclusion that summarizes the main points of the report and provides a final analysis or recommendation based on the information presented.

Overall, the language features of report text are designed to present factual information in a clear and concise manner. By using an objective tone, headings and

subheadings, an introduction, facts and figures, technical vocabulary, passive voice, and a conclusion, report text can provide a detailed and informative analysis of a topic or event.

## **5. Example**

### **Title**

The Importance of Islamic Education in Today's World

### **Introduction**

Islamic education is an essential part of Muslim identity and plays a crucial role in the development of individuals and communities. In this report, I will explore the importance of Islamic education in today's world and its impact on Muslim societies.

### **Body**

Islamic education is based on the Quran and the teachings of the Prophet Muhammad (peace be upon him). It encompasses not just religious education, but also includes a range of subjects such as language, science, history, and ethics. The aim of Islamic education is to produce well-rounded individuals who are equipped with both the knowledge and skills to contribute positively to society.

In today's world, Islamic education is more important than ever. With the rise of Islamophobia and the misrepresentation of Islam in mainstream media, it is essential that Muslims have a strong understanding of their faith and can articulate their beliefs and values in a clear and confident manner. Islamic education provides this foundation and helps to counter negative stereotypes and misconceptions.

Furthermore, Islamic education fosters a sense of community and social responsibility. It teaches individuals the importance of giving back to society and encourages them to be active participants in their communities. This is particularly relevant in today's world, where many Muslim communities face social, economic, and political challenges.

## **Conclusion**

In conclusion, Islamic education is a vital component of Muslim identity and plays an essential role in the development of individuals and communities. It provides a strong foundation of knowledge and skills, promotes social responsibility, and helps to counter negative stereotypes and misconceptions. As Islamic teacher trainer students, it is our responsibility to promote the importance of Islamic education and to ensure that our students have access to quality education that prepares them for success in both this world and the hereafter.

## **6. Summary**

Report text is a type of informational text that presents information about a particular topic in an objective and factual manner. In an Islamic context, report text can be used to provide information about Islamic events, rituals, or historical figures. Islamic teacher training students can use report text to help their students gain a better understanding of important Islamic topics. By presenting information in an objective and factual manner, teachers can help their students to form their own opinions and interpretations of the information presented. Teachers can also use report text to help their students develop their language skills, including their ability to understand and analyse informational texts. By incorporating report text into their lessons, Islamic teacher training students can help their students to develop critical thinking skills and a deeper understanding of Islamic culture and history.

## **7. Quiz**

1. What is a report text?
  - a) A type of text that is used to persuade the reader to take a particular action.
  - b) A type of text that provides information about a topic.
  - c) A type of text that describes a person, place, or thing in detail.
2. What is the purpose of a report text?
  - a) To entertain the reader by making them laugh or smile.
  - b) To provide information about a topic in a factual and objective manner.
  - c) To create a vivid and detailed image in the reader's mind.
3. Which of the following is an example of a report text?



- a) A news article about a current event.
  - b) An instructional manual for a new product.
  - c) A research paper about the effects of climate change.
4. What is an important feature of a report text?
- a) Attention to sensory details and vivid imagery.
  - b) Clarity of language and style.
  - c) Creativity and humour in presenting a topic.
5. What are some tips for writing a good report text?
- a) Use clear and concise language to convey information effectively.
  - b) Provide objective and factual information, avoiding personal opinions or biases.
  - c) Include citations and references to sources of information.

## **8. Sample Answers**

1. Answer: b) A type of text that provides information about a topic.
2. Answer: b) To provide information about a topic in a factual and objective manner.
3. Answer: c) A research paper about the effects of climate change.
4. Answer: b) Clarity of language and style.
5. Answer: a) Use clear and concise language to convey information effectively, b) Provide objective and factual information, avoiding personal opinions or biases, and c) Include citations and references to sources of information.

## **6. Reading Materials**

1. "The Effectiveness of Using Report Texts in Improving Writing Skills of Islamic Education Students" by E. F. Masruddin and R. A. Susanti. *International Journal of Instruction*, vol. 14, no. 3, pp. 15-28, 2021.
2. "Teaching Report Text Writing Based on Islamic Values to Islamic Education Students" by R. N. I. Atikah, D. D. Pramitasari, and R. Firdaus. *International Journal of Linguistics, Literature and Culture*, vol. 6, no. 2, pp. 24-31, 2020.

3. "Developing Report Text Materials Based on Islamic Values for Islamic Senior High School Students" by Y. Arifin, S. Suyanto, and A. Wahyuni. *Journal of Language Teaching and Research*, vol. 11, no. 4, pp. 551-559, 2020.



# Chapter 8

## Explanation Text

Learning Objectives	Students are able to understand and identify Explanation Texts
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Explanation Texts

### 1. Introduction

Explanation text is a type of text that aims to explain how and why something happens or works. For Islamic Teacher training students, the study of explanation text is important for several reasons.

Firstly, explanation text can help students to develop their analytical and critical thinking skills. By learning to analyse and interpret information, students can develop their ability to think critically and make informed judgments. This can be especially important for Islamic teachers, who may need to analyse and interpret different Islamic texts and teachings in order to develop their own understanding and effectively communicate these concepts to their students.

Secondly, explanation text can help students to develop their problem-solving skills. By learning to explain how and why something works, students can develop their ability to identify problems and find solutions to them. This can be especially useful for Islamic teachers, who may need to find creative solutions to problems related to Islamic teachings and practices.

Thirdly, explanation text can help students to develop their communication skills. By learning to explain complex concepts and ideas in a clear and concise manner, students can improve their ability to communicate effectively with others. This can be especially important for Islamic teachers, who may need to explain Islamic teachings and practices to students who may have different levels of knowledge and understanding.

Overall, the study of explanation text is an important part of Islamic education, and is essential for the development of Islamic Teacher training students. By studying and creating different types of explanation texts, students can develop their analytical and critical thinking skills, problem-solving skills, and communication skills, all of which are essential for success as an Islamic teacher.

## **2. Definition**

Explanation text is a type of non-fiction text that aims to explain how and why things work or happen. Its purpose is to inform and clarify a particular topic or phenomenon to its readers in a logical and detailed manner. This type of text is commonly used in science, technology, and social sciences, where complex concepts and processes are explained. An explanation text is usually written in a clear and concise language, using specific terminology and technical vocabulary that is related to the topic being explained. It is structured in a logical and organized way, often with the use of headings, subheadings, and bullet points to help readers follow the text easily. In addition, explanation text often includes visual aids such as diagrams, illustrations, and photographs to help readers better understand the concept or process being explained. These visuals can provide a visual representation of the ideas discussed, making them more accessible and easier to comprehend. Overall, the main purpose of explanation text is to convey information in a clear and concise manner, providing a deeper understanding of a particular topic or concept. It is an essential tool for educating and informing readers, allowing them to gain knowledge and insights into the world around them.

### **3. Structure**

Explanation text is a type of text that is intended to explain a certain subject or topic. The purpose of this text is to provide a better understanding of a particular concept or phenomenon. To achieve this purpose, an explanation text usually follows a specific structure, which includes:

1. General statement

This is the opening sentence that introduces the topic or subject of the text. It provides a general background or context for the explanation that follows.

2. Explanation series

This is the main body of the text, which contains a series of explanations. Each explanation is usually presented in a separate paragraph, and follows a logical order or sequence. The explanation may include facts, definitions, examples, comparisons, and other supporting details that are relevant to the topic.

3. Closing statement

This is the concluding sentence that summarizes the main points or ideas of the text. It may also provide a final comment or opinion on the topic, or suggest further areas of research or study.

Overall, the structure of an explanation text is intended to be clear, concise, and informative, in order to provide the reader with a better understanding of the subject matter. It is important for the text to be organized logically, and to include relevant and accurate information that supports the explanations provided.

### **4. Language Features**

Explanation text is a type of writing that explains a process, concept, or phenomenon in a clear and detailed way. The language features of explanation text include:

1. General statement: Explanation text often begins with a general statement that introduces the topic and sets the context for the explanation.
2. Sequence of steps: Explanation text often presents a sequence of steps that need to be followed to achieve a desired outcome or to understand a process. The steps are usually presented in a logical and sequential order.

3. **Technical vocabulary:** Explanation text often includes technical vocabulary that is specific to the topic being discussed. This vocabulary helps to provide a more precise and detailed understanding of the topic.
4. **Diagrams and illustrations:** Explanation text often includes diagrams and illustrations to help the reader understand the process or concept being explained. These visual aids can help to simplify complex information and make it easier to understand.
5. **Cause and effect:** Explanation text often includes a discussion of the cause and effect relationship between different parts of the process or concept being explained. This can help to provide a more complete understanding of how the process or concept works.
6. **Definition and explanation:** Explanation text often includes definitions and explanations of key terms and concepts that are relevant to the topic being discussed. This can help to ensure that the reader has a clear understanding of the terminology being used.
7. **Conclusion:** Explanation text often ends with a conclusion that summarizes the main points of the explanation and provides a final analysis or recommendation based on the information presented.

Overall, the language features of explanation text are designed to provide a clear and detailed explanation of a process, concept, or phenomenon. By using a general statement, a sequence of steps, technical vocabulary, diagrams and illustrations, cause and effect, definition and explanation, and a conclusion, explanation text can provide a detailed and informative analysis of a topic or concept, making it easier for the reader to understand.

## **5. Example**

### **Title**

The Five Pillars of Islam

## **Introduction**

Islam is a religion that is based on five fundamental pillars. In this explanation text, I will provide a detailed explanation of each of these pillars and their significance in the practice of Islam.

## **Body**

The first pillar of Islam is the declaration of faith or the Shahada. This is the declaration that there is no god but Allah and that Muhammad (peace be upon him) is His messenger. It is the most fundamental aspect of Islamic belief and is the basis of all Islamic practices.

The second pillar is prayer or Salah. Muslims are required to perform five daily prayers, which are spread throughout the day and night. These prayers serve as a means of connecting with Allah and seeking His guidance and blessings.

The third pillar is giving charity or Zakat. This involves giving a certain percentage of one's wealth to the needy and is seen as a means of purifying one's wealth and promoting social justice.

The fourth pillar is fasting or Sawm. Muslims are required to fast during the month of Ramadan, which involves abstaining from food, drink, and other worldly pleasures from dawn until sunset. This is seen as a means of purifying the soul and strengthening one's relationship with Allah.

The fifth and final pillar is pilgrimage or Hajj. This involves a journey to the holy city of Mecca in Saudi Arabia, which every Muslim is required to undertake at least once in their lifetime if they are able. The Hajj is a symbol of unity among Muslims and serves as a reminder of the final judgment.

## **Conclusion**

In conclusion, the five pillars of Islam are the foundation of Islamic practice and belief. They provide a comprehensive framework for Muslims to develop a strong

relationship with Allah and promote social justice and community cohesion. As Islamic teacher trainer students, it is our responsibility to teach our students about the importance of the five pillars and to help them develop a deep understanding and appreciation of their significance in the practice of Islam.

## **6. Summary**

Explanation text is a type of text that aims to explain a process, concept, or phenomenon in a clear and concise manner. In an Islamic context, explanation text can be used to explain Islamic practices and beliefs to students. Islamic teacher training students can use explanation text to help their students understand the reasons behind Islamic practices and beliefs. By providing clear explanations, teachers can help their students to develop a deeper understanding of the underlying principles of Islam. For example, an explanation text can be used to explain the importance and meaning of the Five Pillars of Islam, or to explain the concept of Tawhid (the oneness of God) in Islam. Additionally, explanation text can be used to help students learn new Islamic vocabulary and concepts, improving their language skills and ability to understand Islamic texts. By incorporating explanation text into their lessons, Islamic teacher training students can help their students to develop a deeper appreciation and understanding of Islamic practices and beliefs.

## **7. Quiz**

1. Write an Explanation Text answering the following question:

“What is the purpose of Ramadan in Islam, and how do Muslims observe this month?”

## **8. Sample Answers**

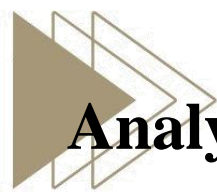
Ramadan is considered to be the holiest month for Muslims and is a time for fasting, prayer, and reflection. The main purpose of Ramadan is to encourage Muslims to practice self-discipline, control their desires, and focus on their spiritual growth. Muslims fast from dawn until sunset, which means they do not eat or drink anything during daylight hours. This is a way to appreciate the blessings of Allah and develop empathy towards those who are less fortunate. In addition to fasting, Muslims are



expected to pray more frequently and spend more time reading the Quran during Ramadan. This is a way to deepen their spiritual connection with Allah and seek his guidance and blessings. Muslims are also encouraged to donate to those in need and to help their communities in any way they can. This is seen as a way to purify one's wealth and help those who may be struggling during this time. Ramadan ends with the celebration of *Eid al-Fitr*, a day of joy and festivities. Muslims gather with their families and friends to exchange gifts and enjoy traditional foods. This celebration is a way to express gratitude to Allah for his blessings and to celebrate the end of a month of fasting and reflection. In conclusion, Ramadan is an important time for Muslims to focus on their spiritual growth, practice self-discipline, and connect with Allah. By observing this month through fasting, prayer, and charity, Muslims can deepen their understanding and appreciation of their faith.

## **9. Reading Materials**

1. "Teaching Report Writing Skills: The Effect of Genre-Based Instruction on EFL University Students' Performance" by M. M. Alruwaili. *International Journal of Applied Linguistics & English Literature*, vol. 10, no. 5, pp. 117-127, 2021.
2. "Enhancing Students' Writing Skill in Report Text Writing Through Mind Mapping Strategy" by E. Arfah and D. D. Rahmah. *Journal of English Language and Education*, vol. 4, no. 1, pp. 49-60, 2020.
3. "A Comparative Study of Metadiscourse Features in Research Article Abstracts and Reports" by S. A. Al-Ghamdi. *Journal of English for Academic Purposes*, vol. 42, pp. 63-73, 2020.



# Chapter 9

## Analytical Exposition Text

Learning Objectives	Students are able to understand and identify Analytical Exposition Texts
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Analytical Exposition Texts

### 1. Introduction

Analytical Exposition text is a type of text that aims to persuade readers or listeners to adopt a particular point of view or take a specific action. For Islamic Teacher training students, the study of analytical exposition text is important for several reasons.

Firstly, analytical exposition text can help students to develop their critical thinking and analytical skills. By learning to analyse and evaluate arguments and evidence, students can develop their ability to think critically and make informed judgments. This can be especially important for Islamic teachers, who may need to analyse and evaluate different Islamic texts and teachings in order to develop their own understanding and effectively communicate these concepts to their students.

Secondly, analytical exposition text can help students to develop their persuasive skills. By learning to present arguments and evidence in a clear and convincing manner, students can improve their ability to persuade others to adopt a particular point of view or take a specific action. This can be especially useful for Islamic

teachers, who may need to persuade students to adopt certain Islamic practices or beliefs.

Thirdly, analytical exposition text can help students to develop their research and writing skills. By learning to conduct research, analyse data, and present arguments in a clear and concise manner, students can improve their ability to write clear, well-reasoned essays and reports. This can be especially important for Islamic teachers, who may need to write reports or essays on various aspects of Islamic teachings and practices.

Overall, the study of analytical exposition text is an important part of Islamic education, and is essential for the development of Islamic Teacher training students. By studying and creating different types of analytical exposition texts, students can develop their critical thinking and analytical skills, persuasive skills, and research and writing skills, all of which are essential for success as an Islamic teacher.

## **2. Definition**

Analytical Exposition Text is a type of text that aims to persuade readers or listeners to accept the writer's or speaker's opinion about a particular topic. It presents a logical argument or analysis of a particular issue, using factual evidence and reasoning to support the writer's viewpoint. In analytical exposition text, the writer usually starts by introducing the issue or problem and then presenting the thesis statement, which is the main point of the argument. The writer then provides supporting arguments, which are typically presented in a logical order, with each argument building on the previous one. One important feature of analytical exposition text is the use of evidence to support the writer's argument. The writer may use statistics, facts, or expert opinions to provide evidence for their position. The writer may also anticipate and refute counterarguments to strengthen their argument. Analytical exposition text is commonly found in opinion articles, editorial columns, speeches, and academic essays. It is a valuable tool for developing critical thinking skills, as it requires readers to evaluate the logic and evidence presented and to form their own informed opinion on the topic.

### 3. Structure

Analytical Exposition Text is a type of text that aims to persuade or convince the reader about a particular point of view or idea. It presents an argument and provides supporting evidence to explain and convince the reader about the argument's validity.

The structure of an Analytical Exposition Text typically consists of the following elements:

1. Thesis statement

The first part of an Analytical Exposition Text is the thesis statement, which clearly presents the author's main argument or point of view on the topic.

2. Arguments

The next part of the text is the arguments or reasons that support the thesis statement. Each argument is typically presented in a separate paragraph, with the most important or convincing arguments presented first.

3. Elaboration

After presenting the arguments, the author elaborates on each of them to provide more detail and explanation. This is where the author provides evidence, facts, statistics, or examples to support each argument.

4. Counterarguments

An effective Analytical Exposition Text anticipates and addresses counterarguments. This means acknowledging and responding to potential objections or opposing viewpoints that the reader might have.

5. Conclusion

The conclusion restates the thesis statement and summarizes the main arguments presented in the text. It may also offer recommendations or call to action based on the arguments presented.

Overall, the structure of an Analytical Exposition Text is logical and sequential, starting with a clear thesis statement, followed by well-supported arguments, and ending with a convincing conclusion. The text aims to persuade the reader by

presenting a well-reasoned argument supported by strong evidence and logical reasoning.

#### **4. Language Features**

Analytical exposition text is a type of writing that presents an argument or analysis of a particular issue. The language features of analytical exposition text include:

1. Thesis statement

Analytical exposition text begins with a clear and concise thesis statement that presents the writer's main argument or position on the issue being discussed.

2. Supporting arguments

Analytical exposition text presents supporting arguments that are designed to persuade the reader of the validity of the writer's thesis statement. These arguments are usually presented in a logical and sequential order.

3. Evidence

Analytical exposition text often includes evidence in the form of facts, statistics, and expert opinions to support the writer's arguments.

4. Counterarguments

Analytical exposition text also addresses potential counterarguments to the writer's position and provides a rebuttal to these counterarguments. This can help to strengthen the writer's argument and address potential weaknesses in the argument.

5. Logical connectives

Analytical exposition text often uses logical connectives such as "therefore", "consequently", and "however" to connect different parts of the argument and make the text easier to follow.

6. Emotive language

Analytical exposition text may use emotive language to engage the reader and evoke an emotional response. However, this language is usually used sparingly and is not the main focus of the text.

7. Conclusion: Analytical exposition text ends with a conclusion that summarizes the writer's main arguments and restates the thesis statement. The conclusion may

also include a call to action or a recommendation based on the analysis presented in the text.

Overall, the language features of analytical exposition text are designed to present a clear and persuasive argument on a particular issue. By using a clear thesis statement, supporting arguments, evidence, counterarguments, logical connectives, and a conclusion, analytical exposition text can provide a compelling analysis of an issue and persuade the reader of the writer's position.

## **5. Example**

### **Title**

The Importance of Quranic Studies for Muslim Youth

### **Introduction**

In today's modern world, Muslim youth are facing a variety of challenges and distractions that can make it difficult for them to stay focused on their faith. However, Quranic studies offer an excellent way for Muslim youth to connect with their religion and develop a deep understanding of its teachings. In this analytical exposition text, I will explain the importance of Quranic studies for Muslim youth and why it should be a priority in Islamic education.

### **Body**

Firstly, Quranic studies provide Muslim youth with a deep understanding of the teachings of Islam. The Quran is the primary source of guidance for Muslims and contains essential knowledge and guidance for all aspects of life. By studying the Quran, Muslim youth can learn about the basic principles of Islam and develop a strong foundation in their faith.

Secondly, Quranic studies help Muslim youth to develop a strong moral character. The Quran provides guidance on how to live a virtuous and righteous life and emphasizes the importance of honesty, compassion, and justice. By studying the

Quran, Muslim youth can internalize these values and strive to embody them in their daily lives.

Thirdly, Quranic studies promote critical thinking and intellectual development. The Quran contains a wealth of knowledge and wisdom that can stimulate the minds of Muslim youth and inspire them to think critically about the world around them. By studying the Quran, Muslim youth can develop their analytical skills and learn how to approach complex issues with an open and discerning mind.

### **Conclusion**

In conclusion, Quranic studies are an essential component of Islamic education for Muslim youth. By studying the Quran, Muslim youth can develop a deep understanding of their religion, cultivate a strong moral character, and promote intellectual development. As Islamic teacher trainer students, it is our responsibility to emphasize the importance of Quranic studies in Islamic education and to help our students develop a strong love and appreciation for the Quran.

## **6. Summary**

Analytical exposition text is a type of text that aims to persuade the readers or listeners to agree with the writer's opinion or point of view. In an Islamic context, analytical exposition text can be used to present arguments or to explain the importance of certain Islamic practices or beliefs. Islamic teacher training students can use analytical exposition text to help their students understand the reasoning behind certain Islamic practices and beliefs. By presenting clear arguments and evidence, teachers can help their students to develop a deeper understanding and appreciation for the principles of Islam. For example, an analytical exposition text can be used to argue for the importance of performing the daily prayers or to explain the rationale behind the prohibition of interest in Islam. Additionally, analytical exposition text can be used to teach critical thinking skills to students, helping them to evaluate and analyse arguments presented in Islamic texts and teachings. By incorporating analytical exposition text into their lessons, Islamic teacher training

students can help their students to become more informed and thoughtful about their Islamic beliefs and practices.

## **7. Quiz**

1. Write an Analytical Exposition Text regarding the following question:  
“Should Islamic schools be separated from secular schools?”

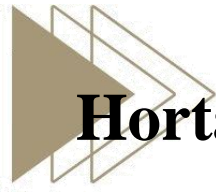
## **8. Sample Answers**

Islamic schools, or madrasas, have been a part of Islamic education for centuries. However, there is ongoing debate about whether they should be separated from secular schools or integrated into the mainstream education system. In this analytical exposition text, we will explore both sides of the argument. One argument in favour of separating Islamic schools from secular schools is that it allows for a more focused and authentic Islamic education. Islamic schools can offer a curriculum that is tailored to Islamic beliefs and practices, and can provide a more immersive environment for students to learn and practice their faith. By separating Islamic schools from secular schools, students can also avoid conflicting messages or values that may be taught in secular schools. On the other hand, some argue that separating Islamic schools from secular schools can lead to a lack of diversity and understanding. It can create a divide between students of different faiths and limit opportunities for cross-cultural exchange and learning. In addition, integrating Islamic education into the mainstream education system can help to promote tolerance and understanding, and can prepare students for a more diverse and globalized world. Ultimately, whether Islamic schools should be separated from secular schools or integrated into the mainstream education system depends on the specific context and needs of the community. Both options have their advantages and disadvantages, and it is important to consider the long-term implications of each approach. Islamic teachers can play an important role in this debate by advocating for the education and well-being of their students, and by working to ensure that their education is tailored to their individual needs and goals.



## **9. Reading Materials**

1. "Teaching Analytical Exposition Writing Based on Islamic Values to Islamic Education Students" by R. Firdaus, D. D. Pramitasari, and R. N. I. Atikah. *International Journal of English Linguistics*, vol. 11, no. 3, pp. 191-201, 2021.
2. "The Effect of Using Online Peer Feedback in the Analytical Exposition Writing of EFL Students: A Case of Islamic University Students" by A. Alkhateeb and A. Al-Ali. *Journal of Language Teaching and Research*, vol. 12, no. 2, pp. 275-288, 2021.
3. "Developing Analytical Exposition Text Materials Based on Islamic Values for Islamic Senior High School Students" by H. Fauzi, S. Suyanto, and A. Wahyuni. *Journal of Language Teaching and Research*, vol. 11, no. 6, pp. 1070-1077, 2020.



# Chapter 10

## Hortatory Exposition Text

Learning Objectives	Students are able to understand and identify Hortatory Exposition Texts
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Hortatory Exposition Texts

### 1. Introduction

Hortatory exposition text is a type of text that aims to persuade or convince the readers to take a specific action or adopt a certain belief or idea. For Islamic Teacher training students, the study of hortatory exposition text is important for several reasons.

Firstly, hortatory exposition text can help students to develop their persuasive skills. As Islamic teachers, they may need to persuade their students to adopt certain beliefs, values, or practices. By studying hortatory exposition text, students can learn how to use persuasive language, present evidence, and appeal to the emotions and values of their audience.

Secondly, hortatory exposition text can help students to develop their critical thinking skills. By learning to analyse and evaluate arguments and evidence, students can develop their ability to think critically and make informed judgments. This can be especially important for Islamic teachers, who may need to analyse and evaluate different Islamic texts and teachings in order to develop their own understanding and effectively communicate these concepts to their students.

Thirdly, hortatory exposition text can help students to develop their research and writing skills. By learning to conduct research, analyse data, and present arguments in a clear and concise manner, students can improve their ability to write clear, well-reasoned essays and reports. This can be especially important for Islamic teachers, who may need to write reports or essays on various aspects of Islamic teachings and practices.

Overall, the study of hortatory exposition text is an important part of Islamic education, and is essential for the development of Islamic Teacher training students. By studying and creating different types of hortatory exposition texts, students can develop their persuasive skills, critical thinking skills, and research and writing skills, all of which are essential for success as an Islamic teacher.

## **2. Definition**

Hortatory exposition text is a type of text that aims to persuade the reader or listener to take action or do something. This type of text is usually written in a formal style and presents arguments and evidence to support the writer's point of view. The main purpose of a hortatory exposition is to convince the audience to take action or adopt a particular attitude. Hortatory exposition texts usually consist of a thesis statement, which is the writer's main argument, followed by a series of supporting arguments or reasons. These supporting arguments may include statistics, expert opinions, or personal anecdotes. The writer may also include counterarguments to show that they have considered opposing viewpoints. The language used in hortatory exposition texts is typically formal and persuasive. The writer may use rhetorical devices such as repetition, rhetorical questions, and emotive language to engage the reader and make their argument more convincing. The structure of a hortatory exposition is usually logical and clear, with each supporting argument building on the previous one to lead the reader to the writer's conclusion. Hortatory exposition texts can be found in a variety of contexts, including politics, advertising, and education. In politics, hortatory expositions are used to persuade voters to support a particular candidate or policy. In advertising, hortatory expositions are used to persuade

consumers to buy a product or service. In education, hortatory expositions are used to persuade students to adopt particular attitudes or behaviours, such as practicing good study habits or staying physically active. Overall, hortatory exposition text is an important genre of writing that can be used to persuade and motivate people to take action. Understanding how to write and analyse hortatory expositions is an important skill for students and professionals in a variety of fields.

### **3. Structure**

Hortatory exposition text is a type of text that aims to persuade the readers or listeners to do or not to do something. This text is commonly used in advertisements, editorials, and speeches.

The structure of hortatory exposition text consists of several parts:

#### **1. Thesis statement**

This is the main point of the text, which states the writer's position or opinion on the issue. It is usually presented in the first paragraph and is intended to capture the reader's attention.

#### **2. Arguments**

The writer presents a series of arguments to support the thesis statement. Each argument is presented in a separate paragraph and is supported by evidence or examples.

#### **3. Counterarguments**

The writer acknowledges opposing views and addresses them in a separate paragraph. The purpose of this section is to anticipate and refute any objections or counterarguments that the reader may have. Recommendation: The writer concludes the text by restating the thesis statement and providing a recommendation or call to action. This is the final push to persuade the reader to take a specific course of action.

#### **4. Closing**

The text is closed with a final statement or a call to action that summarizes the writer's main points and encourages the reader to take action.

Overall, the structure of a hortatory exposition text is similar to that of an analytical exposition text, but the focus is more on persuasion and urging the reader to take action.

#### **4. Language Features**

Hortatory exposition text is a type of writing that aims to persuade the reader to take action or to adopt a particular point of view. The language features of hortatory exposition text include:

1. Thesis statement

Hortatory exposition text begins with a clear and concise thesis statement that presents the writer's main argument or position on the issue being discussed.

2. Arguments

Hortatory exposition text presents arguments that are designed to persuade the reader of the validity of the writer's thesis statement. These arguments are usually presented in a logical and sequential order. Evidence: Hortatory exposition text often includes evidence in the form of facts, statistics, and expert opinions to support the writer's arguments.

3. Emotive language

Hortatory exposition text may use emotive language to engage the reader and evoke an emotional response. This can be an effective way to persuade the reader to take action.

4. Rhetorical questions

Hortatory exposition text may use rhetorical questions to engage the reader and to make them think about the issue being discussed. Imperatives: Hortatory exposition text often includes imperatives or commands to encourage the reader to take action. This can be an effective way to motivate the reader to act.

5. Conclusion

Hortatory exposition text ends with a conclusion that summarizes the writer's main arguments and restates the thesis statement. The conclusion may also include a call to action or a recommendation based on the analysis presented in the text.

Overall, the language features of hortatory exposition text are designed to persuade the reader to take action or to adopt a particular point of view. By using a clear thesis statement, arguments, evidence, emotive language, rhetorical questions, imperatives, and a conclusion, hortatory exposition text can provide a compelling argument and motivate the reader to take action.

## **5. Example**

### **Title**

Let's Emphasize the Importance of Islamic Ethics in Education

### **Introduction**

Islamic ethics are an integral part of the Islamic faith and provide a moral framework for Muslims to live their lives in accordance with the teachings of Islam. As Islamic teacher trainer students, it is our responsibility to emphasize the importance of Islamic ethics in education and to encourage our students to develop a strong moral character based on the teachings of Islam. In this hortatory exposition text, I will explain why we should prioritize the teaching of Islamic ethics in education and how it can benefit our students and society as a whole.

### **Body**

Firstly, the teaching of Islamic ethics helps students develop a strong sense of morality and values. Islamic ethics emphasize the importance of honesty, integrity, compassion, and justice, among other virtues. By teaching these values in our classrooms, we can help our students develop a strong moral character and become responsible and ethical members of society.

Secondly, the teaching of Islamic ethics can help promote social harmony and tolerance. Islam teaches us to respect and honour the diversity of human beings and to treat others with kindness and compassion. By emphasizing these teachings in our classrooms, we can help create a more tolerant and inclusive society that values diversity and promotes social harmony.

Thirdly, the teaching of Islamic ethics can help our students become better leaders and citizens. Islamic ethics provide a strong foundation for leadership and encourage individuals to act with integrity, compassion, and justice. By instilling these values in our students, we can help prepare them to become ethical and responsible leaders who can contribute positively to society.

### **Conclusion**

In conclusion, the teaching of Islamic ethics is an essential component of Islamic education and can benefit our students and society in many ways. As Islamic teacher trainer students, it is our responsibility to emphasize the importance of Islamic ethics in education and to teach our students to live their lives in accordance with the teachings of Islam. By doing so, we can help create a more ethical, responsible, and harmonious society that is guided by the principles of Islamic ethics.

## **6. Summary**

Hortatory exposition text is a type of text that aims to persuade the readers or listeners to take action or to do something. In an Islamic context, hortatory exposition text can be used to encourage people to follow Islamic principles and values. Islamic teacher training students can use hortatory exposition text to motivate their students to practice Islam and to adopt Islamic values in their daily lives. By presenting clear and persuasive arguments, teachers can encourage their students to become more committed and passionate about their faith. For example, a hortatory exposition text can be used to encourage people to donate to charity, to attend Friday prayers, or to avoid engaging in sinful behaviours. Furthermore, hortatory exposition text can be used to teach Islamic morals and ethics to students, helping them to understand the importance of being responsible, honest, and compassionate individuals. By incorporating hortatory exposition text into their lessons, Islamic teacher training students can help their students to become more engaged and enthusiastic about their Islamic education and to take active steps towards becoming better Muslims.

## **7. Quiz**

1. Write a Hortatory Exposition Text concerning the following question:

“Should Muslims actively participate in interfaith dialogue?”

## **8. Sample Answers**

As Muslims, we are taught to value unity and respect for others. One way we can put these values into action is by actively participating in interfaith dialogue. In this hortatory exposition text, we will argue for the importance of Muslims engaging in interfaith dialogue. Firstly, interfaith dialogue allows for mutual understanding and respect between different faiths. By engaging in dialogue with members of other religions, Muslims can learn more about their beliefs and practices, and in turn, share their own beliefs and practices with others. This can lead to a greater appreciation of different cultures and worldviews, and can help to build bridges between different communities. Secondly, interfaith dialogue can help to combat stereotypes and misconceptions about Islam. By engaging in dialogue with members of other faiths, Muslims can challenge negative stereotypes and promote a more accurate and positive understanding of their religion. This can help to counteract the negative media portrayal of Islam and reduce prejudice and discrimination against Muslims. Lastly, interfaith dialogue can contribute to promoting peace and social cohesion. By fostering mutual respect and understanding, interfaith dialogue can help to prevent conflicts and promote a more harmonious and inclusive society. It can also help to promote social justice by identifying and addressing shared challenges and issues faced by different communities. In conclusion, we believe that Muslims should actively participate in interfaith dialogue as it allows for mutual understanding and respect, helps to combat stereotypes and misconceptions, and contributes to promoting peace and social cohesion. By engaging in interfaith dialogue, we can put our values of unity and respect into action and work towards building a more inclusive and peaceful world.

## **9. Reading Materials**

1. "Developing Students' Critical Thinking Through the Teaching of Hortatory Exposition Text in the EFL Classroom" by S. S. Ahmed and S. A. Alzahrani. *Journal of Language Teaching and Research*, vol. 11, no. 6, pp. 1108-1116, 2020.



2. "The Effectiveness of Using Mind Mapping Technique in Teaching Hortatory Exposition Writing to EFL Students" by D. D. Rahmah and E. Arfah. *Journal of English Language and Education*, vol. 4, no. 2, pp. 91-102, 2020.
3. "Teaching Hortatory Exposition Writing Based on Islamic Values to Islamic Education Students" by R. N. I. Atikah, D. D. Pramitasari, and R. Firdaus. *Journal of Language Teaching and Research*, vol. 11, no. 4, pp. 542-550, 2020.



# Chapter 11

## Discussion Text

Learning Objectives	Students are able to understand and identify Discussion Texts
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Discussion Texts

### 1. Introduction

Discussion text is a type of text that presents two or more contrasting perspectives on a certain issue or topic. For Islamic Teacher training students, the study of discussion text is important for several reasons.

Firstly, discussion text can help students to develop their critical thinking skills. By presenting contrasting perspectives, discussion text encourages students to analyse and evaluate different arguments and evidence, and develop their own opinions based on this analysis. This can be especially important for Islamic teachers, who may need to analyse and evaluate different Islamic texts and teachings in order to develop their own understanding and effectively communicate these concepts to their students.

Secondly, discussion text can help students to develop their communication and interpersonal skills. By engaging in discussions with others, students can learn to articulate their opinions and ideas clearly, listen actively to others, and engage in respectful dialogue and debate. This can be especially important for Islamic teachers, who may need to engage in discussions with students, parents, and colleagues on various Islamic topics and issues.

Thirdly, discussion text can help students to develop their research and writing skills. By learning to conduct research, analyse data, and present arguments in a clear and concise manner, students can improve their ability to write clear, well-reasoned essays and reports. This can be especially important for Islamic teachers, who may need to write reports or essays on various aspects of Islamic teachings and practices.

Overall, the study of discussion text is an important part of Islamic education, and is essential for the development of Islamic Teacher training students. By studying and creating different types of discussion texts, students can develop their critical thinking skills, communication and interpersonal skills, and research and writing skills, all of which are essential for success as an Islamic teacher.

## **2. Definition**

Discussion text is a type of written text that aims to present a balanced argument on a particular issue or topic. It is commonly found in academic and journalistic contexts, where people want to debate or discuss a specific topic or issue. In a discussion text, the author presents two or more contrasting perspectives on the topic, and then provides their own analysis or opinion. The structure of a discussion text usually consists of three parts: an introduction, the body, and the conclusion. In the introduction, the author introduces the topic and provides background information. The body consists of two or more paragraphs that present different viewpoints on the topic. Each viewpoint is supported by evidence or examples. The author then presents their own opinion or analysis in the conclusion, which summarizes the main points discussed in the text. The language features of a discussion text include the use of formal and objective language, presenting multiple viewpoints, use of evidence and examples to support each viewpoint, and the use of cohesive devices to link ideas and paragraphs. Discussion texts are important for Islamic Teacher training students as they provide an opportunity to practice critical thinking and analysis. Students can develop their skills in evaluating different viewpoints and constructing a logical and coherent argument. In addition, discussion texts can help students to understand different perspectives and viewpoints on a particular issue, which is especially important in a diverse and multicultural society.

### **3. Structure**

Discussion text is a type of text that aims to present two or more contrasting points of view about a particular issue or topic. The main goal of a discussion text is to provide a balanced argument by presenting different perspectives on the issue being discussed. The structure of a discussion text typically consists of three main parts: introduction, body, and conclusion.

#### **1. Introduction**

The introduction of a discussion text provides a brief overview of the issue or topic being discussed. It also contains a thesis statement that presents the writer's stance or opinion on the issue. Additionally, the introduction may include background information or context that helps the reader to understand the issue better.

#### **2. Body**

The body of a discussion text consists of several paragraphs that present the different points of view on the issue being discussed. Each paragraph should focus on a specific argument or perspective and should provide evidence or reasons to support that argument. It is important to note that each paragraph should begin with a topic sentence that introduces the main idea of the paragraph. In addition to presenting different points of view, a discussion text should also address the counter-arguments to each perspective. This helps to demonstrate that the writer has considered different viewpoints and is presenting a balanced argument.

#### **3. Conclusion**

The conclusion of a discussion text summarizes the main points presented in the body of the text. It should also restate the thesis statement and provide a final opinion or recommendation on the issue being discussed. In addition, the conclusion may also include a call to action or suggestion for further research or action related to the issue.

Overall, the structure of a discussion text is designed to present a balanced and well-supported argument by presenting different perspectives on an issue.

#### 4. Language Features

Discussion text is a type of writing that presents arguments and opinions from different perspectives on a particular issue. The language features of discussion text include:

1. **Introduction:** Discussion text usually begins with an introduction that provides background information on the issue being discussed and presents the different perspectives that will be discussed in the text.
2. **Arguments:** Discussion text presents arguments from different perspectives on the issue being discussed. These arguments are usually presented in a logical and sequential order.
3. **Evidence:** Discussion text often includes evidence in the form of facts, statistics, and expert opinions to support the arguments presented.
4. **Counterarguments:** Discussion text addresses potential counterarguments to the arguments presented and provides a rebuttal to these counterarguments. This can help to strengthen the arguments presented and address potential weaknesses in the arguments.
5. **Connectives:** Discussion text often uses connectives such as "however", "on the other hand", and "nevertheless" to connect different parts of the argument and make the text easier to follow.
6. **Emotive language:** Discussion text may use emotive language to engage the reader and evoke an emotional response. However, this language is usually used sparingly and is not the main focus of the text.
7. **Conclusion:** Discussion text ends with a conclusion that summarizes the different arguments presented and provides a final perspective on the issue being discussed.

Overall, the language features of discussion text are designed to present different arguments and opinions on a particular issue in a logical and structured way. By presenting arguments, evidence, counterarguments, connectives, and a conclusion, discussion text can provide a balanced and nuanced view of an issue, and help readers to form their own opinions based on the different perspectives presented.

## **5. Example**

### **Title**

Should Islamic Schools Prioritize Religious Education Over Secular Education?

### **Introduction**

Islamic schools are known for their emphasis on religious education and their commitment to teaching the principles of Islam to their students. However, there is an ongoing debate about whether Islamic schools should prioritize religious education over secular education. In this discussion text, we will explore both sides of the argument and consider the implications of each approach for Islamic schools and their students.

### **Arguments for Prioritizing Religious Education**

Proponents of prioritizing religious education argue that Islamic schools have a unique responsibility to instill the principles of Islam in their students and prepare them for a life guided by Islamic values. They believe that secular education can be a distraction from this goal and that Islamic schools should focus primarily on religious education in order to produce students who are committed to their faith.

### **Arguments for Balancing Religious and Secular Education**

Others argue that a balanced approach is necessary for Islamic schools to provide their students with a comprehensive education that prepares them for success in the modern world. They point out that secular education is important for developing critical thinking skills, promoting creativity, and providing practical knowledge that can be applied to various fields of study. They also argue that a balanced approach can help students integrate their religious values into all aspects of their lives, including their academic and professional pursuits.

### **Implications for Islamic Schools and Students**

The approach that Islamic schools choose to take will have significant implications for their students and the broader Muslim community. Prioritizing religious education may result in students who are deeply committed to their faith but may

lack the skills and knowledge necessary to succeed in a diverse and complex world. Balancing religious and secular education may produce students who are better equipped to navigate the challenges of modern life but may risk diluting the religious focus of the school.

### **Conclusion**

In conclusion, the debate about whether Islamic schools should prioritize religious education over secular education is an important one. Islamic teacher trainer students should consider both sides of the argument and work to find a balanced approach that provides their students with a comprehensive education that emphasizes both religious and secular knowledge. Ultimately, the goal of Islamic education should be to produce students who are committed to their faith and equipped with the skills and knowledge necessary to succeed in the modern world.

## **6. Summary**

Discussion text is a type of text that presents different perspectives or viewpoints on a particular issue or topic. In an Islamic context, discussion text can be used by Islamic teacher training students to encourage critical thinking and to promote an open and constructive dialogue among their students. Islamic teacher training students can use discussion text to engage their students in meaningful discussions about current events, social issues, and Islamic teachings. By presenting different perspectives on a particular topic, students can learn how to analyse and evaluate different arguments and make informed decisions based on their own understanding of Islam. Through the use of discussion text, Islamic teacher training students can also help their students to develop their communication and interpersonal skills. By promoting respectful and constructive dialogue, students can learn how to express their opinions and ideas in a clear and articulate manner, while also respecting the opinions of others. Overall, discussion text can be an effective tool for Islamic teacher training students to facilitate meaningful conversations among their students, encourage critical thinking, and promote a deeper understanding of Islam and its teachings.

## **7. Quiz**

1. Write a Discussion Text on the following topic:

“Should women be allowed to lead mixed-gender congregational prayers in Islam?”

## **8. Sample Answers**

The question of whether women should be allowed to lead mixed-gender congregational prayers in Islam is a highly debated topic. In this discussion text, we will explore both sides of the argument.

On one hand, those who support women leading mixed-gender congregational prayers argue that there is no clear prohibition in Islamic texts. They argue that the Prophet Muhammad (peace be upon him) allowed women to lead prayers in certain circumstances, and that there is nothing in the Quran that explicitly prohibits women from leading mixed-gender prayers. They also argue that women should be allowed to take on leadership roles in the community and that allowing them to lead mixed-gender prayers can help to promote gender equality.

On the other hand, those who oppose women leading mixed-gender congregational prayers argue that it goes against the tradition and practice of the Prophet Muhammad (peace be upon him) and his companions. They argue that there is a clear division of roles between men and women in prayer, and that allowing women to lead mixed-gender prayers can lead to confusion and disrespect of traditional Islamic practices. They also argue that women can still have leadership roles in the community without leading mixed-gender prayers.


In conclusion, the debate over whether women should be allowed to lead mixed-gender congregational prayers in Islam is complex and multifaceted. While some argue that there is no clear prohibition in Islamic texts and that it can promote gender equality, others argue that it goes against the tradition and practice of the Prophet Muhammad (peace be upon him).



Ultimately, it is up to individual communities to decide on their own practices and interpretations of Islamic teachings. Islamic teachers have a responsibility to engage in open and respectful dialogue on this topic and to help their students develop critical thinking skills in approaching complex and sensitive issues in Islam.

## **9. Reading Materials**

1. "Developing Students' Critical Thinking Through Teaching Discussion Texts" by S. S. Ahmed and S. A. Alzahrani. *Journal of Language Teaching and Research*, vol. 12, no. 4, pp. 707-715, 2021.
2. "The Effect of Cooperative Learning Model on Students' Critical Thinking Ability in Learning Discussion Text" by N. H. Saputra, A. Sari, and S. Sutawidjaya. *Journal of Language Teaching and Research*, vol. 11, no. 6, pp. 1193-1203, 2020.
3. "Teaching Discussion Text Writing Based on Islamic Values to Islamic Education Students" by R. Firdaus, D. D. Pramitasari, and R. N. I. Atikah. *International Journal of Applied Linguistics & English Literature*, vol. 10, no. 6, pp. 122-130, 2021.



# Chapter 12

## News Item Text

Learning Objectives	Students are able to understand and identify News Item Texts
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	News Item Texts

### 1. Introduction

News Item text is a type of text that presents information about current events, issues, or developments in a factual and objective manner. For Islamic Teacher training students, the study of News Item text is important for several reasons.

Firstly, News Item text can help students to stay informed about current events and issues. As future Islamic teachers, it is important for students to be aware of events and developments in the world, especially those that are relevant to the Islamic community. By reading and analysing News Item text, students can stay up-to-date on current events and develop a deeper understanding of the issues that affect the Islamic community.

Secondly, News Item text can help students to develop their reading and comprehension skills. News Item text is often written in a concise and factual manner, which can be challenging for some students. By regularly reading and analysing News Item text, students can improve their reading speed, comprehension, and critical thinking skills, which are all important for success in their studies and future careers.

Thirdly, News Item text can help students to develop their writing and reporting skills. By learning to write clear, concise, and objective news reports, students can develop their writing skills and learn how to effectively communicate information to others. This can be especially important for Islamic teachers, who may need to write reports or articles on various Islamic topics and issues.

Overall, the study of News Item text is an important part of Islamic education, and is essential for the development of Islamic Teacher training students. By studying and creating different types of News Item texts, students can stay informed about current events, improve their reading and comprehension skills, and develop their writing and reporting skills, all of which are essential for success as an Islamic teacher.

## **2. Definition**

News Item Text is a text type that reports current events or news stories in a factual and objective manner. It aims to inform the readers about the latest events or news stories, such as political issues, economic updates, scientific discoveries, natural disasters, and social changes, among others. The structure of News Item Text typically follows the inverted pyramid format, where the most important information is presented in the first paragraph, followed by supporting details and background information in subsequent paragraphs. This format enables readers to grasp the most important details of the news story quickly, even if they do not read the entire article. News Item Texts usually begin with a headline, which summarizes the main point of the article in a concise and attention-grabbing manner. The lead or opening paragraph of a News Item Text is also crucial because it should contain the essential information of the news story, answering the five W's and one H questions (who, what, where, when, why, and how). Moreover, News Item Texts usually include quotes from reliable sources to provide additional insights or perspectives on the news story. The language used in News Item Texts is typically formal, objective, and factual, without the author's personal opinion or bias. The importance of News Item Text for readers lies in its ability to inform them about current events and news stories objectively and impartially. For students of Islamic teacher training, reading News Item Texts can help them to broaden their knowledge and understanding of current issues and

events, which they can use to inform their teaching practice and engage their students in meaningful discussions. It can also help them develop their critical thinking and analytical skills, as they learn to evaluate the reliability and accuracy of news sources and information.

### **3. Structure**

News Item Text is a type of text that reports a current event or a piece of news to the readers. It is usually found in newspapers, news portals, or other news-related media. The purpose of this text is to provide the readers with information about a particular event or situation that has recently happened.

The structure of News Item Text usually consists of the following elements:

1. **Headline**

This is the title of the news item that summarizes the main point of the article. It is usually written in bold and large font size to attract the reader's attention.

2. **By-line**

This is the name of the author or journalist who wrote the article. It is often placed below the headline.

3. **Lead**

This is the opening paragraph of the news item that contains the most important and relevant information about the event. It answers the questions of who, what, when, where, why, and how.

4. **Elaboration**

This is the body of the news item that provides further details and explanations about the event. It includes quotes from witnesses, experts, or officials, and presents different perspectives and opinions.

5. **Closing**

This is the concluding paragraph that summarizes the main points of the news item and may provide additional information or future implications of the event.

6. **Photo and caption**

News Item Text often includes a photo related to the event and a caption that describes it.

Overall, the structure of News Item Text follows a standard formula to convey factual information about an event in a concise and objective manner. It aims to inform the readers about the event and its significance without providing any personal opinions or biases.

#### **4. Language Features**

News item text is a type of writing that presents factual information about recent events or developments. The language features of news item text include:

1. **Headline**

News item text begins with a headline that summarizes the main point of the article in a concise and attention-grabbing way.

2. **Lead**

News item text typically begins with a lead, which is the opening paragraph that provides the most important information about the event or development being reported. The lead should answer the questions of who, what, where, when, why, and how.

3. **Inverted Pyramid Structure**

News item text is usually structured using the inverted pyramid structure, which means that the most important information is presented first, followed by less important details. This structure allows readers to quickly understand the main point of the article and then decide whether they want to read further.

4. **Objective Language**

News item text uses objective language that is free from bias or opinion. The writer presents the facts in a clear and straightforward way without adding their own personal opinion.

5. **Quotes**

News item text may include quotes from people involved in the event or development being reported. These quotes add context and provide insight into the reactions of people involved in the event.

6. **Attribution**

News item text always attributes information to its source, whether it is a person, organization, or document. This helps readers to evaluate the credibility of the information being presented.

#### 7. Conclusion

News item text may include a conclusion that provides additional context or summarizes the main points of the article. However, the conclusion does not contain any new information and is not necessary for every news item.

Overall, the language features of news item text are designed to present factual information about recent events or developments in a clear and objective way. By using a headline, lead, inverted pyramid structure, objective language, quotes, attribution, and a conclusion (when necessary), news item text can provide readers with the information they need to understand what happened and why it matters.

### 5. Example

#### **Title**

Muslim Students Win National Quran Recitation Competition

Jakarta, Indonesia - In a proud moment for the Muslim community, two students from an Islamic school in West Java have won first place in the National Quran Recitation Competition. The annual competition, which brings together the best Quran reciters from across the country, is considered one of the most prestigious events in the Islamic calendar.

The winning students, Ahmad and Fatimah, both 16 years old, impressed the judges with their flawless recitation of the Quran and their deep understanding of its meaning. They received high praise from the judges and the audience for their mastery of Arabic pronunciation and their ability to convey the spiritual depth of the text.

Ahmad and Fatimah were trained by their school's Quranic studies teacher, *Ustadz* Abdullah, who has been teaching Quran recitation for over 20 years. Speaking after

the competition, *Ustadz* Abdullah expressed his pride in his students and his gratitude for the support of the school and the wider Muslim community.

The competition was attended by representatives from the Ministry of Religious Affairs and other prominent figures in the Indonesian Muslim community. It is hoped that the success of Ahmad and Fatimah will inspire other Muslim students across the country to pursue Quranic studies and to take part in future competitions.

The National Quran Recitation Competition is just one example of the many ways in which Islamic education is celebrated and supported in Indonesia. Islamic teacher trainer students can learn from this example and work to promote Quranic studies and other aspects of Islamic education in their own communities.

## **6. Summary**

News Item Text is a text that provides information about current events or news. It usually follows a specific structure, starting with a headline that summarizes the main idea of the news, followed by a lead paragraph that gives a brief overview of the story, and then followed by the body of the text that provides more detailed information about the event. News Item Text also usually includes quotes from people involved in the event and provides context and background information to help readers understand the story better. Islamic Teacher Training Students can use News Item Text to teach their students about current events and to help them develop their reading comprehension skills.

## **7. Quiz**

Write a news item about a recent initiative taken by a Muslim organization to help those affected by a natural disaster.

## **8. Sample Answers**

In the aftermath of a devastating natural disaster that has left many families in need, a Muslim organization has launched a new initiative to provide aid and assistance to those affected. The initiative, called "Project Relief," aims to help families who have

lost their homes and livelihoods in the disaster and provide them with the support they need to rebuild their lives. Through "Project Relief," the Muslim organization has partnered with local charities and non-profit organizations to provide food, shelter, and medical assistance to those affected by the disaster. The initiative has also mobilized volunteers from the Muslim community to provide hands-on assistance with recovery efforts and to help families access the resources they need. The initiative has already made a significant impact in the affected communities, with many families expressing gratitude for the support they have received. One family, who lost their home in the disaster, shared their appreciation for the assistance they received through "Project Relief," saying, "We are so grateful for the support we have received from this initiative. Without their help, we wouldn't have been able to make it through this difficult time." The Muslim organization behind "Project Relief" has emphasized the importance of community support and solidarity in the face of natural disasters. They have called on all members of the Muslim community to come together and support those affected by the disaster, stating that "It is our duty as Muslims to help those in need and to provide assistance to our fellow human beings in times of crisis." Overall, "Project Relief" serves as an inspiring example of the role that Muslim organizations can play in helping those affected by natural disasters and in promoting solidarity and support within their communities.

## **9. Reading Materials**

1. "The Effectiveness of Using News Item Texts to Improve Students' Reading Comprehension in EFL Classroom" by Y. Rohmadi, A. Muslichah, and A. D. L. Wijaya. *English Review: Journal of English Education*, vol. 9, no. 2, pp. 157-166, 2021.
2. "Teaching News Item Texts with Mind Mapping to Enhance Students' Reading Comprehension and Writing Skill" by F. M. R. Azizah and N. Widanarko. *Journal of Language Teaching and Research*, vol. 12, no. 3, pp. 546-554, 2021.
3. "Teaching News Item Text Writing Based on Islamic Values to Islamic Education Students" by R. N. I. Atikah, D. D. Pramitasari, and R. Firdaus. *International Journal of Applied Linguistics & English Literature*, vol. 10, no. 3, pp. 150-159, 2021.



# Chapter 13

## Review Text

Learning Objectives	Students are able to understand and identify Review Texts
Time Allocation	2 × 45”
Method	Lectures and Discussions Individual and Group Activities Audio and Visual Aids Writing Assignments and Exercises Quizzes and Tests
Media	Handout, Whiteboard, Board marker, LCD
Topic Discussion	Review Texts

### 1. Introduction

Review text is a type of text that evaluates and critiques a particular product, service, or performance. For Islamic Teacher training students, the study of Review text is important for several reasons.

Firstly, Review text can help students to develop their critical thinking skills. By reading and analysing reviews of different products, services, or performances, students can learn how to evaluate the quality and effectiveness of these items, and form their own opinions based on evidence and reasoning. This is an important skill for Islamic teachers, who may need to evaluate and critique various materials and resources for their students.

Secondly, Review text can help students to develop their writing skills. By learning how to write effective and persuasive reviews, students can improve their writing skills and learn how to effectively communicate their opinions and ideas to others. This can be especially important for Islamic teachers, who may need to write reviews or critiques of various Islamic materials, such as books or videos.

Thirdly, Review text can help students to develop their language skills. By reading and writing reviews in English, students can improve their vocabulary, grammar, and sentence structure, which are all essential for success in their studies and future careers.

Overall, the study of Review text is an important part of Islamic education, and is essential for the development of Islamic Teacher training students. By studying and creating different types of Review texts, students can improve their critical thinking and writing skills, as well as their language proficiency, all of which are essential for success as an Islamic teacher.

## **2. Definition**

Review text is a type of text that presents a critical evaluation of a particular work, such as a book, movie, music album, or any other artistic or cultural creation. The purpose of a review text is to provide a comprehensive and informative analysis of the work and help the reader form an opinion on it. A review text usually includes a brief summary of the work, followed by an evaluation of its strengths and weaknesses. One of the main features of a review text is that it is written in an objective and impartial tone. The writer of a review text should avoid expressing personal opinions or biases and focus on providing accurate and relevant information about the work. Another important feature of a review text is that it should provide sufficient evidence and examples to support its evaluation. In general, a review text has a specific structure, which includes an introduction, a summary of the work, an evaluation of its strengths and weaknesses, and a conclusion. The introduction usually includes information about the work, such as the author or artist, the title, and the genre. The summary provides a brief overview of the work, highlighting its main themes, characters, and plot. The evaluation is the most important part of the review text, as it presents the writer's critical analysis of the work. Finally, the conclusion summarizes the main points of the review and provides a final verdict on the work. The importance of review text lies in its ability to provide readers with an informed and unbiased opinion on a particular work. Review texts can help readers decide whether they want to engage with the work or not and can provide valuable insights

into its strengths and weaknesses. Moreover, review texts can help writers and creators receive constructive feedback on their work, which can help them improve and grow as artists. For Islamic Teacher training students, review texts can also serve as a valuable tool for developing critical thinking and analytical skills, which are essential for teaching and learning.

### **3. Structure**

Review text is a type of text that aims to provide an evaluation or critique of a product, service, or piece of work. It can be used to review anything from books and movies to restaurants and hotels. The structure of a review text typically consists of three main parts: introduction, body, and conclusion.

#### **1. Introduction**

The introduction serves to introduce the topic or item being reviewed, and often includes some general background information or context. It may also include a thesis statement or main argument that the review will be making.

#### **2. Body**

The body of the review text is where the writer provides a more detailed evaluation or critique of the item being reviewed. This section can be divided into several paragraphs, each of which focuses on a specific aspect of the item. For example, if the review is of a movie, each paragraph might focus on a different aspect such as the plot, the acting, the cinematography, and the music. In the body of the review, the writer typically provides both positive and negative feedback, and backs up their opinions with specific examples and evidence. They may also compare the item being reviewed to similar items in the same category.

#### **3. Conclusion**

The conclusion of a review text summarizes the main points made in the body of the text and restates the thesis statement or main argument. It may also provide a final evaluation or recommendation, such as whether the item being reviewed is worth seeing, buying, or using.

Overall, the purpose of a review text is to inform and persuade the reader, providing them with enough information and opinion to make an informed decision about

whether or not to engage with the item being reviewed. The structure of the text is designed to guide the reader through the evaluation process and help them understand the writer's perspective on the item in question.

#### **4. Language Features**

The review text is a type of writing that evaluates and provides an opinion on a product, service, or experience. The language features of the review text include:

##### **1. Introduction**

The review text typically begins with an introduction that identifies the product, service, or experience being reviewed and provides some context for the review.

##### **2. Description**

The review text provides a detailed description of the product, service, or experience being reviewed. This description includes information on its features, quality, performance, and value.

##### **3. Evaluation**

The review text evaluates the product, service, or experience based on specific criteria. These criteria may include price, design, functionality, ease of use, customer service, or any other relevant factors.

##### **4. Opinion**

The review text provides an opinion on the product, service, or experience being reviewed. This opinion is based on the writer's personal experience with the product, service, or experience, and is supported by evidence from the description and evaluation sections of the review.

##### **5. Comparison**

The review text may compare the product, service, or experience being reviewed to similar products, services, or experiences. This comparison provides additional context and helps readers to understand how the product, service, or experience measures up to its competitors.

##### **6. Recommendation**

The review text may include a recommendation for or against the product, service, or experience being reviewed. This recommendation is based on the writer's

opinion and evaluation, and is intended to guide readers in making a decision about whether to purchase or use the product, service, or experience.

#### 7. Tone

The review text may use a tone that is either positive or negative, depending on the writer's opinion and evaluation. However, the tone should be professional and objective, and should not be overly emotional or biased.

Overall, the language features of the review text are designed to provide readers with an objective and informed opinion on a product, service, or experience. By providing a detailed description, evaluation, and opinion, as well as a comparison and recommendation (when appropriate), the review text can help readers make informed decisions about what to purchase or use.

### 5. Example

Title: Book Review - "The Sealed Nectar: The Biography of the Prophet Muhammad"

"The Sealed Nectar" is a comprehensive and detailed biography of the Prophet Muhammad, written by Safiur Rahman Mubarakpuri. This book is a must-read for anyone interested in learning about the life of the Prophet Muhammad and the early days of Islam.

The book is divided into chapters that cover different stages of the Prophet's life, from his birth in Mecca to his final days in Medina. Each chapter is well-researched and provides a wealth of information about the historical context of the events that took place during the Prophet's lifetime.

One of the strengths of the book is the author's ability to present the Prophet's life in a way that is both informative and engaging. The book is not just a dry retelling of historical facts, but rather a rich and vivid portrayal of the Prophet's character, his interactions with his companions, and the challenges he faced in spreading the message of Islam.

Another strength of the book is the author's attention to detail. The book includes maps, genealogies, and timelines that help to contextualize the events of the Prophet's life. The author also provides references to the sources of his information, making it easy for readers to verify the accuracy of the information presented.

Overall, "The Sealed Nectar" is a well-written and informative biography of the Prophet Muhammad that is accessible to both Muslims and non-Muslims alike. It is a valuable resource for anyone seeking to deepen their understanding of the life and teachings of the Prophet, and I would highly recommend it to anyone interested in Islamic history and biography.

## **6. Summary**

Review Text is a type of text that gives an evaluation or critique of a particular product, service, or event. It is often written by someone who has experienced or used the product, service, or attended the event. A review typically includes an introduction that provides an overview of the product, service, or event being reviewed, followed by a detailed analysis of its strengths and weaknesses. A review may also provide a recommendation or suggestion for improvement. Islamic Teacher Training Students can use Review Texts to teach their students how to critically evaluate and analyse a particular product, service, or event, and to help them develop their writing and critical thinking skills.

## **7. Quiz**

1. Write a review of a recent book on Islamic ethics.

## **8. Sample Answers**

"Ethics of Islam: Unity, Justice, and Compassion" is a thought-provoking book that explores the ethical principles and values that underpin Islamic teachings. Authored by Dr. Mohammed Ali Al-Bar, a prominent Islamic scholar, the book offers a comprehensive analysis of the ethical foundations of Islam and their relevance in contemporary society.

The book is divided into three main sections: Unity, Justice, and Compassion. Each section explores the Islamic understanding of these values and how they are reflected in various aspects of life, from personal relationships to governance and social justice. The author draws upon a wide range of sources, including the Quran, Hadith, and the works of Islamic scholars and philosophers, to provide a nuanced and comprehensive analysis of Islamic ethics.

One of the strengths of the book is its accessibility. While the author draws upon complex theological and philosophical concepts, he presents them in a clear and concise manner that is accessible to readers of all levels of familiarity with Islamic teachings. The book is also well-organized, with each section building upon the previous one to provide a comprehensive understanding of the ethical principles that underpin Islam.

Another strength of the book is its relevance to contemporary issues. The author highlights the importance of unity, justice, and compassion in addressing current global challenges, from social inequality to environmental degradation. The book serves as a powerful reminder of the potential of Islamic ethics to provide a framework for addressing these challenges and promoting a more just and compassionate world.


Overall, "Ethics of Islam: Unity, Justice, and Compassion" is an insightful and thought-provoking book that offers a comprehensive analysis of Islamic ethics. It is a valuable resource for anyone interested in understanding the ethical foundations of Islam and their relevance in contemporary society.

## **9. Reading Materials**

1. "Teaching Review Text Writing Through Process Approach: A Study on EFL Students" by S. Wijayanti and D. D. Rahmah. *Journal of English Language and Education*, vol. 5, no. 2, pp. 139-150, 2021.

2. "The Effectiveness of Using Collaborative Strategic Reading (CSR) in Teaching Review Text Writing for EFL Students" by A. T. Widodo and I. Wahyuni. *Journal of Language Teaching and Research*, vol. 11, no. 5, pp. 859-867, 2020.
3. "Teaching Review Text Writing Based on Islamic Values to Islamic Education Students" by R. Firdaus, D. D. Pramitasari, and R. N. I. Atikah. *International Journal of Applied Linguistics & English Literature*, vol. 10, no. 4, pp. 82-89, 2021.





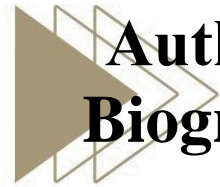
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## Author's Biography

Jaelani Jaelani is currently a lecturer for Linguistics in the *Fakultas Tarbiyah dan Keguruan* (Faculty of Teacher Trainings) at Universitas Islam Negeri (UIN) Mataram, Indonesia. Prior to his recent appointment at UIN Mataram, he was a curriculum developer for *Lembaga Pengembangan Pendidikan (LPP NTB)* (Educational Development Institute) and a co-founder of *Yayasan Saling Jaga Indonesia (Relasi)*. Jaelani received his B.Ed. degree from Mataram University, Indonesia, dan his Master in Applied Linguistics from the University of Melbourne, Australia. Jaelani published several papers in preferred Journals and participated in a range of forums on Linguistics and Language Learning. His current research interests include development and educational, sociocultural, and language pragmatic issues.



**KEMENTERIAN AGAMA RI  
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**RENCANA PEMBELAJARAN SEMESTER (RPS)**  
(Permen Ristekdikti Nomor 44 Tahun 2015 Pasal 12)

<b>No. Dokumen:</b> <i>Doc. No.</i>		<b>No. Revisi:</b> <i>Rev. No.</i>		<b>Tanggal Penyusunan:</b> <i>January, 4<sup>th</sup> 2022</i> <i>Date</i>	
<b>Matakuliah:</b> <i>Text Reading</i> <i>Course: Text Reading</i>		<b>Semester:</b> <i>II (DUA)</i> <i>Semester: 2<sup>nd</sup></i>		<b>Bobot (Sks):</b> <i>2 SKS</i> <i>Credit Point: 2 CPs</i>	
				<b>Kode MK:</b> <i>AS</i> <i>Code:</i>	
<b>Program Studi:</b> <i>Pendidikan Agama Islam</i> <i>Study Program</i>			<b>Dosen Pengampu :</b> <i>Jaelani, M. App. Ling</i> <i>Lecturer</i>		
<b>Capaian Pembelajaran Lulusan (CPL)</b> <i>Learning Outcome</i>		<p><b>a. Ranah Sikap</b></p> <ol style="list-style-type: none"> <li>menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain. <i>respect the diversity of cultures, views, religions, and beliefs, and the opinions or original findings of others.</i></li> <li>menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri. <i>demonstrate responsible attitudes towards work in the field of expertise independently..</i></li> </ol> <p><b>b. Ranah Pengetahuan</b></p> <ol style="list-style-type: none"> <li>Menguasai konsep umum, prinsip, dan teknik komunikasi untuk tujuan spesifik. <i>Mastering general concepts, principles, and communication techniques for specific purposes.</i></li> </ol> <p><b>c. Ranah Keterampilan</b></p> <p><b>Keterampilan Umum:</b></p> <ol style="list-style-type: none"> <li>Mampu menggunakan minimal satu bahasa internasional untuk komunikasi lisan dan tulis. <i>Able to use at least one international language for oral and written communication.</i></li> </ol> <p><b>Keterampilan Khusus:</b></p> <ol style="list-style-type: none"> <li>Mampu menggunakan teknologi mutakhir yang tersedia dalam melaksanakan pekerjaan. <i>Able to use the latest available technology to finish the works.</i></li> </ol>			
<b>Capaian Pembelajaran Matakuliah (CPMK)</b> <i>Course Learning Outcomes (CLO)</i>		CPMK 1: Mampu memahami struktur bawaan pada tiap jenis teks yang berbeda.			

	<p><i>able to understand generic structure of different text genres.</i></p> <p>CPMK 2: Mampu mengidentifikasi tiga tingkat makna – literal, inferensial, evaluasi – dalam berbagai jenis teks. <i>able to identify three levels of meanings –literal, inferential, evaluational--in different kinds of texts.</i></p> <p>CMPK 3: mampu menganalisis genre teks yang berbeda dengan memanfaatkan fitur leksikogramatikal. <i>Able to analyze the different text genres by making use of lexicogrammatical features</i></p> <p>CMPK 4: Mampu mengidentifikasi fungsi sosial dari teks-teks tersebut. <i>able to identify social function of the texts.</i></p>
<p><b>Deskripsi Matakuliah</b> <i>Course Description</i></p>	<p>Pada mata kuliah ini, mahasiswa akan belajar memahami teks berdasarkan genre (naratif, recount, deskriptif, prosedur, item berita, laporan, penjelasan, eksposisi analitis, eksposisi hortatory, diskusi dan review) dalam tiga tingkat makna – literal, inferensial, evaluasi—dan menggunakan informasi tersebut untuk memperkaya pengetahuan sehingga bermanfaat untuk kehidupan sehari-hari mereka baik dalam lingkup pekerjaan maupun bermasyarakat. <i>In this course, students will learn to understand texts based on genre (narrative, recount, descriptive, procedure, news item, report, explanation, analytical exposition, hortatory exposition, discussion and review) in three levels of meaning – literal, inferential, evaluation – and use such information to enrich their knowledge thus they will be useful for students' professional daily lives and their communities.</i></p>

(1) Minggu Ke-	(2) Kemampuan Akhir Tiap Tahap Pembelajaran (Kompetensi Dasar)	(3) Bahan Kajian (Materi)	(4) Metode Pembelajaran	(5) Alokasi Waktu	(6) Pengalaman Belajar Siswa (Deskripsi Tugas)	(7) Kriteria Penilaian (Indikator)	(8) Bobot Nilai
1	Introduction to the course		<ul style="list-style-type: none"> <li>• Lecturing</li> <li>• Question and answer (Q-A)</li> <li>• Discussion</li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Quiz</li> </ul>		
2	Students are able to understand and identify Narrative text	<p>a. Reading theories about Narrative Text.</p> <p>b. Reading various materials of narrative text</p>	<ul style="list-style-type: none"> <li>• Lecturing</li> <li>• Question and answer (Q-A)</li> <li>• Discussion</li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Quiz</li> </ul>	<p>a. Understanding the Generic Structure</p> <p>b. Understanding lexico grammatical features</p>	2%

						c. Understanding social function	
3	Students are able to understand and identify Anecdote	<p>a. Reading theories about Spoof and Anecdote Text.</p> <p>b. Reading various materials Spoof and Anecdote text.</p>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<p>a. Understanding the concept of Generic Structure</p> <p>b. Understanding lexico grammatical features</p> <p>c. Understanding social function</p>	2%
4	Students are able to understand and identify Spoof text	<p>a. Reading theories about Spoof Text.</p> <p>b. Reading various materials Spoof text.</p>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<p>a. Understanding the Generic Structure</p> <p>b. Understanding lexico grammatical features</p> <p>c. Understanding social function</p>	2%
5	Students are able to understand and identify Recount text	<p>a. Reading theories about Recount Text.</p> <p>b. Reading various materials news text.</p>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<p>a. Understanding the Generic Structure</p> <p>b. Understanding lexico grammatical features</p> <p>c. Understanding social function</p>	2%
6	Students are able to understand and identify Descriptive text	<p>a. Reading theories about descriptive Text.</p> <p>b. Reading various materials descriptive text.</p>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<p>a. Understanding the Generic Structure</p> <p>b. Understanding lexico grammatical features</p> <p>c. Understanding social function</p>	2%



7	Students are able to understand and identify Report text	<ul style="list-style-type: none"> <li>a. Reading theories about Report Text.</li> <li>b. Reading various materials Report text.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<ul style="list-style-type: none"> <li>a. Understanding the Generic Structure</li> <li>b. Understanding lexico grammatical features</li> <li>c. Understanding social function</li> </ul>	10%
8	Students are able to understand and identify Explanation text	<ul style="list-style-type: none"> <li>a. Reading theories about explanation Text.</li> <li>b. Reading various materials explanation text.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<ul style="list-style-type: none"> <li>a. Understanding the Generic Structure</li> <li>b. Understanding lexico grammatical features</li> <li>c. Understanding social function</li> </ul>	2%
9	MID TEST/Assignment 1*						25%
10	Students are able to understand and identify analytical exposition text	<ul style="list-style-type: none"> <li>a. Reading theories about analytical exposition Text.</li> <li>b. Reading various materials analytical exposition text.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<ul style="list-style-type: none"> <li>a. Understanding the Generic Structure</li> <li>b. Understanding lexico grammatical features</li> <li>c. Understanding social function</li> </ul>	2%
11	Students are able to understand and identify hortatory exposition text	<ul style="list-style-type: none"> <li>a. Reading theories about hortatory exposition Text.</li> <li>b. Reading various materials hortatory exposition text.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<ul style="list-style-type: none"> <li>a. Understanding the Generic Structure</li> <li>b. Understanding lexico grammatical features</li> <li>c. Understanding social function</li> </ul>	2%

12	Students are able to understand and identify discussion text	<ul style="list-style-type: none"> <li>a. Reading theories about discussion Text.</li> <li>b. Reading various materials discussion text.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<ul style="list-style-type: none"> <li>a. Understanding the Generic Structure</li> <li>b. Understanding lexico grammatical features</li> <li>c. Understanding social function</li> </ul>	
13	Students are able to understand and identify News Item text	<ul style="list-style-type: none"> <li>a. Reading theories about News Item Text.</li> <li>b. Reading various materials News Item text.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<ul style="list-style-type: none"> <li>a. Understanding the Generic Structure</li> <li>b. Understanding lexico grammatical features</li> <li>c. Understanding social function</li> </ul>	2%
14	Students are able to understand and identify review text	<ul style="list-style-type: none"> <li>a. Reading theories about review Text.</li> <li>b. Reading various materials review text.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Quiz</i></li> </ul>	<ul style="list-style-type: none"> <li>a. Understanding the Generic Structure</li> <li>b. Understanding lexico grammatical features</li> <li>c. Understanding social function</li> </ul>	15%
15	Students are able understand and identify the author's purpose	<ul style="list-style-type: none"> <li>a. all text genres</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lecturing</i></li> <li>• <i>Question and answer (Q-A)</i></li> <li>• <i>Discussion</i></li> </ul>	2 x 50"	<ul style="list-style-type: none"> <li>• <i>Participation</i></li> <li>• <i>Oral test</i></li> <li>• <i>Written test</i></li> <li>• <i>Exercise</i></li> </ul>	<ul style="list-style-type: none"> <li>a. Identifying the author's purposes</li> </ul>	2%
16	FINAL TEST/Assignment 2*						30%

\*Tentative

## DAFTAR REFERENSI

Utama:

Main:

1. Anderson, Neil J. (2003). **Active Skills for Reading**. Book 3. Singapore: Heinle
2. .... (2003). **Active Skills for Reading**. Book 4. Singapore Heinle
3. Avery, John D and Linda Robinson Fellag. (2006). **College Reading 3**. Boston: Houghton Mifflin Company
4. Benz, Cheryl and Cynthia M. Schuemann. (2006). **College Reading 4**. Boston: Heinle Cengage Learning.
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11. Kirn, Elaine (1985). **Interaction I. Reading Skills**. San Fransisco: Random House.
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15. .... (1986). **Guide to College Reading**. Boston: Little Brown and Company.
16. ....(1992). **Efficient and Flexible Reading**: New York, Collin Publisher.
17. .... (2007). **Essential Reading Skills**. New York: Longman
18. .... (2009). **Reading across the Disciplines. College Reading and Beyond**. New York: Longman

Pendukung:

Supporting:

1. Nation, I.S.P (2009). **Teaching ESL/EFL Reading and Writing**. New York: Routledge, Taylor and Francis.
2. Troyka, Lynn Quitman and Joseph Wayne Thweatt. (2009). **Structured Reading**. Seventh Edition. New Jersey: Pearson Education LTB.
3. Seal, Bernard (2001). **Academic Encounters. Reading , Study Skills and Writing**. New Aster: Cambridge University Press.
4. Wiennrs, Harvey, S and Bazerman, Charles. (1985). **Reading Skills Handbook**. Boston: Houghton Mifflin Company

## PENILAIAN

1. Aspek Penilaian
  - a) Sikap
  - b) Pengetahuan
  - c) Keterampilan

2. **Evaluation/Assessment**

*Students' grades are based on:*

Quizzes	20%
Assignment 1	10%
Assignment 2	15%
Mid-Test	25%
Final Test	30%

Penilaian akhir hasil belajar mahasiswa dinyatakan dalam bentuk nilai huruf yang dikonversi dari nilai angka dan kategori sebagai berikut:

Nilai Angka	Nilai Huruf	Bobot	Predikat
91-100	A+	4.00	Cumlaude
86-90	A	3.75	Sangat Memuaskan
81-85	A-	3.50	Memuaskan
76-80	B+	3.25	Sangat Baik
71-75	B	3.00	Baik
66-70	B-	2.75	Cukup Baik
61-65	C+	2.50	Lebih Dari Cukup
56-60	C	2.25	Cukup
< 55	D	Tidak Lulus	Kurang

## VERIFIKASI RPS

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The module on English Text Reading for Islamic Teacher Training Students is designed to equip future Islamic educators with the essential skills and techniques necessary to effectively read and comprehend various types of English texts related to Islam. The module covers a wide range of topics, including the importance of reading, effective reading strategies, techniques for understanding difficult texts, and more.

The module emphasizes the importance of reading as a fundamental requirement for anyone seeking to deepen their knowledge and understanding of Islam. It provides guidance on how to develop effective reading strategies, such as skimming, scanning, and critical reading, and offers techniques for comprehending difficult texts, such as breaking down complex sentences and identifying key terms and concepts.

The module also addresses the unique challenges of reading English texts related to Islam, such as understanding the cultural context and interpreting Islamic terminology in English. It offers practical tips and resources for overcoming these challenges and enhancing one's understanding of the text.

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JAELANI, M. APP. LING.

# MODULE

## TEXT READING

### FOR PAI STUDENTS