Dr. Syamsul Rizal, M.Pd.

English For Specific Purposes

Islamic Educational Studies for the Students of Tarbiyah Faculty of Islamic Universities

English For Specific Purposes

Dr. Syamsul Rizal, M.Pd.

English For Specific Purposes

Islamic Educational Studies for the
Students of Tarbiyah Faculty
of Islamic Universities

PUSTAKA PELAJAR   IAIN BENGKULU PRESS

ENGLISH FOR SPECIFIC PURPOSES: Islamic Educational Studies for The Students of Tarbiyah Faculty of Islamic Universities

Penulis: Dr. Syamsul Rizal, M.Pd.

Editor: M. Arif Rahman Hakim, M.Pd.

Pemeriksa aksara: Ratih Indriani
Desain Cover: Riyanto
Penata aksara: Rianayati Kusmini Pancasari

KATA PENGANTAR

Puji Syukur penulis panjatkan kepada Allah SWT. karena dengan karuniNya penulis telah dapat menyelesaikan buku dosen sebagai buku eptunjuk dalam matakuliah bahasa Inggris II. Buku dosen ini ini penulis tulis sebagai buku petunjuk atau panduan bagi dosen dalam matakuliah bahasa Inggris II yang berfokus pada *reading comprehension* berbasis *Islamic Edcational Studies* (IES) untuk mahasiswa semester III Prodi Pendidikan Agama Islam (PAI) Fakultas Tarbiyah IAIN Bengkulu.

Kurikulum matakuliah bahasa Inggris sebagai salah satu matakuliah Pengembangan Kepribadian (MPK) pada semua Fakultas yang ada di lingkungan IAIN Bengkulu dirancang dengan tujuan utama untuk mengajarkan mahasiswa agar mereka dapat membaca dengan pemahaman secara komprehensif terhadap berbagai literatur-literatur berbahasa Inggris khususnya yang berkenaan dengan kajian Islamic Educational Studies (EIS). Oleh karena itu untuk dapat memahami teks-teks berbahasa Inggris secara komprehensif tersebut sangat perlu bagi mahasiswa untuk dibekali keterampilan membaca pemahan teks berahasa Inggris. Keterampilan membaca pemahan teks berbahasa Inggris dalam bahan ajar berbasis IES ini meliputi keterampilan finding main idea, indentifying details, identifying reference, understanding vocabulary, dan undesrtanding how to make inference.

Bahan ajar ini menyajikan pendekatan *English for Academic Purpose* (EAP) sebagai salah satu cabang dari pendekatan *English for Specific Purpose* (ESP). Materi buku ajar ini menekankan keterampilan pemahaman membaca yang dikemas dengan teks bacaan yang berkaitan dengan *Islamic Educational Studies* (IES). Metode penyampaian perkuliahan dengan buku ajar ini meenerapkan pendekatan *schema theory*, yaitu suatu teori yang menyatakan adanya keterkaitan erat antara skemata (pengetahan latar) pembaca dengan isi teks yang dibaca sehingga pembaca akan lebih mudah dan lebih cpat memahami memiliki pengetahuan latar yang berkaitan dengan teks yang dibacanya. Dalam hal ini, penulis percaya bahwa semua mahasiswa Prodi PAI telah memiliki pengetahuan keislaman sehingga materi yang disajikan dalam buku ajar reading comprehension ini akan dapat dengan mdah dipelajari dan juga akan dapat meningkatkan minat mahasiswa untuk belajar bahasa Inggris.

Penulisan buku ajar ini tentu tidak akan pernah rampung tanpa adanya bantuan dari pihak lain, terutama dari promotor disertasi penulis yang telah banyak berkontribusi terhadap penulisan karya tulis ilmiah ini. Oleh karena itu ucapan terima kasih patut penulis sampaikan kepada promotor disertasi penulis yang terdiri dari Prof. Dr. H. Mukhaiyar, Prof. Dr. Jufrizal, M.Hum, dan Prof. Dr. H. Abizar, M.Pd., semoga amal kebajikannya diterima disisi Allah SWT. Dan ucapan trima kasih patut juga penulis sampaikan kpada banyak pihak lainnya yang rasanya tidak mungkin penulis sebutkan satu persatu.

Penulis Menyadari bahwa buku ajar reading comprhension berbasis IES ini masih jauh dari sempurna. Oleh karena itu, penulis berharap adanya saran atau kritikan yang konstruktif dari para pembaca demi kesempurnaan.

Padang, April 2014

Penulis

DAFTAR ISI

Unit 1

Islamic Education

k5975886 www.fotosearch.com

Lesson Objectives:

At the end of this lesson the students will be able to:

1. Define the concept of paragraphs and parts of paragraphs consisting of topic sentence, supporting sentence, and concluding sntence.

2. Identify the main sentence (topic sentence), supporting sentence and concluding sentence in the paragraph they read.

3. Distinguish between the topic sentence with supporting sentnce, and concluding sntence in the text they read.

A. Definition of A Paragraph

A paragraph is a unit of writing that consists of one or more sentences focusing on a single idea or topic. In many languages, the fundamental unit of composition is the paragraph. A paragraph consists of several sentences that are grouped together. This group of sentences together discuss <u>one</u> main subject. Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence. In formal academic English, paragraphs have three principal parts. A well-written paragraph often has the following structure:

1, **Topic Sentence**: This sentence outlines the main idea that will be presented in the paragraph. The main idea of each of paragraph is stated in a topic sentence that shows how the idea relates to the thesis. Generally, the topic sentence is placed at the beginning of a paragraph, but the location and placement may vary with individual organization and audience expectation. Topic sentence often serve as transitions between paragraph.

2. **Supporting Details**: This is the part of the paragraph that presents details, facts, examples, quotes and arguments that support the main idea. Supporting details elaborate upon and prove the topic sentence and thesis. Supporting details should be drawn from a variety of sources including books, interviewa, experiences, etc. Plus the author's analysis.

1. **Concluding Sentence**: This sentence summarizes the main idea of the paragraph. It may also lead the reader to the topic of the next paragraph. Each paragraph should end with a final statement that brings together the ideas brough up in the paragraph and emphasizes the main idea one last time.

Source:https://www.canadacollege.edu/learningcenter/docs/BasicEssay

There are two paragraph that will be discussed here. The first one is about the functions of mosque in the spread of education in the Muslim world and and another one is about educative tradition of Islamic Schools in Indonesia. The first part of those paragraphs might look at the following examples:

Axample 1

Figure ... in the ... world.

Topic Sentence

<u>The mosque played a major part in the spread of education in the Muslim World</u>. From the earliest days of Islam, the mosque was the centre of the Muslim community, a place for prayer, meditation, religious instruction, political discussion, and a school. And anywhere Islam took hold, mosques were established, and basic religious and educational instruction began. Once established, mosques developed into well-known places of learning, often with hundreds, even thousands, of students, and frequently contained important libraries.

Supporting Deatail 1

Supporting Deatail 2

Concluding Sentence

Source:http://www.muslimheritage.com/article.education-islam-role-mosque

Note how the first underlined sentence, *The mosque played a major part in the spread of education in the Muslim World,* is the **most general** statement. This sentence is different from the two sentences that follow it, since the second and third sentences mention specific details about the mosque played a major part, and are not general statements.

Example 2

Source:http://www.acehtraffic.com/2012/02/tidak-disiplin-23-santri-

Source: http://nasional.republika.co.id-insan-cendekia

Most Islamic schools in Indonesia reside in an educative tradition as evident in three main ways. First, most Islamic schools in Indonesia are keen to obtain knowledge from both religious subjects and modern 'secular' subjects. Secondly, an increasing number of Islamic schools have incorporated student-centred pedagogies so that their students do not simply learn by rote or memorisation. Thirdly, many Islamic schools provide a variety of student activities to develop the students' life skills and leadership abilities so as to encourage their students to internalise and put into practice the principles and values they have learnt. Notwithstanding its promotion of an educative tradition, many Islamic schools in Indonesia face a perennial challenge in infusing Islamic principles and values into the teaching of modern 'secular' subjects.

- Topic Sentence
- Controlling Idea
- Supporting Sentence 1
- Supporting Detail 1
- Supporting Sentence 2
- Supporting Detail 2
- Supporting Sentence 3
- Supporting Detail 3
- Concluding Sentenceea

The first sentence, *Most Islamic schools in Indonesia reside in an educative tradition as evident in three main ways* is the topic sentence of the paragraph. It is most general statement. This sentence is different from the three sentences that follow it, since the second, third and fourth sentences mention specific details about the educative tradition as evident in three main ways, and are not general statements.

When a reader reads a topic sentence, such as *Most Islamic schools in Indonesia reside in an educative tradition as evident in three main ways,* a question should usually appear in the reader's mind. In this case, the question should be like, "What are those three main ways?" The reader should then expect that the rest of the paragraph will give an answer to this question.

Now look at the sentences after the topic sentence. We can see that the second sentence in the paragraph, *First, most Islamic schools in Indonesia are keen to obtain knowledge from both religious subjects and modern 'secular' subjects,* indeed gives an answer to this question. That is, the second sentence gives some explanation for the fact that *Most Islamic schools in Indonesia reside in an educative tradition*. Similarly, we can see that the third sentence also gives some explanation for the fact that *Most Islamic schools in Indonesia reside in an educative tradition* by giving another example of an " provide a variety of student activities to develop the students' life skills and leadership abilities," in this case, Islamic schools in Indonesia.

The second, third and fourth sentences are called **supporting sentences**. They are called "supporting" because they "support," or explain, the idea expressed in the topic sentence. Of course, paragraphs in English often have more than two supporting ideas. The paragraph above is actually a very short paragraph. At minimum, you should have at least <u>five</u> to <u>seven</u> sentences in your paragraph.

In formal paragraphs concluding sentence is a sentence at the end of the paragraph which summarizes the information that has been presented. It is a sort

of topic sentence in reverse. Let's see how a concluding sentence might look in our sample paragraph about educative tradition of Islamic schools in Indonesia.

Notice how the concluding sentence, *Notwithstanding its promotion of an educative tradition, many Islamic schools in Indonesia face a perennial challenge in infusing Islamic principles and values into the teaching of modern 'secular' subjectse,*summarizes the information in the paragraph. Notice also how the concluding sentence is similar to, but not exactly the same as, the topic sentence.

It is a good idea to use a concluding sentence in academic paragraphs contain concluding sentences, especially if the paragraph is very long. But if the paragraph is very short, the concluding sentence is usually not been written.

B. Summary

Paragraph is a unit of writing that consists of one or more sentences focusing on a single idea or topic.

The structure of well written paragraph:

1. **Topic Sentence**: This sentence outlines the main idea that will be presented in the paragraph. It tells the topic of the paragraph and the general idea regarding the topic that is going to be discussed.

2. **Supporting sentences or Supporting Details**: This is the part of the paragraph that presents details, facts, examples, quotes and arguments that support the main idea.

3. **Conclusion Sentence**: This sentence summarizes the main idea of the paragraph. It may also lead the reader to the topic of the next paragraph.

Topic of paragraph is. a word, name, or phrase that answers the questions, "Who or what is this paragraph about?"

Controlling idea of paragraph shows the direction the paragraph will take.

C. Exercises

Exercises 1

Direction: Pick out the topic sentence and supporting sentence from each paragraph below and write it out as the **answer** on the lines beneath.

Paragraph 1

Throughout Islamic history, educating women has been a high priority. Women were not seen as incapable of attaining knowledge nor of being able to teach others themselves. The precedent for this was set with Prophet Muhammad's own wife, Aisha, who was one of the leading scholars of her time and was known as a teacher of many people in Madinah after the Prophet's ﷺ death.

Source:http://www.fotosearch. com/CSP703/k7035794/

Topic sentence:

Supporting sentences:

Paragraph 2

Today, education of children is not limited to the information and facts they are expected to learn. Rather, educators take into account the emotional, social, and physical well-being of the student in addition to the information they must master. Medieval Islamic education was

Source:https://www.google.co. id/search?q=pictures+of+islam

no different. The 12th century Syrian physician al-Shayzari wrote extensively about the treatment of students. He noted that they should not be treated harshly, nor made to do busy work that doesn't benefit them at all. The great Islamic scholar al-Ghaza lialso noted that "prevention of the child from playing games and constant insistence on learning deadens his heart, blunts his sharpness of wit and burdens his life. Thus, he looks for a ruse to escape his studies altogether." Instead, he believed that educating students should be mixed with fun activities such as puppet theater, sports, and playing with toy animals.

Source:http://www.muslimheritage.com/article/education-islam-role-mosque

Topic sentence:

Supporting sentences:

Paragraph 3

The very first educational institutions of the Islamic world were quite informal. Mosques were used as a meeting place where people can gather around a learned scholar, attend his lectures, read books with him/her, and gain knowledge. Some of the greatest scholars of Islam learned in such a way, and taught their students this way as well. All four founders of the Muslim schools of law – Imams Abu Hanifa, Malik, Shafi'i, and Ibn Hanbal – gained their immense knowledge by

Source: http://lostislamichistory.com/

sitting in gatherings with other scholars (usually in the mosques) to discuss and learn Islamic law.

Source: *http://lostislamichistory.com/education/*

Topic sentence:

Supporting sentences:

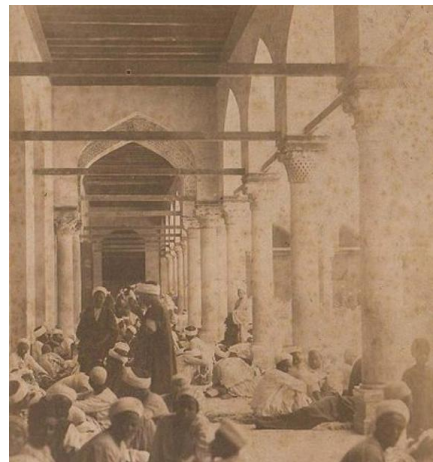---

Exercises 2

Directions: Read each of the following paragraph and determine its topic. Then select the answer choice that tells the stated main idea sentence.

Source:http://www.muslimheritage.com

Passage 1

The educational period of the prophet Muhammad SAW can be divided into two periods: Mecca and Medina period. In the first period, is since the prophet sent as messengers until the *Hijra* to Medina approximately 611-622 M, the Islamic education system was being focused only by the prophet Muhammad Saw. Before Islam comes, *kuttab;* the jahiliyyah *"institutional"* education had been established. Hijaz community had learnt to read and write to the community Hirah, the Hirah community had learnt to the Himyariyin community. The people who had first learnt to read and write among the Mecca society were Sufyan Ibn Umayah and Abu Qais ibn 'Abd al-Manaf, who both learned to Bisyr ibn' Abd al-Malik. In the second period, 622-632 M or 1-11 hijriyyah, education who had done at the first by the prophet Muhammad SAW was building the

mosque *'institutional'*. Through the mosque, Muhammad SAW provided education and teaches of Islam. He strengthened the unity among the Moslems and scrape out the remnants hostility, especially among the Anshar society and the Muhajirin society. At this period, the ayah of the Qur'an as much as 22 surah had received, 1/3 of the content of Al-Qur'an.

Source:http://madrasah-nahdzoh.blogspot.com/2012/08/islamic-education-at-holy-prophet.html

1. The topic sentence of this paragraph is ....

   a. the educational period of the prophet Muhammad SAW,
   b. The educational period of the prophet Muhammad SAW can be divided into two periods
   c. Mecca and Medina period
   d. The system of Islamic Education

2. The *topic* of this paragraph is ....

   a. Islamic education
   b. Education in Islamic world
   c. Islamic education in prophet Muhammad's period
   d. Mecca and Medina

3. The controlling idea of this paragraph is ....

   a. Medina and Mecca
   b. Islamic education in prophet Muhammad's period
   c. be devided into two periods
   d. the system of Islamic education

4. One of the supporting details of this paragrapf is ....

   a. the Islamic education system was being focused only by the prophet Muhammad Saw.
   b. The educational period of the prophet Muhammad SAW can be divided into two periods
   c. The people who had first learnt to read and write among the Mecca society were Sufyan Ibn Umayah and Abu Qais ibn 'Abd al-Manaf
   d. At this period, the ayah of the Qur'an as much as 22 surah had received

UNIT 2

Ramadan

Lessson Objectives:

At the end of this lesson the students will be able to:

1. Define the concept of main idea comprehensively

2. Identify the position or location of the main idea in a paragraph reading text that has been read.

3. Define the concept of adverbs comprehensively

4. Identify the position or location of the adverbs in a paragraph reading text that has been read.

A. Reading

1. Read the following text carefully.

Ramadan

Source: https://vinaeriyandi.wordpress.com/category/seputar-ramadhan/

Ramadan is a very special time of year for the more than one billion Muslim around the world. It is a time of fasting, devotion to Allah (God), and self-sacrife. Ramadan is the ninth month of the Muslim calendar. Muslim holidays follow the lunar calendar. In the Lunar calendar, each month begin with the sighting of the new moon. There ar twelve months in the lunar calendar and each month is either 29 or 30 days. Ramadan does not always occur at the same time each year.

The fast of Ramadan lasts the entire month. During this time, Muslims fast from sunrise to sunset everyday. They eat small meals in the early moarning before the sun comes up and do not eat again until evening after the sun has gone down. Fasting is away of experiencing hunger and developing an understanding for those poor people in the world who do not have much food to eat. It is also a away to learn to

be very thankful for everything God provides. Th daily evening meal to break the fast is known as *iftar*. Iftar is <u>usually</u> begins with dates and sweet drinks which provides quick energy <u>after a long day of fasting</u>. Following the iftar, Muslims often go out visiting family and friends.

<u>During Ramadan</u>, Muslims go to <u>the mosque</u> and spent hours praying and studying the Koran. <u>On the 27 th of the month</u>, Muslims celebrate the *Laylatial-Quadr* or the Night of Power. This celebration commemorates the night when Muhammad the Prophet first received the Holy Koran from God.

Source: http://www.seputaraceh.com

The month of Ramadan ends with a festifal called the *Eid- al-Fitr* or the feast of Breaking the fast. It is one of the most important celebrations in the Muslim faith. People dress in their finest clothes and decorate their homes with lights and ornaments. Family and friends gather together to pray, exchange gifts, and eat large meals. A sense of charity and doing good deeds are also a very important part of these celebrations. Muslim are expected to share their blessings and good fortunes by feeding the poor and making donotions to their mosques.

Source: ESL library.com

2. Practice asking and answering the following questions with your partner. Then write the answers in the space below.

1. How many Muslim are there around the world?

   ....

2. Which month of the Muslim calendar is Ramadan?

   ....

3. Why does Ramadan not always occur at the same time each year?

....

4. Why do Muslim fast during Ramadan?

....

5. How long do Muslim fast each day during Ramadan?

....

6. How many days in Ramadan?

....

7. What is the name in the evening meal eaten during Ramadan?

....

8. Why do Muslim often eat dates at the beginning of the evening meal?

....

9. What is the significance of the 27th night of Ramadan?

....

10. How does the month of Ramadan end?

....

B．Vocabulary

1．Match the words on the left with the correct meaning on the right.

.... 1. fast   a. realting to the sun

.... 2. prophet   b. power, strength

.... 3. faith   c. builiding where Muslim pray

.... 4. self-sacrifice   d. person who teach religion directly from god

.... 5. lunar   e. give
.... 6. solar   f. holy book of the Muslim religion

.... 7. entire   g. go without food, not eat

.... 8. provide   h. relating to the moon

...........9. energy   i. remember, honor the memory of someone or
                                                    something

........10. mosque   j. Giving up of something that one values

........11. Koran   k. Whole

........12. commemorate   l. Religion

2. Choose the correct word from the left column above to complete the following sentences.

1. If you don't eat a good breakfast, you won't have enough .... to work hard all day.

2. The doctor told him to .... for 12 hours before his flood test. He was not allowed to eat or drink anything.

3. We rae going to have barbeque for all our neighbors. We will .... the meat and others will bring the drinks, salad and dessert.

4. That book was so interesting I coudn't put it down. I read the .... book in one evening.

5. The book of the Christian faith is called Bible. The holy book of the Jewish faith is called the Torah. The holy book of the Muslim faith is called ....

2. Underline the words that are closest in meaning to the words in italics

1. *devotion*   a. vote   b. strong love or religious belief   c. dancing

2. *festifal*   a. celebration   b. teaching   c. praying

3. *decorate*   a. paint   b. make beautiful   c. clean

4. *ornaments*   a. presents   b. dcorations   c. flowers

5. *charity*   a. church   b. helping others   c. partying

6. *blessings*   a. good fortunes   b. buildings   c. books

7. *making donotions*   a. speaking   b. giving money or help   c. cooking

B. Reading Skill: Main Idea

1. Definition of Main Idea

It is important to find main ideas when reading. Main ideas help readers remember important information. The main idea of a paragraph tells the topic of the paragraph. The topic tells what all or most of the sentences are about. The main idea of a paragraph is what that paragraph is about. The rest of the sentences are details that support the main idea. To find the main idea, ask yourself, "What is it about?" Please choose the sentence that is the main idea of each paragraph.

The main idea of a passage or reading is the central thought or message. In contrast to the term topic, which refers to the subject under discussion, the term main idea refers to the point or thought being expressed. The difference between a topic and a main idea will become clearer to you if you imagine yourself overhearing a conversation in which your name is repeatedly mentioned. When you ask your friends what they were discussing, they say they were talking about you. At that point, you have the topic but not the main idea. Undoubtedly, you wouldn't be satisfied until you learned what your friends were saying about this particular topic. You would probably pester them until you knew the main idea, until you knew, that is, exactly what they were saying about your personality, appearance, or behavior. The same principle applies to reading. The topic is seldom enough. You also need to discover the main idea.

2. Reading Tips for Main Idea

The following tips can be used for the readers in indentifying a main idea in any paragraph.

1. As soon as you can define the topic, ask yourself "What general point does the author want to make about this topic?" Once you can answer that question, you have more than likely found the main idea.

2. Most main ideas are stated or suggested early on in a reading; pay special attention to the first third of any passage, article, or chapter. That's where you are likely to get the best statement or clearest expression of the main idea.

3. Pay attention to any idea that is repeated in different ways. If an author returns to the same thought in several different sentences or paragraphs, that idea is the main or central thought under discussion.

3. Once you feel sure you have found the main idea, test it. Ask yourself if the examples, reasons, statistics, studies, and facts included in the reading lend themselves as evidence or explanation in support of the main idea you have in mind. If they do, your comprehension is right on target. If they don't, you might want to revise your first notion about the author's main idea.

4. The main idea of a passage can be expressed any number of ways.

   For example, you and your roommate might come up with the same main idea for a reading, but the language in which that idea is expressed would probably be different. When, however, you are asked to find the topic sentence, you are being asked to find the statement that expresses the main idea in the author's words. Any number of people can come up with the main idea for a passage, but only the author of the passage can create the topic sentence.

The following chart outlines the key information that you should remember about main idea questions:

| Main Idea Questions | | |
|---|---|
| | 1.Waht is the topic of the passage?
2.What is the subject of the passage?
3.What is the main idea of the passage? |
| Where to find the answer | The answer to this type of question can generally be determined by looking at the first sentence of each paragraph |
| How to answer the question | 1. Read the first line of each paragraph.
2. Look for a common theme or idea in the first lines
3. Pass your eyes quickly over the rest of the passage to check that you really have found the topic sentence.
4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices. |

3. Summary

The main idea of a passage or reading is the central thought or message. It is a statement that tells the author's point about the topic. The main idea provides the message of a given paragraph or the argument that is being made about the topic.

The main idea can usually be located if you can determine what the topic is. It comes after the topic sentence, making up the body of a paragraph

The topic of a paragraph is a word, name, or phrase that answers the questions, "Who or what is this paragraph about?" The stated main idea answers the question, "What is the author's most important point about the topic?" It is always a sentence, and it must contain the topic.

Topics, main ideas, and supporting details work together. The main idea tells the author's point about the topic, and the details offer support for the main idea.

The main idea is the overall idea of the paragraph. It is supported by details throughout the paragraph much like the frame of a house supports the roof.

Topic

Main Idea

| Supporting Details | Supporting Details | Supporting Details |
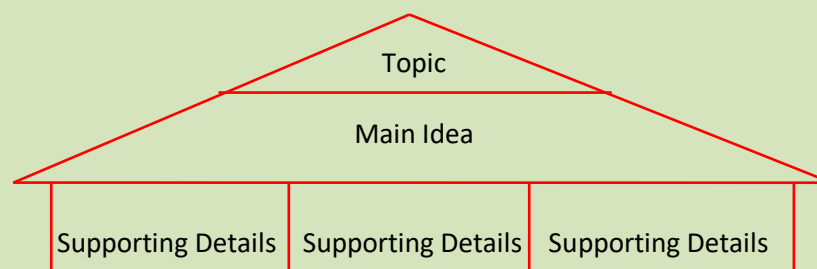
The location of topic, main idea, and supporting details in a paragraph of IES can be seen at the following examples.

Example 1

The Holy Quran is the divine scripture or sacred text of the religion of Islam. Muslims believe and prove that the Quran is the literal word of God. Quran was revealed to Allah's final messenger Prophet Muhammad (PBUH) through the Angel of Allah, Gabriel, to bring humankind out of the darkness of polytheism and ignorance and into the light of Islam. *Source*: http://www.educationquizzes.com/us/specialist /islam/the-holy-quran/
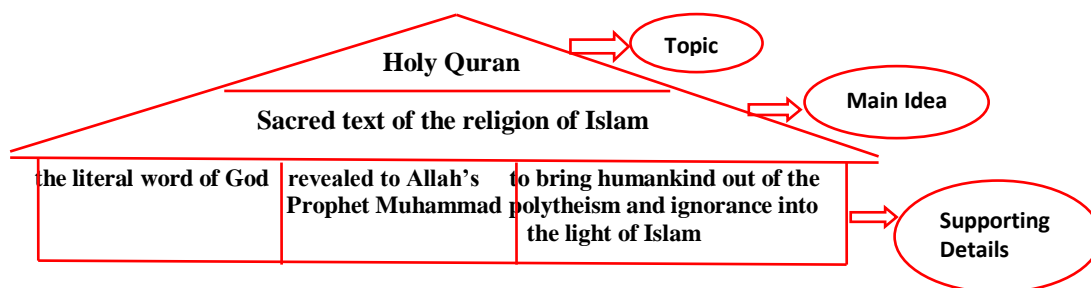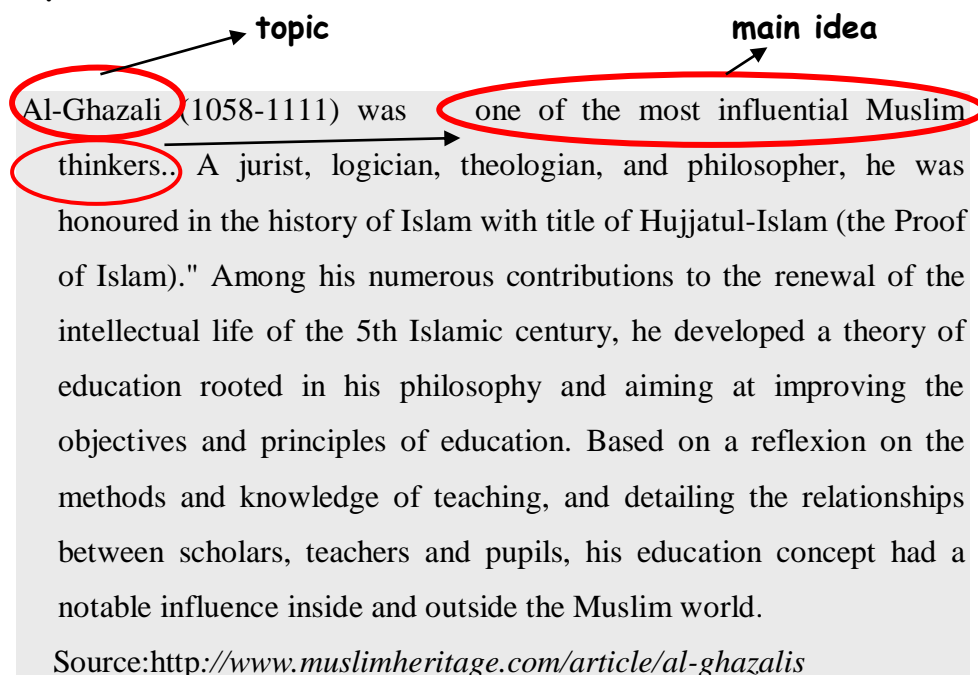
Source:http://livehdwallpaper.com/holy-quran

Example 2

topic

main idea

Al-Ghazali (1058-1111) was one of the most influential Muslim thinkers.. A jurist, logician, theologian, and philosopher, he was honoured in the history of Islam with title of Hujjatul-Islam (the Proof of Islam)." Among his numerous contributions to the renewal of the intellectual life of the 5th Islamic century, he developed a theory of education rooted in his philosophy and aiming at improving the objectives and principles of education. Based on a reflexion on the methods and knowledge of teaching, and detailing the relationships between scholars, teachers and pupils, his education concept had a notable influence inside and outside the Muslim world.

Source:http*://www.muslimheritage.com/article/al-ghazalis*

From this paragraph it can be seen that:

Topic of paragraph : Al Gazali

Main idea of paragra : Al Gazali as one of the most influential Muslim thinkers.

4. Main Idea Exercises

Exercise 1

Directions: Read each of the following paragraph and write the main idea of the paragraph.

Paragraph 1

The tradition of madrasas and other classical forms of Islamic education continues until today, although in a much more diminshed form. The defining factor for this was the encroachment of European powers on Muslim lands throughout the 1800s. In the Ottoman Empire, for example, French secularist advisors to the sultans advocated a complete reform of the educational system to remove religion from the curriculum and only teach secular sciences. Public schools thus began to teach a European curriculum based on European books in place of the traditional fields of knowledge that had been taught for hundreds of years. Although Islamic madrasas continued to exist, without government support they lost much of their relevance in the modern Muslim world.

Source:*https://en.wikipedia.org/wiki/Islamic_education*

1. What is the main idea of this paragraph?

....

Paragraph 2

Education in the context of Islam is regarded as a process that involves the complete person, including the rational, spiritual, and social dimensions. As noted by Syed Muhammad al-Naquib al-Attas in 1979, the comprehensive and integrated approach to education in Islam is directed toward the "balanced growth of the total personality…through training Man's spirit, intellect, rational self, feelings and bodily senses…such that faith is infused into the whole of his personality" (p. 158). In Islamic educational theory knowledge is gained in order to actualize and perfect all dimensions of the human being. From an Islamic perspective the highest and most useful model of perfection is the prophet Muhammad, and the goal of Islamic education is that people be able to live as he lived. Seyyed Hossein Nasr

wrote in 1984 that while education does prepare humankind for happiness in this life, "its ultimate goal is the abode of permanence and all education points to the permanent world of eternity" (p. 7). To ascertain truth by reason alone is restrictive, according to Islam, because spiritual and temporal reality are two sides of the same sphere. Many Muslim educationists argue that favoring reason at the expense of spirituality interferes with balanced growth. Exclusive training of the intellect, for example, is inadequate in developing and refining elements of love, kindness, compassion, and selflessness, which have an altogether spiritual ambiance and can be engaged only by processes of spiritual training.

Source:*http://education.stateuniversity.com/pages/2133/Islam.html #ixzz4EY2I2dFs*

2. What is the main idea of this paragraph?

....

Exercise 2

Directions: Read each paragraph and determine its topic and the stated main idea sentence.

In Sunni Islam, there are 4 schools of thoughts that were developed in the first few centuries after the death of the Prophet Muhammad (may peace be upon him). These are Hanifi, Maliki, Shafi and Hanbali. Imams Abu Hanifa, Malik, Shafi and Hanbal studied both Quran and Hadith (Sunnah) and gave legal opinions on various issues. They used both analogy (kiyas) and consensus of companions (ijmah) for these rulings. Imam Shafi and Hanbali were literalist (Ahlai-Hadith) and believed that the ruling should be restricted in scope and focus on the text (Quran and Hadith). Whereas, Imam Hanifa and Maliki were rationalist (Ahlai-Rai) and

brought their own reasoning to issues. Most of the Sunni Muslims in the world follow the fiqh of Imam Abu Hanifa.

Source:*http://lostislamichistory.com/education/*

Questions:

3. The *topic* of this paragraph is

....

4. The main idea of this paragraph is

....

Exercise 3

Directions: Read each paragraph and select the answer choice a, b, c, or d that tells the topic and the stated main idea sentence.

Paragraph 1

The Arabic language has three terms for education, representing the various dimensions of the educational process as perceived by Islam. The most widely used word for education in a formal sense is ta'līm, from the root 'alima (to know, to be aware, to perceive, to learn), which is used to denote knowledge being sought or imparted through instruction and teaching. Tarbiyah, from the root raba (to increase, to grow, to rear), implies a state of spiritual and ethical nurturing in accordance with the will of God. Ta'dīb, from the root aduba (to be cultured, refined, well-mannered), suggests a person's development of sound social behavior. What is meant by soundrequires a deeper understanding of the Islamic conception of the human being.

Source:http://education.stateuniversity.com/pages/2133/Islam.Html

Questions:

1. What is the **topic** of this passage?

   a. Sunni in Islam

   b. three terms of education

   c. Islamic schools in Sunni Islam

   d. The Prophet Muhammad (may peace be upom him)

2. The main idea of this paragraph is

   a. Sunni in Islam

   b. Islamic Schools

   c. Islamic schools in Sunni Islam

   d. The death of Prophet Muhammad (may peace be upom him)

Paragraph 2

Tarbiyah could be understood as the type of education that addresses the heart, body, mind and soul of an individual. Tarbiyah places God at the centre of the individual's learning experience. The main aim of tarbiyah could be summed up as providing Muslims with positive guidance in accordance with the Islamic tradition that will result in them developing into

Source:https://www.google.co.id/search?-pictures+on+islamic+education

'good adults' who lead fruitful lives in this world and the hereafter. Halstead explains that 'good adults' within an Islamic understanding implies adults who accept the obligations of the divine and 'seek to take on the divine attributes such as *hikma* (wisdom) and '*adl* (justice).'They strive to adopt a balanced approach with regards to their 'integrated personality' comprising heart, spirit

and intellect; they strive to become *insan kamil* (the perfect human being) and live their lives according to the teachings of the Islamic principles.

Source:*http://education.stateuniversity.com/pages/2133/Islam.html*

Questions:

3. What is the **topic** of this passage?

    a. Islamic principles in education

    b. the centre of the individual's learning experience

    c. Type of education in Islam

    d. Tarbiyah as the type of education that addresses the heart, body, mind and soul of an individual

4. What is the main idea of this passage?

    a. Islamic principles in education

    b. the centre of the individual's learning experience

    c. Type of education in Islam

    d. Tarbiyah as the type of education that addresses the heart, body, mind and soul of an individual

C. Grammar Focus:Adverbs

An adverb is a word that modifies an action verb. An Adverb can also be used to modify adjectives and other adverbs. Adverb can be devided into four kinds: adverb of manner, adverb of place, adverb of time, and adverb of frequency ((Teschner & Evans, 2007:12).

1. Kinds of Adverbs

a. Adverbs of Manner

Adverbs of manner tell us **how** something happens. They are usually placed either after the main verb or after the object.

Examples

- He did the work **efficiently**. .
- He ran **quickly**.

> ➤ She spoke **softly**.
>
> ➤ James coughed **loudly** to attract her attention.
>
> ➤ He plays the flute **beautifully**. (after the direct object)
>
> ➤ He ate the chocolate cake **greedily**. (after the direct object)

An adverb of manner cannot be put between a verb and its direct object. The adverb must be placed either before the verb or at the end of the clause.

Examples

> ➤ He ate **greedily** the chocolate cake. **[incorrect]**
>
> ➤ He ate the chocolate cake **greedily**. **[correct]**
>
> ➤ He **greedily** ate the chocolate cake. **[correct]**
>
> ➤ He gave us **generously** the money. **[incorrect]**
>
> ➤ He gave us the money **generously**. **[correct]**
>
> ➤ He **generously** gave us the money. **[correct]**

If there is a preposition before the verb's object, you can place the adverb of manner either before the preposition or after the object.

Examples

> • The child ran **happily** towards his mother.
> • The child ran towards his mother **happily**.

Adverbs of manner should always come immediately after verbs which have no object (intransitive verbs).

Examples

> • The town grew **quickly** after 1997.
> • He waited **patiently** for his mother to arrive.

Adverb of Manner Exercise

Direction: Now decide which is the best adverb to use in each sentence:

1. The airplane landed ___ on the runway.
   A. shyly
   B. warmly
   C. frankly
   D. safely

2. The lawyer told him to answer his questions ___.
   A. greedily
   B. sleepily
   C. suspiciously
   D. truthfully

3. I was scared during the taxi ride. Our driver drove ____.
   A. generously
   B. brightly
   C. recklessly
   D. repeatedly

4. If you don't want to put on weight, eat ___.
   A. lazily
   B. gently
   C. healthily
   D. successfully

5. Because he was late, he got dressed ___.
   A. tenderly
   B. regularly
   C. hurriedly
   D. quietly

6. She waited ____ for him to arrive.
   A. slowly
   B. closely
   C. enormously
   D. patiently

7. Speak ___ in the library.
   A. quickly
   B. quietly
   C. kindly
   D. noisily

8. I liked him a lot. I remember him ___.
   A. fondly
   B. reluctantly
   C. busily
   D. tensely

9. The acrobat dived ___ through the air.
   A. Mysteriously
   B. Daringly
   C. Irritably
   D. mysteriously

10. My dog is well-behaved. He follows my instructions ___.
    A. obediently
    B.   rarely
    C. accidentally
    D. frantically

http://www.ecenglish.com/learnenglish/lessons/adverbs-manner-1

b. Adverbs of Place

Adverbs of place tell us where something happens. They are usually placed after the main verb or after the clause that they modify. Adverbs of place do not modify adjectives or other adverbs.

Examples

- John looked **around** but he couldn't see the monkey.
- I searched **everywhere** I could think of.
- I'm going **back** to school.
- Come **in**!
- They built a house **nearby**.
- She took the child **outside**.

Here and There

Here and *there* are common adverbs of place. They give a location relative to the speaker. With verbs of movement, *here* means "towards or with the speaker" and *there* means "away from, or not with the speaker".

Here and *there* are combined with prepositions to make many common adverbial phrases.

Examples

- What are you doing **up there**?
- Come **over here** and look at what I found!
- The baby is hiding **down there** under the table.
- I wonder how my driver's license got stuck **under here**.

Here and *there* are placed at the beginning of the sentence in exclamations or when emphasis is needed. They are followed by the verb if the subject is a noun or by a pronoun if the subject is a pronoun.

Examples

- **Here** comes the bus!
- **There** goes the bell!
- **There** it is!

- **Here** they are!

Adverbs of Place Exercises

The following exercises will help you to gain better understanding about how adverbs of place work. Choose the best answer to complete each sentence.

1. Close the door when you go _____.
   A. Out
   B. Westward
   C. Lightly
   D. Here

2. The cat is hiding _____ the couch.
   A. On
   B. Underneath
   . C. Somewhere
   D. There

3. Will you be starting your plants _____ or in a greenhouse?
   A. Round
   B. Home
   C. Outside
   D. Around

4. The ship sailed _____, encountering heavy weather along the way.
   A. Up
   B. Down
   C. Northwards
   D. Backwards

5. When she saw me waiting, she ran _____ me.
   A. Around
   B. Towards
   C. Through
   D. Forward

   Source: http://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-place/

c. Adverbs of Time

Adverbs of time tell you **when** something happened. They express a point in time. These adverbs of time are often used:

- to talk about the **past**: yesterday, the day before, ago, last week/month/year

- to talk about the **present**: still, yet, while, when
- to talk about the **future**: soon, then, next week/month/year, in 2 days, tomorrow, the day after tomorrow

Study the following examples:

- John went to the cinema **yesterday**. He had to work **the day before**. **Last week** he was on vacation.
- **When** Julia talks to her boyfriend, she is really happy. **This month**, however, she hasn't seen him **yet**.
- The family will go on vacation **soon**. **Next month** they will go to Italy. **Then** they will go to Spain.

Other adverbs of time can be used to talk about the past, the present and the future:

- already, finally, eventually, after, before

Look at the examples:

- We must hurry up, George is **already** waiting for us.
- They were **finally** able to buy a new car.
- I have **never** been to the US, but **eventually** I will go there **next year**.

Adverbs of time can also tell you **how long** something lasted or lasts. They express a period of time.
These adverbs of time are often used:

- since, for, one year, two days, three weeks, four months, ….

Look at the examples:

- She hasn't seen him **since** 1999.
- Tom has stayed in England **for one year**.

Note: You use **since** in combination of a specific point of time, for example a year or a date. You use **for** in combination with the length of a time period.

Examples of adverbs of time are " recently, now, then, tomorrow, yesterday..."

Adverbs of time are usually put at the end of the sentence but they may also come at the beginning of the sentence.

- I will show you the house *tomorrow.*
- *Tomorrow*, I will show you the house.

Source: http://www.learning-english-online.net/grammar/parts-of-speech-and-sentence-structure/adverbs/adverbs-of-time/

Adverbs of Time Exercise

Here are some adverbs that tell when something is/was done:

first	now	then	yesterday	today tomorrow
early	recently	sometimes	always	never
soon	once	lately	suddenly	

Complete each sentence with an adverb that makes sense.

1. I wanted to go to the movie _____ but there wasn't time.

2. My mom likes to wake up _____ in the morning.

3. My entire family _____ celebrates 'Idil Fitri Day at home.

4. My grandparent are coming _____ and will stay with us for a week!

5. The librarian has been busy _____ reshelving all the books.

6. The storm came on so _____ that there was no time to prepare.

7. If we get in the car right _____ we can make it there on time.

8. The travel channel _____ has some interesting shows.

9.   My father went to Europe _____ when he was in the Navy.

10. She went to the store _____ and then the post office.

11. Cheating on tests is _____ allowed.

12. Can you come over _____, or do we need to reschedule?

13. Our vacation will be here _____, and we can hardly wait.

14. Have you heard from her _____, or has it been a while?

d. Adverbs of Frequency

An adverb of frequency is exactly what it sounds like – an **adverb of time**. Adverbs of frequency always describe how often something occurs, either in definite or indefinite terms. An **adverb** that describes definite frequency is one such as weekly, daily, or yearly. An adverb describing indefinite frequency doesn't specify an exact time frame; examples are sometimes, often, and rarely.

Adverbs of Frequency Rules

These simple rules for adverbs of frequency will help you to use them correctly:

- Always use adverbs of frequency to discuss how often something happens.
- Adverbs of frequency are often used to indicate routine or repeated activities, so they are often used with the present simple tense.
- If a sentence has only one **verb**, place the adverb of frequency in the middle of the sentence so that it is positioned after the subject but before the verb. For example: Tom never flies. He always takes the bus.
- When a sentence contains more than one verb, place the adverb of frequency before the main verb. For example: They have often visited Europe.
- When using an adverb of frequency in the negative or in forming a question, place it before the main verb. For example: Do you usually get up so late?

Source:http://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-frequency/

Examples

Each sentence contains an example of an adverb of frequency; the examples are italicized for easy identification.

1. The incubator turns each egg *hourly*.
2. We take a vacation at least once *annually*.
3. I *usually* shop for groceries on Saturday mornings.
4. He is *often* late for work.
5. We *seldom* see Ahmad.
6. My dentist told me I should floss twice *daily*.

Adverbs of Frequency Exercises

Choose the best answer to complete each sentence.

1. I _____ late on Saturdays.
   a. Get up usually
   b. Get usually up
   c. Usually get up

2. Jared _____ late for work.
   a. Never is
   b. Is never
   c. Never is never

3. _____ on weekends?
   a. Often do you travel
   b. Do you often travel
   c. Often you do travel

4. Susan _____ early for class.
   a. Often is
   b. Are often
   c. Often are
   d. Is often

5. When do you _____ go on vacation each year?
   a. Always
   b. Never
   c. Usually
   d. Ever

Source: http://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-frequency/

2. Adverb Test

Test 1

Direction: Choose one of the correct answer A, B, C, or D for each of the following sentence.

1. What is an adverb?
   A) An adverb gives more information about the verb.
   B) An adverb gives more information about the noun.
   C) An adverb gives more information about the punctuation in a sentence.
   D) An adverb gives more information about the pronoun.

2. Which word in the following sentence is an adverb?
   Sara plays the violin beautifully.
   A) plays
   B) violin
   C) beautifully
   D) Sara

3. Which adverb would you use to complete the sentence: The rain fell _____ against the window pane.
   A) awkwardly
   B) wickedly
   C) smugly
   D) heavily

4. Which of these adverbs can be used to complete this sentence?

The sun shone _____.
A) loudly
B) brightly
C) awkwardly
D) luckily

5. Which of these sentences does not contain an adverb?
A) The child ran happily towards his mother.
B) Sali walked to the shops.
C) Brendan gently woke the sleeping baby.
D) I visited my mum yesterday.

6. Which of these words in the following sentence is an adverb?
Kylie looked longingly into Jason's lovely blue eyes.
A) looked
B) longingly
C) lovely
D) eyes

7. Which of these sentences contains an adverb?
A) Tim greedily ate the chocolate cake.
B) The dog bit Colin.
C) The car broke down.
D) EastEnders is a soap opera.

8. Which of these statements about adverbs is false?
A) We use an adverb to say how something happens.
B) We use an adverb to say how often something happens.
C) We use an adverb to say when or where something happens.
D) We use an adverb in place of a noun.

9. Which of these words is an adverb?
A) shyly
B) Susan
C) running
D) beautiful

10. Which of these words is an adverb?
A) heavy
B) table
C) almost
D) friendly

11. Which of these adverbs is an adverb of time?
A) yesterday
B) slowly
C) loudly
D) upstairs

12 Which of these adverbs tells you how something happened?
- A) often
- B) carefully
- C) recently
- D) everywhere

13. Which of these adverbs tells you where something happened?
- A) regularly
- B) warmly
- C) happily
- D) outside

14. Which of these sentences does not contain an adverb?
- A) We are travelling tomorrow.
- B) We walked quickly.
- C) I bought a pair of shoes.
- D) He dressed smartly for the interview.

15. Which of these adverbs is the most suitable to complete the sentence: The tiger growled ....
- A) neatly
- B) timidly
- C) happily
- D) menancingly

16. In which of these sentences is the word fast an adverb?
- A) She liked to drive a fast car.
- B) She likes to drive fast.
- C) She was a fast eater.
- D) Before the operation I had to fast for 12 hours.

17. Complete the following sentence.
John can run fast, but Peter runs
- . A) faster
- B) fasting
- C) fast
- D) fasted

18. Complete the following sentence.
I used to live near the office, but my new flat is even
- . A) nearing
- B) nearer
- C) nearest
- D) near

19. Complete the following sentence.
I felt badly that we had lost the match. Sheila said she felt worse but as Carol had let the goal in she felt the _____.

A) badly
B) bad
C) worst
D) worser

20. Complete the following sentence.
    Marie sings beautifully but Claire sings _____.
    A) more beautifuller
    B) more beautifully
    C) more beautifulling
    D) more beauty

Diagnostic Test 2

Directions: Read the paragraph. Circle all of the adverbs. Write the adverbs on the lines below.

> Ramadan is a very special time of year for the more than one billion Muslim around the world. It is a time of fasting, devotion to Allah (God), and self-sacrife. Ramadan is the ninth month of the Muslim calendar. Muslim holidays follow the lunar calendar. In the Lunar calendar, each month begin with the sighting of the new moon. There ar twelve months in the lunar calendar and each month is either 29 or 30 days. Ramadan does not always occur at the same time each year.
>
> The fast of Ramadan lasts the entire month. During this time, Muslims fast from sunrise to sunset everyday. They eat small meals in the early moarning before the sun comes up and do not eat again until evening after the sun has gone down. Fasting is away of experiencing hunger and developing an understanding for those poor people in the world who do not have much food to eat. It is also a away to learn to be very thankful for everything God provides. Th daily evening meal to break the fast is known as *iftar*. Iftar is usually begins with dates and sweet drinks which provides quick energy after a long day of fasting. Following the iftar, Muslims often go out visiting family and friends.
>
> During Ramadan, Muslims go to the mosque and spent hours praying and studying the Koran. On the 27 th of the month, Muslims

celebrate the *Laylatial-Quadr* or the Night of Power. This celebration commemorates the night when Muhammad the Prophet first received the Holy Koran from God.

Source: http://www.seputaraceh.com

1. --

2. --

3. --

4. --

5. --

6. --

7. --

8. --

9. --

10. --

Unit 3

Islamic Schools in Indonesia

Source: https://miftah19.wordpress.com/2011/02/18/new-trend-of-islamic-education-in-indonesia/

Lessson Objectives:

At the end of this lesson the students will be able to:

1. **Define comprehensively about the concept of supporting details**

2. **Identify supporting details in a paragraph**

3. **Define comprehensively about the concept of passive voice supporting details**

4. **Identify the passive voice in a paragraph**

1. Reading

A. Read the following text carefully.

Islamic Schools in Indonesia

Gambar: Pesantren (Source: https://www.google.co.id /gambar+pondok+pesantren)

Gambar: Madrasah

Gambar: Sekolah Islam

Islamic schools in Indonesia can be divided into three main types. Of the three types of Islamic schools, *pesantren*s are the oldest and regarded as the bastion of Islamic knowledge as well as the main provider of Islamic scholars and teachers. Focussing on the transmission of the classical Islamic sciences, *pesantren*s teach subjects such as Qur'an, *ḥadīth* (collection of sayings and deeds of the Prophet Muhammad), jurisprudence (*fiqh*), Arabic grammar, mysticism (*taṣawwuf*), and the Arab sciences (*ālāt*). A distinctive feature of *pesantren* education is the learning of classical Islamic commentaries known as *kitab kuning* (literally, 'yellow books').

The second type is madrasah which are distinguished from the *pesantrens* in their mission and modern approaches to the school set-up, curriculum and pedagogy. Unlike *pesantrens* that aim to nurture religious

scholars, madrasahs are set up to create "learning Muslims" who are ready for secular professional jobs. All madrasahs today adopt a government-approved madrasah curriculum consisting of 70 percent general subjects and 30 percent religious subjects.

The third type of Islamic school is *Sekolah Islam* (Islamic school) that emphasises the transmission of Islamic knowledge and inculcation of Islamic values and ethos. Many *Sekolah Islams* are found in urban areas and cater largely for Muslim students from middle-class family background. This contributes to the general perception that they are elite Islamic schools. These schools are well-equipped with modern facilities such as air-conditioned classrooms, libraries, language, science and computer labs, and multi-media facilities. They are also staffed by teachers and managers who are generally highly qualified and competent.

B. Vocabulary

divide (verb) – membagi

bastion (noun) – benteng/pertahanan

classical islamic sciences – ilmu pengetahuan islam klasik

yellow book (noun) – kitab kuning

distinguish (verb) - berbeda

adopt (verb) – mengadopsi

transmission (noun) – penyebaran

inculcation (noun) – penanaman

urban area – daerah perkotaan

air-conditioned classroom – ruang kelas yang dilengkapi dengan AC

C. Comprehension

Practice asking and answering the following questions with your partner Then write the answers in the space below.

1. How many types of Islamic schools are there in Indonesia?
   ....

2. Which types of Islamic schools is the oldest indonesia?
   ....

3. What do pesantrens focuse on?
   ....

4. What is the distinctive feature of *pesantren* education?
   ....

5. Why do madrasahs today adopt government curriculum consisting of 70 percent general subjects and 30 percent religious subjects.
   ....

6. What is the difference between madrasahs and pesantren?
   ....

7. What is the third type of Islamic school in Indonesia?
   ....

8. Why are many *Sekolah Islams* found in urban areas?
   ....

9. What is the aim of Sekolah Islam?
   ....

10. What is the diffrence between sekolah Islam and madrasah?
    ....

D. Reading Skill:Supporting Details

1. Definition of Supporting Details

The term "supporting details" can be defined as additional information that explains, defines or proves an idea. The term might sound simple, but because this concept is so important in many types of writing or speaking, it's highly recommended that you make sure you understand exactly what it entails. Whether you're writing a research paper, making a sales pitch, or defending

yourself in court, you should never underestimate the importance of providing the factual details to support your claim.

Supporting details aren't just meant to give more information about a situation they're also meant, literally, to support your point, meaning that without them, you may not succeed in making your argument successfully. Using supporting details properly could be crucial in a variety of situations, whether you're defending your innocence… or just your thesis.

2. Identifying Supporting Details

A very important reading skill one can acquire is finding the main idea in a passage or reading. A closely related reading skill is locating supporting details. Supporting details are reasons, examples, facts, steps, or other kinds of evidence that back up and explain a main idea.

Details make up most of the information in what a person reads, but some details are more important than others. There are two kinds of supporting details: major and minor. Just as the main idea is the most important idea and more general than its supporting details, major details are the most important and are more general than the minor details. The minor details are more specific and help fill out and explain the major details.

Major details are important to comprehension which is increased when one asks which of the details are most important and why. Primary purposes of major details are listed below with brief explanations:

1. To define a topic, to show what the topic is; to give an expanded version of the kind of explanation a dictionary would give

2. To give examples, usually as part of an explanation, or help a reader understand a broad topic

3. To describe, so that a reader can picture the topic

4. To give reasons that support an argument or opinion

5. To explain a fact or idea in a passage that uses logical reasoning to make the fact or idea clear.

Another tip to identifying major supporting details is to look for words that signal major details. Here are some common signal words:

one	to begin with	also	further
first (at all) second (ly) third (ly)	for one thing other another	in addition next moreover	furthermore last (of all) final (ly)

Examples:

In the selected passages below each of the circle signal words indicate or announce a major detail being explained. The main idea in this case is underlined.

Passage 1

In Islam, there are two main sacred texts. First , the sacred text in Islam is the Quran believed to be the literal word of God as revealed to Muhammad. The word "Quran" means "recitation" in Arabic. This book is the sacred text of Islam and the highest authority in both religious and legal matters. Muslims believe the Quran to be a flawless record of the angel Gabriel's revelations to Muhammad from 610 until his death in 632 AD. It is also believed to be a perfect copy of a heavenly Qur'an that has existed eternally The second one is Hadith (or Hadeeth). It is a record of the words and deeds of the Muhammad, his family, and his companions. Although not regarded as the spoken Word of God like the Quran, Hadith is an important source of doctrine, law, and practice. These books teach and illustrate Islamic beliefs, values, and practices.

Source: http://www.religionfacts.com/islam/texts

Passage 2

> Although only human beings communicate through words, other animals also communicate in their own (ways.) **First** . animals can communicate by means of nonverbal sounds, such as chirps and birdsong, mews, barks, howls, (and) roars. **Next**, animals communicate through chemical signals: male dogs, for instance, use urine to mark their own turf. (A third) means of animal communication is touch, such as nuzzling and licking—as well as grooming among, for example, (monkeys.) **Last of all**, animals communicate by visual signals. Dogs, of course, wag their tails; also, they and some other furry animals raise their hackles (the hairs between the shoulders) when threatened, in order to appear larger. Baring the teeth is another visual signal. And honeybees perform a famous "wiggle dance" to inform each other about sources of food.

Source:http://web.gccaz.edu/~mdinchak/ENG101/assignment1 paragraphs_c.htm

Supporting Deatails Exampel 1

In the paragraph below, ==four major details== support the main idea that there are factors that interfere with memory.

==Can you identify the four major details that belong in the map?==

> Several factors can interfere with having a good memory. One such factor is a lack of motivation. Without a real desire to learn or remember something, you probably won't. Another cause is a lack of practice. To stay sharp, memory skills, like any other skill, must be used on a regular basis. A third factor that can hurt memory is self-doubt. If you're convinced you won't remember something, you probably won't. A person with a positive attitude will do much better on a test than someone who is sure he or she won't remember the material.

Last, distraction can interfere with memory. If you are being distracted by the sound of a television or a conversation nearby, try to find a quiet environment before you attempt to commit something to memory.

Source:https://bconline.broward.edu/shared/CollegeReadiness/ Reading/U04_SupDet/U04_SupDet_print.html
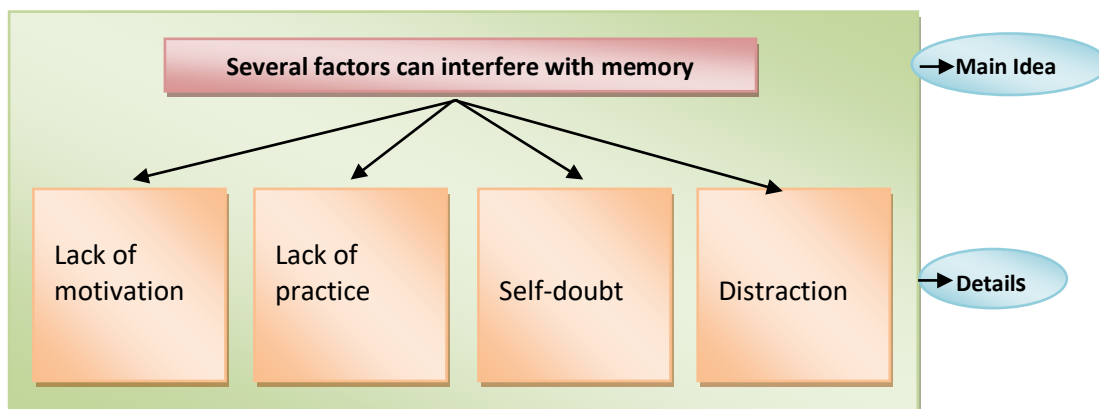
Now see if you can answer the following questions:

1. Which words in the paragraph indicate that a list is coming?

2. Which words introduce the first major detail?

3. Which words introduce the second major detail?

4. Which words introduce the third major detail?

5. Which words introduce the last major detail?

The Answer:

1. Which words in the paragraph indicate that a **list** is coming? *Several factors*

2. Which words introduce the **first major detail**? *One*

3. Which words introduce the **second major detail**? *Another*

4. Which words introduce the **third major detail**? *Third*

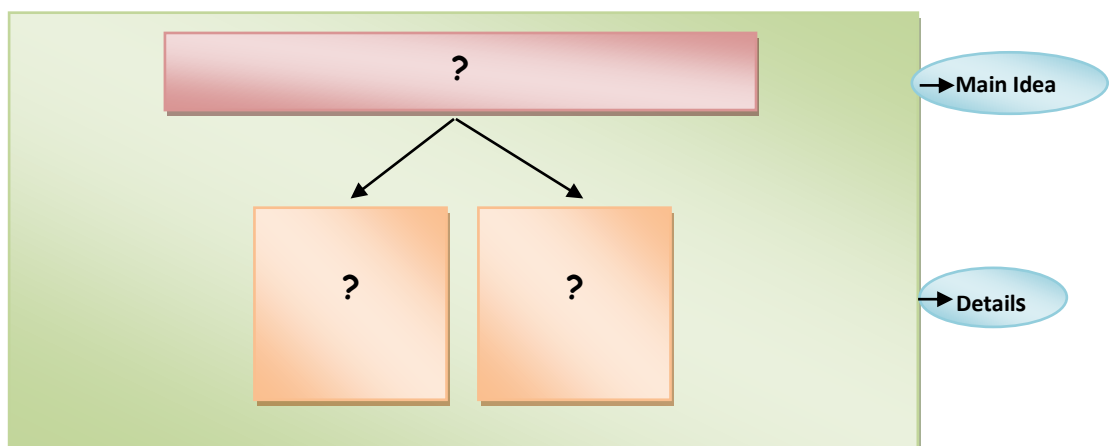5. Which words introduce the **last major detail**? *Last*

Supporting Deatails Exampel 2

In the paragraph below, **two major details** support the main idea that there are two main sacred texts in Islam.

Can you identify the two major details that belong in the map?

In Islam, there are two main sacred texts. First, the sacred text in Islam is the Quran believed to be the literal word of God as revealed to Muhammad. The word "Quran" means "recitation" in Arabic. This book is the sacred text of Islam and the highest authority in both religious and legal matters. Muslims believe the Quran to be a flawless record of the angel Gabriel's revelations to Muhammad from 610 until his death in 632 AD. It is also believed to be a perfect copy of a heavenly Qur'an that has existed eternally. The second one is Hadith (or Hadeeth). It is a record of the words and deeds of the Muhammad, his family, and his companions. Although not regarded as the spoken Word of God like the Quran, Hadith is an important source of doctrine, law, and practice. These books teach and illustrate Islamic beliefs, values, and practices.

Source: http://www.religionfacts.com/islam/texts

Main Idea

Details

The answer key of this passage is:

Main idea: In Islam, there are two main sacred texts

Supporting detail 1: Qur'an

Supporting detail 2: Hadith

The following chart outlines the key information that you should remember stated detail questions:

STATED DETAIL QUESTIONS	
How to identify the questions	According to the passage..... It is stated in the passage... The passage indicates that.. The author mentions that.. Which of the following is true...?
Where to find the answer	The answers to these questions are found in the passage
How to answer the questions	1. Choose a key word in the questions. 2. Skim in the appropiate part of the passage for the key word or idea. 3. Read the sentence that contains the key word or idea carefully. 4. Look for the aswer that restates an idea in the passage.

C. Summary

Supporting details are the materials (examples, facts, ideas, illustrations, cases, anecdotes) used by the writer to explain, expand on, and develop the more general main idea.

Supporting details are reasons, examples, facts, steps, or other kinds of evidence that back up and explain a main idea.

Details make up most of the information in what a person reads, but some details are more important than others. There are two kinds of supporting details: **major** and **minor**. Just as the main idea is the most important idea and more general than its supporting details, **major** details are the most important and are more general than the **minor** details. The **minor** details are more specific and help fill out and explain the **major** details.

Authors use **minor details** to indirectly support the main idea; it is not essential to remember them to comprehend the passage. If a **major detail** was omitted, the meaning might not be clear since basic information has not been included. If a **minor detail** was omitted, the material might not be as readable but would be just as understandable.

3. Exercises

Direction: Read the following passages and which sentence from the passage best supports the main idea.

Passage 1

*Pesantren*s can be further divided into three types. First, a "traditional *pesantren*" tends to focus on traditional Islam and is likely to be ideologically affiliated with Nahdlatul Ulama (NU). NU, which commands a bigger following, is an association of *kyais* – Muslim scholars who usually have their own *pesantren*s and teach classical Islamic texts to their students. A traditional *pesantren* is distinguished by its endorsement of devotional and mystical beliefs and practices. An example is visits to the graves of local saints and great kyais to obtain blessings and *barakah* (holiness, virtue as inherent spiritual power). Other practices include chanting religious formulae (*zikir*, literally means remembrance of God) and specific devotions and mystical exercises imparted by the *kyai* to their followers. The second type is a "modern *pesantren*". As its name implies, it modernises *pesantren* education by introducing a structured grade system, classrooms, textbooks and an ethos of reform and progress. Most modern *pesantrens* are affiliated with Muhammadiyah that is a mass-based Muslim association like NU. But unlike NU, it is "reformist" in the sense that it rejects the mystical and devotional beliefs and practices endorsed by NU and found in traditional *pesantren*s. Muhammadiyah views these beliefs and practices as syncretistic and unIslamic. The third one is "independent *pesantren*" that is not associated with NU or Muhammadiyah, and tends to adopt Salafi ideological beliefs (more on this later).

Question:

Which are the sentences from this passage best supports the main idea
"*Pesantren*s can be further divided into three types"?

1. _____

2. _____

3. _____

Passage 2

The Ka'ba is the place of worship which God commanded Abraham and Ishmael to build over four thousand years ago. The building was constructed of stone on what many believe was the original site of a sanctuary established by Adam. God commanded Abraham to summon all mankind to visit this place, and when pilgrims go there today they say 'At Thy service, O Lord', in response to Abraham's summons.

Source:http://islam.about.com/od/mecca/p/kaaba.htm
/

Source:http://www.islamreligion.com/articles/3282/kaba-sacred-house-

Question:

Which are the sentences from this passage best supports the main idea
"*Pesantren*s can be further divided into three types"?

1. _____

2. _____

Passage 3

A mosque is the building in which Muslims worship God. Throughout Islamic history, the mosque was the centre of the community and towns formed around this pivotal building. Nowadays, especially in Muslim countries mosques are found on nearly every street corner, making it a simple matter for Muslims to attend the five daily prayers. In the West mosques are integral parts of Islamic centers that also contain teaching and community facilities.
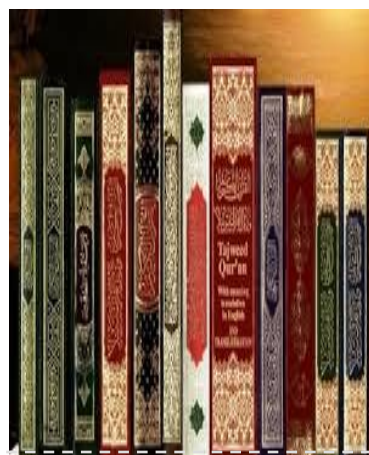
Question:

Which are the sentences from this passage best supports the main idea "*Pesantren*s can be further divided into three types"?

1. _____
2. _____
3. _____

Passage 4

There are three different parts to a Hadith. First, the *sanad* is the chain of narration from whom to whom the information was passed until it came to the collector. Secondly, the *matn* is the actual text of the Hadith. Thirdly, te collector is the scholar who recorded the Hadith. These three parts of the Hadith are scrutinised by the scholars before writ- ing them down in their books.

Source:http://hadith-and-muslims

Source:http://www.islamic-Hadith/hadsciences.html

Question:

Which are the sentences from this passage best supports the main idea "*Pesantren*s can be further divided into three types"?

1. _____

2. _____

3. _____

Passage 5

During the golden age of the Islamic empire (usually defined as a period between the tenth and thirteenth centuries), when western Europe was intellectually backward and stagnant, Islamic scholarship flourished with an impressive openness to the rational sciences, art, and even literature. It was during this period that the Islamic world made most of its contributions to the scientific and artistic world. Ironically, Islamic scholars preserved much of the knowledge of the Greeks that had been prohibited by the Christian world. Other outstanding contributions were made in areas of chemistry, botany, physics, mineralogy, mathematics, and astronomy, as many Muslim thinkers regarded scientific truths as tools for accessing religious truth.

Source:https://www.ukessays.com/essays/religion/the-aims-of-education-in-the-islamic-world-religion-essay.php

Question:

Which are the sentences from this passage best supports the main idea "*Pesantren*s can be further divided into three types"?

1. _____
2. _____

D. Grammar Focus:Pasive Voice

Passive voice is used when the focus is on the action. The causer of the action, however, is not important or not known. (In contrast, active voice focusses on the causer of an action.)

Form of Passive

	Aktive	**Passive**
Simple Present	Mr Smith *writes* the delivery notes.	The delivery notes *are written* (by Mr Smith).
Present Progressive	Mr Smith *is writing* the delivery notes.	The delivery notes *are being written* (by Mr Smith).
Simple Past	Mr Smith *wrote* the delivery notes.	The delivery notes *were written* (by Mr Smith).
Present Perfect	Mr Smith *has written* the delivery notes.	The delivery notes *have been written* (by Mr Smith).
Past Perfect	Mr Smith *had written* the delivery notes.	The delivery notes *had been written* (by Mr Smith).
Future	Mr Smith *will write* the delivery notes.	The delivery notes *will be written* (by Mr Smith).
Ausiliary Verbs	Mr Smith *must write* the delivery notes.	The delivery notes *must be written* (by Mr Smith).

Passive Voice Exercise

Exercise 1

Ditection: rewrite the sentences in passive voice.

1. I confirm the reservation.

   ----

2. We will deliver the goods immediately.

   ----

3. We arranged a meeting.

   ----

4. You can cancel the contract within five business days.

   ----

5. They execute all orders carefully.

   ----

6. You have made a mistake.

   ----

7. We are processing your order.

   ----

8. Jane had booked a flight.

   ----

9. He has not answered our letter.

   ----

10. She did not sign the contract.

Source: https://www.ego4u.com/en/business-english/grammar/passive

Exercise 2

A. Supporting details exercise

Passage 1

Instruction: Choose the best answer to complete each sentence.

> Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers. Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.
>
> Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.
>
> Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.
>
> Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.
>
> Source:http://englishahkam.blogspot.co.id/2012/09/contoh-teks-analytical-exposition-beserta-soal-learning-english.html

1. Smoking in the restaurants must be avoided because……
   a. It is harmful to other.
   b. It is impolite
   c. It's dangerous to the smokers
   d. It can cause hearth and lung disease

e. All answers are correct

2 What is the purpose of the text?
   a. To inform the readers to the readers
   b. To persuade to the readers
   c. To describe to the readers
   d. To tell a story to the readers
   e. To argue about smoking to the readers

Passage 2

> I personally think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either books, magazine, newspaper, etc.
>
> Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.
>
> Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, quiz, etc. to make us relaxed.
>
> The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.
>
> From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

Source:http://englishahkam.blogspot.co.id/2012/09/contoh-teks-analytical-exposition-beserta-soal-learning-english.html

3. Why is reading very important in our life? Because…..
   a. By reading, we can get a lot of friends, relatives, experience, etc.
   b. By reading, we can get little knowledge but a lot of entertainment.
   c. By reading, we are always relaxed.
   d. By reading, we are always happy.
   e. By reading we can get a lot of knowledge, news, information and entertainment

4. If we want to get knowledge, what should we do?
   a. buy a lot of books
   b. borrow a lot of books
   c. look for newspaper and magazine
   d. sell and buy many expensive books
   e. Read a lot of books and other printed materials.

B. Vassive voice exercise

Instruction: Choose the best answer to complete each sentence.

1. This problem .... by your brother yesterday
    a) was solved   b) will be solved
    c) is solved   d) solves

2. My father wrote this book. It ..... by my father
    a) will be wrote   b) was write
    c) was written   d) is written

3. This clock ...... in 1750
    a) is made   b) was made
    c) is making   d) will be made

4. Bronson scored a goal. Yes, a goal .... by Bronson
    a) is scored   b) scored
    c) will be scored   d) was scored

5. This job ... by my friend next week
    a) is done   b) did
    c) will be done   d) was done

6. This house was .... my grandfather
    a) build for   b) build by
    c) built for   d) built by

7. This exercise will ...... at home by me
    a) be doing   b) do
    c) have done   d) be done

8. Was the window pane .... the children?
    a) broke   b) broken by
    c) broke for   d) broken for

9. All the beds were .... my grandmother
    a) made by   b) made for
    c) make by   d) make for

10. Many writters were .... Shakespeare
    a) influence by   b) influenced by
    c) influence for   d) influenced for

11. The money ..... stolen by the thieves if you leave it there

a) was   b) will be
c) has been   d) is

12. Mr Johnson ...... this book
    a) is translated   b) translated by
    c) translated   d) was translated

13. This policeman ...... that man
    a) was arrested by b) arrested for
    c) arrested   d) will be arrested

14. We will .... by that teacher
    a) be teached   b) have taught
    c) be taught   d) been taught

15. Many things ..... in this house
    a) is said   b) are said
    c) they say   d) they are said

16. This mansion ...... in 1750
    a) is built   b) was built
    c) will be built   d) builded

17. They will .... this car soon
    a) be bought   b) buying
    c) buy   d) is bought

18. This car will .... soon
    a) be bought   b) be buying
    c) buy   d) is bought

19. The jar ...... by the maid
    a) was broken   b) broke
    c) is broken   d) breaks

20. The centre forward .... a goal
    a) was scored   b) scores
    c) is scored   d) has scored

UNIT 4

Muhammad and Islam

Lessson Objectives:

At the end of this lesson the students will be able to:

1. Define comprehensively about the concept of reference/pronou and the types of pronou in a paragraph.

2. Identify the reference/pronoun in a paragraph.

A. Reading

1. Read the following text carefully.

Muhammad and Islam

*Source:*http://jefri-fernata.blogspot.co.id/2014/03/peradaban-islam-masa-rasulullah- saw.html

Muhammad was born in Makkah in 570 AD. He was orphaned as a young child and brought up first by his grandfather and later by his uncle. As a young man, he was well known for his unusual truthfulness and wisdom, and he was one of the new people in Makkah who did not believe in idol worship, but tried instead to follow the original teachings of Abraham.

When he was in 20s, Muhammad was hired by a wealthy widow, Khadijja to let her carravan. Khadija admired this extraordinary young man and eventually they were married. They settled into a peaceful and prosperous life.

Muhammad was concerned about the idol worship, corruption and cruelty that he saw around him, and he began to withdraw to the mountains for long periods of meditation and fasting. When he was forty years old, he withdrew into a cave high on a nearby mountain when he had a vision of the Archangel Gabriel

commanding him to: Recite. In the name of your Lord…..' From that moment Muhammad became a Prophet or Messenger of God. He received revelations from God through Gabriel, and these revelations formed the Holy Qur'an, the scared book of the religion called Islam.

Islam is a word meaning both submission and peace. According to its teachings, human being can attain both inward and outward peace by submitting to the command of God, or Allah (an Arabic word meaning the God). And according to Islam, this peace and obedience leads to salvation and entry into Heaven. Muhammad was ordered to called people to Islam.

It involves observing five "pillars of faith". These are: the firm belief in one God and in the prophethood of Muhammad; regular ritual five times a day; giving alms to the poor and needy; fasting during the holymonth of Ramadan; and the performance of the annual pilgrimage or Hajj, once in every Muslim's life it is all possible.

(Qouted from: Hollyer, Belinda (editor). Living in Makkah, 1987:12).

2. Vocabulary

Alms (n) = zakat/sedekah
Archangel (n) = malaikat utama
Brought up (v) = dibesarkan
Caravan (n) = kafilah
Cruelty (n) = kebengisan
Idol (n) = patung
Eventually (adv) = akhirnya
Obidience (n) = ketaatan
Outward (adj) = lahir/lahiriah
Had a vision (v) = meihat penjelmaan
Settled into (v) = menetap dalam
Inward (adj) = batin/batiniah
Truthfulness (n) = amanah
Orphan (n) = anak yatim

Prosperous (adj) = makmur
Revelation (n) = wahyu
Sacre book (n) = kitab suci
Teaching (n) = ajaran
Salvation (n) = keseamatan
Unusual (adj) = luar biasa
Worship (n) = penyembahan
Withdraw (v) = menarik diri/berkhalwat
Performance (n) = pelaksanaan
Prophethod (n) = kenabian

3. Comprehension

Exercise 1

Choose a, b, or c to answer the following questions according to the passage.

2. Where and when was our prophet born?
   a. In Makkah in 750 AD.
   b. In Makkah in 570 AD.
   c. In Madinah in 570 AD.

2. Who brought him up first and later?
   a. His uncle and Abu Talib
   b. His uncl and his grandfather
   c. Abdul 'l Muttalib and Abu Talib

3. Instead of believing in idol, what did he try?
   a. He followed the original teaching of Abraham
   b. He followed many people in Makkah who did not believe in idol
   c. He followed a few people who did not follow the original teaching of Abraham.

4. When Khadija asked him to load her caravans, how ols was he?
   a. In Makkah in 750 AD.
   b. In Makkah in 570 AD.
   c. In Madinah in 570 AD.

5. How old was he when he had a vision of Gabriel?
   a. He was old enough
   b. He was fouty years old
   c. He was about twenty-five years old

6. Whic of the following statements about Archangel Gabriel is true?
   a. He told Muhammad to recite in the name of Allah
   b. He told Muhammad to recite in the of Gabriel
   c. He told muhammad not to recite in the name of his Lord.

7. What sacred book did he receive from God?
   a. The Bible
   b. The Al- Furqan
   c..The Al-Fatihah

8. What does islam mean?
   a. Either submission or peace
   b. Both submission and peace
   c. Neither submission nor peace
9. Whom was the messenger ordered to call to Islam?

a. All children
b. All Muslims
c. All males and females

10. The phrase 'pillars of faith' could best be translated into Indonesian as .....
    a. Rukun Iman
    b. Rukun Islam
    c. Tiang-tiang Iman

Exercise 2

Fill in the blanks with the pronouns and their references. Then, find the supporting details for the main idea available in the following paragraph.

Islam is a word meaning both submission and peace. According to its teachings, human being can attain both inward and outward peace by submitting to the command of God, or Allah (an Arabic word meaning the God). And according to Islam, this peace and obedience leads to salvation and entry into Heaven. Muhammad was ordered to called people to Islam.
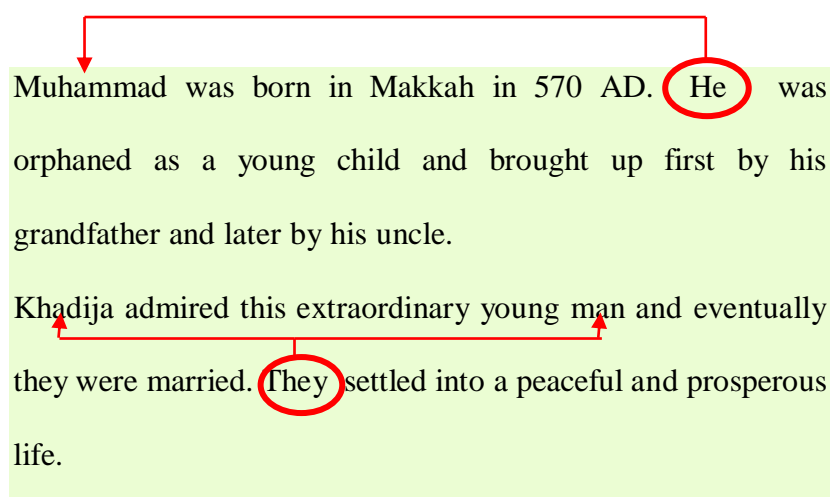
It involves observing five "pillars of faith". These are: the firm belief in one God and in the prophethood of Muhammad; regular ritual five times a day; giving alms to the poor and needy; fasting during the holymonth of Ramadan; and the performance of the annual pilgrimage or Hajj, once in every Muslim's life it is all possible.

Pronouns	References
....	....
....	....
....	....
....	....

Main idea	Supporting details
....	....
....	....
....	....
....	....

B. Review of Reference Words

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. The first object in this relation is said to *refer to* the second object. The second object the one to which the first object refers is called the *referent* of the first object. In other word, the term *reference* is used to refer to a system of creating cohesion in a text. Reference words point backwards or forwards to other words or concepts that have already appeared in the text or are about to appear in the text. In the majority of cases, the word has already occurred in the text i.e. the reference word is pointing backwards.

Examples:

Muhammad was born in Makkah in 570 AD. He was orphaned as a young child and brought up first by his grandfather and later by his uncle.

Khadija admired this extraordinary young man and eventually they were married. They settled into a peaceful and prosperous life.

In those paragrapsentence, *He* is a reference word pointing back to Muhammad in the preceding sentence and . *They* is a reference word pointing back to Khadijja and extraordinary young man (Muhammad PBUH.) in the preceding sentence.

Source: http://writesite.elearn.usyd.edu.au/m3/m3u5/m3u5s5/m3u5s5_1.htm

D.Exercises 1

Complete each of the following sentences based on the below it.

1. *they* is a reference word pointing back to -------------- in the preceding

sentence.

> Today, education of children is not limited to the information and
>
> facts they are expected to learn. Rather, educators take into account
>
> the emotional, social, and physical well-being of the student in
>
> addition to the information they must master.

1. *they* is a reference word pointing back to -------------- in the preceding

sentence.

> These *madrasas* can be considered the first modern universities.
>
> They had separate faculties for different subjects, with resident
>
> scholars that had expertise in their fields. Students would pick a
>
> concentration of study and spend a number of years studying under
>
> numerous professors.

In this sentence, *they* is a reference word pointing back to *madrasas* in the
preceding sentence.

Reference words are important because they are another way you can strengthen

the connections between different elements of your text and clarify the

progression of ideas.

Source: http://writesite.elearn.usyd.edu.au/m3/m3u5/m3u5s5/m3u5s5_1.htm

Every text has a structure. It is not just a random collection of sentences.

The parts that make up the text are related in a meaningful way to each other.

Recognising the way in which a text has been organised will help you to understand it better. In order to understand the text, it is necessary to understand how the sentences are related. Words like "it", "this", "that", "here", "there" etc. refer to other parts of the text. You need to understand these connections or links.

Textual reference allows the reader to establish relationships which exist between two linguistic expressions in a sentence or text. Certain expressions do not have meaning out of the immediate context, they refer to some other words or phrases in the text. Writers use reference to avoid repetition.

Examples:

> Socratesonce said that the more **he** learned, the more **he** became convinced of **his** own ignorance. It's a familiar feeling for anyone who tries to make sense of the American education system. This academic year, the better part of $1 trillion will be spent on education in the United States. **That's** an awful lot of spending, approaching 10 percent of the overall economy. But what exactly is the return on all of that money? While the costs are fairly simple to calculate, the benefits of education are harder to sum up.

In the extract above '**he**' and '**his**' refer to Socrates. In order to understand the text it is necessary to recognisewhat each pronoun refers to.'**It's**' refers to 'being convinced of one's ownignorance in the process of further education'. In this sentence reference helps to avoid repetition of ideas. '**That's**' refers to '$1 trillion'. There is no need to citethe sum of money that has already been previously mentioned.

C. Identifying Reference

The table below presents some of the units used for referencing.

Reference	Examples
Subjective pronouns	He, she, it, they, I, we, you
Objective pronouns	Her, him, them, us
Demonstrative pronouns	This, that, these, those
Reflexive pronouns	Himself, herself, themselves

(https://eduspace.lv/pluginfile.php/896/mod_label/intro/Reading%20Identifying%20r

eference%20in%20the%20text.pd)

The following chart outlines the key information that you should remember about pronoun referents:

PRONOUN REFRENCES	
How To Identify The Question	The pronoun ... in line X refers to which of following?
Where to find the answer	The line where the pronoun is located is gennerally given in the question. The noun that the pronoun refers to is generally found before the pronoun.
How to answer the question	1. Find the pronoun in the passage (the line where the pronoun can be found is generally stated in the question.) 2. Look for nouns that come before the noun. Read the part of passage before the pronoun carefully. 3. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

C. Summary

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. The first object in this relation is said to *refer to* the second object. The second object the one to which the first object refers is called the *referent* of the first object. Here are two senses for *reference:*
1. Reference is the symbolic relationship that a linguistic expression has with the concrete object or abstraction it represents.
2. Reference is the relationship of one linguistic expression to another, in which one provides the information necessary to interpret the other.

E. Reference Exercises

Exercises 1

Direction:Read the following each passage and choose the correct answer a, b, c. or d below it.

Passage 1

Throughout Islamic history, education was a point of pride and a field Muslims have always excelled in. Muslims built great libraries and learning centers in places such as Baghdad, Cordoba, and Cairo. They established the first primary schools for children and universities for continuing education. They advanced sciences by incredible leaps and bounds through such institutions, leading up to today's modern world.

Source:http://www.muslimheritage.com/article/education-islam-role-mosque

Source:https://www.google.co.id/searc =pictures+on+islamic+education

1. The pronoun "they" in line 6 refers to ....
   a. Great libraries
   b. Baghdad
   c. Muslims
   d. Cordoba

Passage 2

Tarbiyah could be understood as the type of education that addresses the heart, body, mind and soul of an individual. Tarbiyah places God at the centre of the individual's learning experience. The main aim of Tarbiyah could be summed up as providing Muslims with positive guidance in accordance with

the Islamic tradition that will result in **them** developing into 'good adults' who lead fruitful lives in this world and the hereafter. Halstead explains that 'good adults' within an Islamic understanding implies adults who accept the obligations of the divine and 'seek to take on the divine attributes such as *hikma* (wisdom) and '*adl* (justice).' They strive to adopt a balanced approach with regards to their 'integrated personality' comprising heart, spirit and intellect; they strive to become *insan kamil* (the perfect human being) and live their lives according to the teachings of the Islamic principles.

Source:http://www.islam21c.com/islamic-thought/4561-islamic-education-pt-5-the-concept-of-education-in-islam/

2. The pronoun **"them"** in line 6 refer to?

    a. Muslims

    b. Tarbiyah

    c. Islam

    d. God

Passage 3

Al-Farabi was born in Wasij, in the province of Farab in Turkestan, in 872 AD (259 AH) of a noble family. His father, of Persian origin, was an army commander at the Turkish court. Al-Farabi moved to Baghdad, where he studied grammar, logic, philosophy, music, mathematics and sciences; he was a pupil of the great translator and interpreter of Greek philosophy, Abu Bishr Matta b. Yunus (d. 942/329) in Baghdad; he then studied under Yuhanna b. Haylan, the Nestorian (d. 941/328), in

Source:http://www.muslim-heritage.com/article/al-farabis-doctrine-education
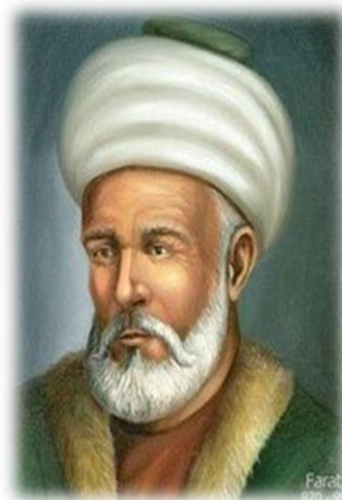
Harran. Thereby he is affiliated to the Alexandrian school of philosophy which had been located at Harran, Antakya and Merv, before definitively settling in Baghdad. As a result of these years of study, he accumulated such knowledge of philosophy that he earned the name of the 'Second Teacher', by reference to Aristotle, the 'First Teacher'.

In fact, education is one of the most important social phenomena in al-Farabi's philosophical system. It is concerned with the human soul and makes sure that the individual is prepared from an early age to become a member of society, to achieve his own level of perfection, and thus to reach the goal for which he was created. However, while it is true that there are no writings specifically devoted to education in al-Farabi's books, anyone who follows his writings with care will come upon various texts scattered here and there containing clear educational elements corresponding to his overall philosophical views, which incline to integrate separate concepts and thoughts into a 'unified world view'.

Source:http://www.muslimheritage.com/article/al-farabis-doctrine-education

3. The pronoun "he" in line 3 refers to which of the following?

   a. Yuhanna

   b. Mevy A

   c. Teacher

   d. Al-Farabi

4. The word *It* in line 13 refers to?

   a. Al-Farabi

b. social phenomena

c. first teacher

d. second teacher

Passage 4

Ibn Khaldun notes that in Morocco at his time, the *madrasas* had a curriculum which spanned sixteen years. **He** argues that this is the "shortest [amount of time] in which a student can obtain the scientific habit he desires, or can realize that he will never be able to obtain it."
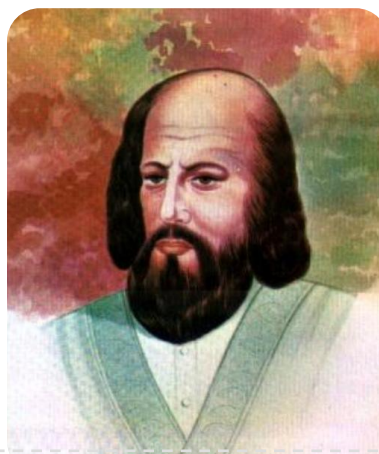
Sourc:http://www.muslimheritage.com/article/ibn-khalduns-concept-education

Source:https://sosialsosiologi.blogspot.co.id/2016/03/ibnu-khaldun.html

5. The word "he" in line 4 refers to….....

a. Ibn khaldun

b. Madrasas

c. Curriculum

d. Sixteen years

Passage 5

Today, education of children is not limited to the information and facts they are expected to learn. Rather, educators take into account the emotional, social, and physical well-being of the student in addition to the information *they* must master. Medieval Islamic education was no different. The 12th century Syrian physician al-

Source:http://www.muslimheritage.com/article/al-ghazalis-theory-education

Shayzari wrote extensively about the treatment of students. *He* noted that they should not be treated harshly, nor made to do busy work that doesn't benefit them at all.

The great Islamic scholar al-Ghazali also noted that "prevention of the child from playing games and constant insistence on learning deadens his heart, blunts his sharpness of wit and burdens his life. Thus, *he* looks for a ruse to escape his studies altogether." Instead, he believed that educating students should be mixed with fun activities such as puppet theater, sports, and playing with toy animals.

Source:http://www.muslimheritage.com/article/ ghazalis-theory-education

6. The pronoun "*they*" in line 3 refers to...

a. Students   b. Educators

b. Children   d. Teachers

7. The **pronoun** " he" in line 5 **refers** to whichof the following?

a. Nizam al-Mulk   b. Student

c. Al-Ghazali   d. Al-Shayzari

8. The **pronoun** " he" in line 9 refers to whichof the following?

a. Nizam al-Mulk
b. Student
c. Al-Ghazali
d. Al-Shayzari

Passage 6

The pursuit of knowledge is important in Islam. Prophet Muhammad encouraged his followers to attend learning classes, and he sent teachers of Quran to the outlying tribes and far away cities. He sat with his followers and taught them the principles of Islam, and he listened attentively, often with tears

running down his face, to their recitation of Quran. Prophet Muhammad said the best of his followers were those who learnt the Quran and then taught it to others..

The first Muslims established schools for teaching and learning Quran and Islamic sciences. Islam was practiced secretly for fear of persecution, however a school was established in the house of a man by the name of *Akram*. Even now in the 21st century, across the Islamic world, students attend schools named Darul Akram (The house of Akram) in memory and recognition of the first Islamic school.

Islam holds knowledge, education, literacy, and intellectual pursuits in high regard. Throughout Islamic history, there are countless instances of the establishment of schools and universities, and libraries and think tanks. Muslims established theories of education, wrote curriculums, pursued literature and art, and took the concept of seeking knowledge to new heights. In part three we will look at theories of education and the establishment of schools and centres of learning.

http://www.islamreligion.com/articles/2825/literacy-in-islam-part-2/

9. The pronoun " them" in line 4 refers to whichof the following?

   b. Prophet Muhammad   b. His followers

   d. Teacgers   d. All Muslim

10. Who are the best of Prophet Muhammad's followers?

   a. Muslim who learnt Al Quran

   b. All Muslim in the world
   c. Muslim who pursued knowledge

   d. Muslim who learnt Al Quran and then taught it to others Al-Shayzari

Exercises 2

Direction: Choose the correct pronouns to complete the following sentences.

1. The old woman lived alone, with ---- to look after ----.
   A)   someone / her

B) anyone / herself
C) everyone / she
D) no one / her
E) anyone / she's

2. ---- two rings here on my little finger belonged to ---- grandmother.
   A) These / my
   B) That / mine
   C) Those / me
   D) The / myself
   E) This / my

3. When the little boy grabbed the lizard, ---- tail broke off in ---- hand.
   A) it's / his
   B) it / him
   C) its / his
   D) it / one's
   E) its / he's

4. A baby learns the meaning of words as ---- are spoken by others and later uses ---- in sentences.
   A) their / they
   B) they / them
   C) they / themselves
   D) it / them
   E) they / it

5. Some of these clothes are ----, and the rest of ---- belong to Zack.
   A) their / they
   B) they / them
   C) they / themselves
   D) it / them
   E) they / it

6. As for ----, I prefer to let people make up ---- minds.
   A) myself / each other's
   B) I / his own
   C) mine / one another's
   D) me / their own
   E) my / theirs

7. The solicitor wrote a letter to Ann and ---- in which he asked us if we could settle the matter between ----.
   A) I / us
   B) me / us
   C) myself / ours
   D) mine / our
   E) me / we

8. As ---- cuts it as well as he does, I always have my hair cut at Johnson's.
   A) anyone
   B) someone else's
   C) no one else
   D) everyone
   E) nobody's

9. They decided to buy the house because ---- location would allow ---- to get to work very easily.
   A) theirs / them
   B) it / themselves
   C) its / them
   D) they / us
   E) its / their

10. The students are discussing the lesson. Tell ___ that the time is over.
   A. her
   B. it
   C. them
   D. their

Source:http://www.belajarbahasainggrisku.com/2015/05/20-latihan-soal-tentang-pronoun-dan-jawabannya.html

UNIT 5

Culture in Islam

http://www.qu.edu.qa/students/services/slsc

Lessson Objectives:

At the end of this lesson the students will be able to:

1. interpret the lexicon (vocabulary) in the paragraph they read

2. Identify interpret vocabulary and sinomim (synonym) of certain words in a paragraph that read.

A. Reading

1. Read the following text carefully.

Culture in Islam

Source: https://www.google.co.id/search?q=pictures+on+islamic+education

Islam laid a great deal of stress on educational aspect from beginning, because of its importance in the life of human beings. The first verses of the Holy Qur'an which were revealed ordered the prophet to read. They say :

"Read, in the name of thy Lord, Who created
Created man from a cloth of congealed blood
Read ! and thy Lord is most bountiful.
He who taught the use of the pen.
Taught man that which he knew not."

This leads us to understand that Muslims should gain as much knowledge as they can, because the Holy Qur'an also considers knowledge as light and ignorance as darkness and considers the knowledgeable man as a live man and the ignorant man as a dead man and that those who have knowledge fear God most For Allah says:

"Those truly fear God
Among His servants, who have knowledge."
"The blind and the seeing
Are not a like. Nor are the depths

Of darkness and the Light.'

There are many sayings of the prophet which encourage Muslims to seek knowledge from the beginning of their lives until the end, and which also consider knowledge as the way which leads to Paradise. First he said: " Seek knowledge from the womb to the grave," and he also said: "Whoever sets foot on their way to knowledge, Allah directs him to the way to Paradise."

Once the prophet entered the mosque, and found two groups of Muslims sitting there. One of them was occupied in contemplation of God, and the others were studying. He joined the group of those who were studying and this was a sign that he appreciated their way and encouraged Muslims to seek knowledge by any means. In another Hadith he said: "The angels spread down their wings in appreciation for the seeker of knowledge."

The prophet not only gave verbal encouragement to people to seek knowledge but took every chance to provide opportunities for a large number of people learn to read and write, as this is a way to knowledge. This is clearly illustrated after the Battle of Badr, when the Muslims took a number of prisoners from the Quraysh in the battle. Some of them were literate. The ransom of those who could read and write was that they should teach Muslim children to read and write.

When you read the Holy Qur'an you will find many verses urging Muslim to study what they see around them on earth and in the sky, and to use these things for the benefit of Muslim society. They cannot use them correctly unless they have some knowledge, and knowledgeable people are of high rank in the sight of God - for the Holy Qur'an says : " Those who know and those who do not know cannot be regarded as equal."

The Muslim people understood clearly the approach of Islam towards education. Therefore they started to gain knowledge, taking the guidance of the Holy Qur'an as a light to show the right

way. And therefore they established Islamic civilization which prevailed throughout most of the world, and gave human beings the benefit which they got from the teaching of the Holy Qur'an, and the history of Islam is full of famous Muslim thinkers in every branch of knowledge : philosophy, law, science, astronomy and art.

(Quoted from: Jamaluddin Darwis, *English for Islamic Studies*, 2000:179-181)

1. Vocabulary

lay = menaruh/meletakkan

consider = mempertimbangkan

encourage = menganjurkan/mendorong

comtemplation (n) = perenungan

literate (n) = kemampuan baca/tulis

ignorance (n) = kebodohan

depth (n) = kedalaman/tengah-tengah

womb (n) = rahim/kandungan

ransom (n) = tebusan/pembebasan

prevail (v) = meliputi

2. Comprehension

Practice asking and answering the following questions with your partner Then write the answers in the space below.

1. What aspect does Islam emphasize/

   ----

2. What verse of the Qur'an supports his aspect?

   ----

3. What is the consequence of this?

   ----
3. What parable does the holy Qur'an give in this respect?

----

5. Beside verses of the Holy qur'an, are there sayings of the prophet support the imfortance of knowledge?

----

6. Give some saying of the prophet as example?

----

7. Can you give a proof from history that the prophet appreciated Muslis who sought knowledge?

----

8. Beside giving verbal encouragement to seeking knowledge, what else did the prophet do?

----

9. From the history you have read, how was seeking knowledge illustrated in the history of the prophet?

----

10. What are the Functions of the world around us, and what should muslims do in this respect?

----

11. What approach do muslims take towards education?

----

12. What is the result of this approach/

----

13. What do muslims get from this results?

----

14. Did the world have famous muslims thinkers? Who are they?

----

15. What lesson can we take first verse of the Qur'an?

----

4. Vocabulary Review

a. Definition of Vocabulary

Vocabulary is commonly defined as "all the words known and used by a particular person". *Knowing* a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge (Source:https://en.wikipedia.org/wiki/Vocabulary).

According to Hatch and Brown (1995:1), the term vocabulary refers to a list or set of words for a particular language or a list or a set of words that individual speaker of language might use. Moon (in Schmit and McCarthy, 1997:105) argued that traditionally, vocabulary has been seen as individual words that could be used with a great deal of freedom. It is the key aspect of learning a language.

Thornbury (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone"s knowledge of words. In reference to the reading comprehension, the students should acquire a number of vocabularies to get better understanding in reading an English text. In line with Thornbury, Stahl (2005) defines vocabulary as knowledge; the knowledge of a word not only implies a definition, but also implies how that words fits into the world.

Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005:2-3) define vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. More specifically, they use vocabulary to refer to "the kind of word that students must know to read

increasingly demanding text with comprehension". Nunan (1999:101) says that vocabulary is more than lists of target language words. Vocabulary is part of the language system.

In addition, According to Kamil & Hiebert (2007) in their article accessed from internet, broadly define vocabulary is knowledge of words and word meanings. Richards (2001:4) says that vocabulary is one of the components of language and one of the first things applied linguists turned their attention to. Meanwhile, Hornby (1974:959) defines vocabulary is a total number of words which make up a language with definition or translations.

Based on the statements from the experts above , it could be concluded that vocabulary is a word that a person know in a particular language and one of componets of language that has a meaning and definition. It is the basis of communication that is needed by people to understand the meaning of words and helps them to express the ideas precisely. Therefore, the EFL learners should master the words of the E n g l i s h language because language consists of words, to be able to use the language approximately.

Considering the discussion above, it can be concluded that vocabulary is the basis of communication that is needed by people to understand the meaning of words and helps them to express the ideas precisely. It can be inferred that because language consists of words, to be able to use the language approximately, learners should master the words of the language.Having mastered a large number of words, they will be able to express their ideas or ask information and to participate in the conversation.

b. Kinds of Vocabulary

Teaching vocabulary is important in language acquisition. Vocabulary is one element that links the four skills of listening, speaking, reading, and writing all together. One of the requirements to communicate well in a foreign language, students should have an adequate number of words. According to Celca-Murcia (2000:76) there are two kinds of vocabulary, as follows:

a. Productive versus Receptive Vocabulary

Productive vocabulary is the lexical terms which the students can remember and use appropriately in speaking and writing. Receptive vocabulary in the lexical items which the students familiar and understand when they meet them in the context of reading and listening materials.

Productive vocabulary is used to speaking and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in context. Different from productive vocabulary, receptive vocabulary is only presented until the students' know the meaning to understand the context of reading or listening.

b. Content Words versus Function Words

Content words and function words are a useful one in analyzing vocabulary. Content words are those vocabulary items that must to the large and open words classes. Content words that are the words that are easy accept new words and not use old ones but are not longer useful. For example: nouns, verbs, adjectives, and some adverbs.

Function words are those vocabulary items that must to closed words classes. Function words that are the words do not easy new items or lose old ones. For example: pronouns, auxiliary verbs, prepositions, determiners, and many adverbs. Function words should be taught as part of grammar and content words as part of vocabulary

The following chart outlines the key information that you should remember about vocabulary questions containing difficult words.

VOCABULARY QUESTIONS CONTAINING DIFFICULT WORDS	
How to identify the question	1. What is the meaning...? 2. Which of the following is closest in meaning to.? 3. The word is a difficult word one that you probably do not know
.	The question usually tells you in which line of the passage the word can be found.
How to answer the question	1. Find the word in the passage. 2. Read the sentence that contains the word carefully. 3. Look for context clue to help you understand the meaning. 4. Choose the answer that the context inicates.

1. Vocabulary Multiple Choice xercise Examples

Direction: Read the following passages and circle the correct answer a, b, c, or d.

Passage 1

Al-Ghazali, was born in 1058 CE (A.H. 450) in or near the city of Tus in Khurasan to a Persian family of **modest** means, whose members had a reputation for learning and an inclination towards Sufism. His father died when he was young, having

entrusted one of his Sufi friends with the education of his two sons. The friend undertook that task until the money bequeathed by the father ran out, whereupon the friend advised the two brothers to enter a *madrasa* . where they would be afforded board and instruction. Al-Ghazali appears to have begun his elementary education at approximately age 7, studying Arabic, Persian, the Koran and the principles of religion. He went on to intermediate and higher education at a *madrasa*, where he studied *fiqh* (Islamic jurisprudence), *tafsir* (Koranic exegesis) and *hadith* (Prophetic tradition).

Source: http://www.muslimheritage.com/article/al-ghazalis-theory-education

Question:

Which of the following words that has the closest meaning with the bold and underlined word?

    a. Relied
    b. Believe
    c. lie
    d. looked

Answer:

Which of the following words that has the closest meaning with the bold and underlined word?

    a. Relied
    b. Believe
    c. lie
    d. looked

Passage 2

Ibn Khaldun states in his *Muqaddimah*, "It should be known that instructing children in the Qur'an is a symbol of Islam. Muslims have, and practice, such instruction in all their cities, because it

imbues hearts with a firm belief (in Islam) and its articles of faith, which are (derived) from the verses of the Qur'an and certain Prophetic traditions."

Source:http://www.muslimheritage.com/article/al-ghazalis-theory-

The very first educational institutions of the Islamic world were quite informal. Mosques were used as a meeting place where people can gather around a learned scholar, attend his lectures, read books with him/her, and gain knowledge. Some of the greatest scholars of Islam learned in such a way, and taught their students this way as well. All four founders of the Muslim schools of law – Imams Abu Hanifa, Malik, Shafi'i, and Ibn Hanbal – gained their immense knowledge by sitting in gatherings with other scholars (usually in the mosques) to discuss and learn Islamic law.

Source: http://lostislamichistory.com/education/

Question:

The word "immense " in line 6 is closest in meaning to which of the following?

a. Huge.

b. Gigantic.

c. Curious.

d. Narrow.

Answer:

The word "immense " in line 6 is closest in meaning to which of the following?

a. Huge.

b.   Gigantic.

c.   Curious.d.

d.   Narrow.

Vocabulary Multiple Choice xercises
Test 1
Direction: Read the following passages and circle the correct answer a, b, c, or d.

Passage 1

Ramadan Fasting makes us feel compassion and empathy towards the <u>poor</u>, because when the fasting person tastes the pain of <u>hunger</u> for a while, he remembers those who are in this situation all the time, so he will hasten to do acts of kindness to them and show compassion towards them. So fasting is a means of feeling empathy with the poor. Fasting humiliates and weakens the Shaitan (Satan); it weakens the effects of his whispers (waswas) on a person and reduces his sins. That is because the Shaitan "flows through the son of Adam like blood, but fasting narrows the passages through which the Shaitan flows, so his influence grows less."

Source: http://www.ezsoftech.com/ramadan/ramadan10.asp

1. The word "hunger" in line 2 the first paragraph is closest in meaning to which of the following?

   a. Famine

   b. Replete

   c. Feeling

      d. kindness

2. Which of the followings has the closest meaning with the underlined word in line 1 of the first paragraph?

      a. Rich

      b. Less

      c. Flentiful

      d. Indigent

Passage 2

Georges Makdisi illustrates this influence well, showing that aspects of university education such as the doctoral thesis and its defense, the peer review of scholarly work based on the consensus of peers, and -most importantly - the concept of academic **freedom** for professors and students, were all **acquired** by Europe from the Muslim World. The open scholarly discussions in the mosques were surely the main source of these influences in times when scientific intolerance ruled elsewhere, and free scholarly thought was often punished with burning at the stake. Academic influence also came in the form of the many books written by Islamic scholars which became the core texts of education in the first European universities (Montpellier, Bologna, Paris, Oxford etc.), which all were founded between the twelfth and thirteenth centuries. There were many other ways in which the Muslims influenced education in Europe, which are too long and too detailed to go into here. Refer to the excellent works on this by Makdisi and Ribera.

Finally, to answer those who blame the decline of Muslim civilization on Islam rather than on the occupation and devastation of its centres of learning, such as Cordoba, Baghdad, and Seville, we *conclude that from its earliest days, Islam went hand in hand with scholarship and knowledge.* As well as the verses of the Quran and the sayings of the Prophet which urged people to learn and seek knowledge, the mosque, the concrete symbol of Islam, was the most

important centre of learning in the Muslim world. Indeed, in most Muslim countries, the word *Jami'* means at once both mosque and school. In Arabic, the word for university, *Jami'a*, is derived from *Jami'* (mosque). No similar **derivation** exists in any other language or culture; and there is no better illustration of the association between Islam and education than this.

Source:http://www.indianetzone.com/50/education_islam.htm

Question:

3. The synonym of the word in bold "Acquired"in this passage is......

    a. Income

    a. Acquisition

    b. Recognized

    c. Accepted

4. The followings have the same meaning as "freedom", except…

    a. The Confines

    b. looseness

    c. independence

    d. there is no compulsion

5. Which one of the following words is not the antonym of "derivation"

    a. Formation

    b. separation

    c. not the same

    d. compound

Passage 3

Democracy in Islam focuses on government and rulers.

Islam is a "total way of life". It has provided guidance in every sphere of life, from individual cleanliness, rules of trade, to the structure and politics of the society. Islam can never be

separated from social, political, or economic life, since religion provides moral guidance for every action that a person takes.

Muslims have a right to appoint their rulers, hold them accountable and, when need be, to remove them from office. Islam does not, however, empower the system of government with the right to absolve or change the legislation of the religion. What this means is that the people or their elected officials do not have a right to make permissible what God has forbidden, or to declare forbidden what God has made permissible.

Source:http://www.educationquizzes.com/us/specialist/islam/demo cracy-in-islam/

Questions:

6. What is the meaning of Sharee'ah?

    a.   Sharee'ah means leadership

    b.   Sharee'ah means "Straight Path"

    c.   Sharee'ah means nothing

    d.   None of the above

7. What is the Islamic concept for the consultation between the ruler and the ruled?

    a. Shura

    b. Deen

    c. Sharee'ah

    d. None of the above

8. What is the Islamic concept for the community consensus called?

    a. Aashura

    b. There is no consensus required

    c. Ijma

    d. None of the above

Passage 4

Sekolah Islam (Islamic School) constitutes a new nomenclature of the 20th century Islamic education system in Indonesia. Similar to modern *pesantren*, *sekolah Islam* is also a critique towards *madrasah*. Although *madrasah* was initially a symbol of education reform, but in its eventual development it is considered insufficient to be regarded as Islamic educational institution. This stand point especially emerges from middle-class Muslim community, who genealogically have an attachment with Muhammadiyah, a modernist Islamic movement in Indonesia. The idea of *sekolah Islam* cannot be separated from the idea of Muhammadiyah, which has an objective to develop "HIS met de *Qur'an*"

Sekolah Islam gained its momentum to develop when Indonesian community experienced what the so-called *santrinization* and *Islamization*, especially in the late 1990s. The establishment of the Association of Indonesian Muslim Intellectuals (ICMI), which obtained political support from the government, has become the second pillar of the growth of *Sekolah Islam* in Indonesia. Support towards *sekolah Islam* came from new generation of Indonesian Muslim. They are mostly alumni of secular universities, who possess good jobs — so that they can be considered as middle-class Muslim — nonetheless they have high religious awareness in line with their level of education which let them to be capable of accessing media of information about Islamic world in general. Most of them are activists of Islamic movements which use campus mosques as their basis, such as Salman mosque at ITB in Bandung, Arif Rahman Hakim mosque at UI Jakarta, Syuhada mosque in Yogyakarta etc. Their idols are Muslim intellectuals such as Imaduddin Abdurrahim, a significant figure in the process of cultivating cadres in Salman mosque, and an initiator of the establishment of ICMI. Both the education and religious

experiences had made them aware of the need towards Islamic school other than *madrasah*. They wanted their kids to be able to enjoy good education in science and technology, but at the same time they want them to become religious people.

Questions :

9. What is the synonym of "emerges" in line 6?

    a. Appear

    b. Search

    c. Seem

    d. Seek

10. Which of the following is closest in meaning to "obtained" in line 15?

    a. reliased

    b. achieved

    c. dispersed

    d. appeared

11. The following words have the same meaning to " Reform" in line 4 except…

    a. regenerate

    b. improve

    c. degrade

    d. restore

Passage 5

The Distinctive Characteristics of *Pesantren* and *Madrasah*

The development of Islam in Indonesia is inseparable from its Islamic education system, especially *pesantren* and *madrasah*. Both

institutions have played pivotal role in determining the religiosity of Indonesian society. Not only do they function as the center for Islamic learning, but also constitute inherent part in the formation of socio-cultural and religious system of Indonesian Muslims. As far as the Indonesian Muslim intellectual discourse is concerned, both institutions have played significant role as centers for the publication of

Pesantren with its other different names like *pondok, dayah* and *meunasah* — constitutes a model of traditional Islamic educational institution. An *a>lim*, or *kyai*, is the owner as well as the great teacher of *pesantren*. Most of the *santri* (students), both males and females, l ive in dormitory. Moreover, traditional Islamic knowledge, such as *tafsi>r*, *h}adi>th*, *fiqh*, and *tas}awuf*, are the main courses in *pesantren*. In addition, the learning process is conducted through traditional methods, without adopting grading and certification systems.

Unlike *pesantren*, *madrasah* in Indonesian context is a modern educational institution. The emergence of *madrasah* by the end of 19th century was a critique towards *pesantren* education system. As a critique, *madrasah* tried to offer a wider range of curriculum design, including Islamic and secular courses, besides adopting grading and certification systems.

The recent development of Islamic education in Indonesia has shown that the modern *madrasah* expands itself into *pesantren*. From the outset, the reformists Muslims have addressed their critique towards *pesantren*. Mahmud Yunus, for instance, a leading figure of Islamic education reform of the beginning of the 21st century criticized *pesantren* strongly by stating that "education system of traditional *pesantren* would only be able to produce one single *ulama* out of one hundred *santris*. The remaining 99 *santris* are merely contributors to purchase oil to prepare meals."

Questions :

12. What is the synonym of "pivotal" in line 3 ?

    d. minor

    b. unimportant

    c. trivial

    d. important

13. Which of the following is closest in meaning to "expands" in line 2 of paragraph 4?

    a. Condense

    a. develop

    b. abbreviate

    c. Abridge

14. The following words have the same meaning to "traditional" in line 6 of paragraph 4 except…

    a. classical

    b. conventional

    c. old

Test 2
Direction: Put the correct words from this table into the following article.

1	(a)	celebration	(b)	celebrating	(c)	celebrated	(d)	celebrates
2	(a)	called	(b)	calling	(c)	caller	(d)	calls
3	(a)	all	(b)	every	(c)	whole	(d)	few
4	(a)	meaning	(b)	means	(c)	meanings	(d)	mean
5	(a)	exactly	(b)	exactness	(c)	exacted	(d)	exact
6	(a)	happening	(b)	happen	(c)	happened	(d)	happens
7	(a)	followed	(b)	follow	(c)	followers	(d)	follows
8	(a)	annual	(b)	years	(c)	yearly	(d)	annually
9	(a)	most	(b)	much	(c)	many	(d)	more
10	(a)	rear	(b)	reverse	(c)	behind	(d)	beyond

11	(a)	recent	(b)	just	(c)	happened	(d)	now

The Islamic New Year, Al-Hijra, is (1) _____ by Muslims on the first day of the first month in the Islamic Calendar. This month is (2) _____ Muharram. The exact day changes (3) _____ year because the Islamic lunar year is 11 to 12 days shorter than the solar (Western) year. This means that in 2008, there were two Islamic New Years – one on January 9th and another on December 29th. It also (4) _____ that new year's day for Muslims can be in the middle of winter or in the middle of summer. The (5) _____ date of the next Al-Hijra is not yet known. It is only predicted until there is a sighting of the new moon. Once that (6) _____, governments in Islamic countries tell their citizens when the new year begins.

Al-Hijra is the time when the Islamic prophet Muhammad (pbuh) and his (7) _____ moved from Mecca to Medina, where they set up the first Islamic state. This happened in 622AD. Islamic (8) _____ use the suffix AH (After Hijra) which means the year 2008AD is the Islamic year 1429AH. For Muslims, Al-Hijra is (9) _____ of a time for personal reflection than parties and celebrations. They think about how to leave (10) _____ the bad things from the previous year and move ahead to live a better life in the following year. It is, therefore, a time when people make new year resolutions. A (11) _____ trend during Al-Hijra is for people to exchange gifts and cards, although this has not spread throughout the Muslim world.

Source:www.ESL Holiday Lessons.com

UNIT 6

Community and Ethics

Lesson Objectives:

At the end of this lesson the students will be able to:

1. Define the concept of inference

2. Making inference in an English text of a paragraph they read.

3. Define the concept of Gerund comprehensoively

4. Identify gerund in a sentence of paragraph correctly

A. Reading

1. Read the following text carefully.

Community and Ethics

The term for Muslim community is *ummah*. Although Islam attacked many tribes from the deserts, its <u>beginning</u> was in cities. Muslim cities are built around a mosque, a symbol for a community centered on God. An individual apart from family and community is an anomaly in Islam. The unity of Muslims, regardless of race, economic status, or location, has long been an ideal.

Alms include an individual's <u>giving</u> not only to a beggar but also to a common treasury used to support the welfare of all in the community-even slaves and strangers-who need it. Individuals may offer prayers anywhere, but special value is given to <u>praying</u> with other Muslims in a mosque especially on Friday at noon.

Personal ethics of Islam require that believers avoid certain prohibited things. Among them are <u>gambling</u>, <u>drinking</u> alcohol, <u>lying</u>, and <u>stealing</u> For religious reason, believers must not eat pork. The Qur'an teaches against being an aggressor; however, when an injustice has been done, fighting to avenge it is required. Aggression is to be met until the enemy ceases to resist. Usury is

prohibited, but Muslims may be compensated by sharing profits if risk is entailed.

Although marriage is usually between one husband and only one wife, Islam makes provision for up to four wives for a man who can support them adequately and treat them equally. Brides may have property, and if they are divorced, they may keep their dowries. Divorced men and women may remarry, either each other or other partners. In the days when slavery was common, Islam maintain an elaborate system of laws governing a Muslim's relationship to slaves and concubines. For several reasons, one being economic, polygamy has declined.

Source: Matthews, Warren. *World Religion* (1999:421-422)

2. Vocabulary

Anomaly (n) = keganjilan	Compensate (v) = mengganti kerugian
Attack (v) = mulai mendekati	Dowry (n) = mahar
Avenge (v) = menuntut balas	Entail (v) = memerlukan
Beggar (n) = pengemis	Gambling (n) = berjudi
Cease (v) = pengemis	Lying (n) = berdusta
Concubine (n) = gundik	Offer prayer (v) = beribadah shalat
Decline (v) = menurun	Pork (n) = daging babi
Desert (n) = padang pasir	Prohibit (v) = melarang
Divorce (v) = bercerai	Regardless off (adj) = terlepas dari
Slave (n) = hamba sahaya	Rquire (v) = memerlukan
Stranger (n) orang asing	Stealing (n) = mencuri
Being economic (adj) = berekonomi	
Bride (n) = pengantin perempuan	
Common treasury (n) = baitul mal	

3. Comprehension

Answer the Following questions According to the Text above

1. What does this passage mainly discuss?
    ....

1. The phrase "it's beginning" in line 2 refers to:

    ....

2. Why should individual's giving be given to common treasury, too?

    ....

3. What does personal ethics of Islam require?

    ....

4. The phrase "individual's giving" in paragraph 2 could best translated into:

    ....

5. What does personal ethics of Islam require?

    ....

6. Why is usury prohibited by Islamic teaching?

    ....

7. What does the author mean by the statement "Divorced man may remarry?

    ....

8. Islam makes provision for up to four wifes, what is a man required to do for having more than one wife?

    ....

9. What conclusion may be made on the basis of the informasion in the passage?

    ....

B. Reading Skill: Making Inference

1. Definition of Inference

Inference is drawing conclusions based on information that has been implied rather than directly stated and is an essential skill in reading comprehension. We make inferences every day, both in oral and written communication. Many times this is so automatic we don't even realize the information wasn't included in the conversation or text. For example, read the following paragraph:

Example 1

Read each paragraph and answer the inference question that follows.

> The term for Muslim community is *ummah*. Although Islam attacked many tribes from the deserts, its <u>beginning</u> was in cities. Muslim cities are built around a mosque, a symbol for a community centered on God. An individual apart from family and community is an anomaly in Islam. The unity of Muslims, regardless of race, economic status, or location, has long been an ideal.

Source: Matthews, Warren. *World Religion* (1999:421-422)

Questions:

1. What can be infereed made on the basis of the informasion in the paragraph?
2.
   ----

3. How do you know?
   a. --
   b. --
   c. --

Answer Key

What can be infereed on the basis of the informasion in the paragraph? How do you know?

The basis of the informasion in the paragraph is "ummah (brotherhood)" as the basis in muslim community. The unity of Muslims, regardless of race, economic status, or location, has long been an ideal.

Example 2

I have quite an exciting job that allows me to work with lots of exotic animals. I work hard from the early morning to the end of the day because a lot of critters depend on me. I am in charge of feeding animals, cleaning habitats, and making sure all the animals are happy and healthy.

Source: www.superteacherworksheets.com

Questions:

1. What is this person's occupation?
2. How do you know?

Answer Key

What is this person's occupation? How do you know?

This person is a zoo keeper. This person works with exotic animals that depend on him. He is in charge of feeding animals, cleaning habitats, and taking care many animals.

It is not asy to answer the question "what is this person's occupation?" bcause the occupation of th person is not dirctly stated in the paragraph, but the reader can use what was written to deduct, or infer, much more than what was said. Most of the information we get from reading comes from what is implied rather than direct statements as you can see from the amount of information we got from "reading between the lines." previously. It is through inferences that words take on meaning. For students with dyslexia, the meaning behind the words is often lost.

Inference is using observation and background to reach a logical conclusion. You probably practice inference every day. For example, if you see someone eating a new food and he or she makes a face, then you infer he does not like it. Or if someone slams a door, you can infer that she is upset about something.

2. How to Practice Making Inferences

When reading, we make inferences through the author, the text and our response. The first step to reaching a conclusion of the intended meaning of a writing is to look at the author. You should spend time reading the author's biography. Look at his/her other works and see what they have in common. Also, look at the historical and cultural context of the writing. This will help give you a background of the writing that you can use in the next step of reading.

An inference is a prediction or deduction about something in written text often to do with what the character may see, hear, smell, taste or feel. An inference contrasts sharply with mere observation, or literal language.

HOW TO IDENTIFY THE QUESTION

➢ What can be inferred from the passage?

➢ It can be concluded / inferred from the passage that…

➢ The author infers / concludes that…

➢ What can we infer / conclude from the text?

The following chart oulines the key information that you should remember about implied detail question:

IMPLIED DETAIL QUESTIONS	
How to identify the questions	1. What can be inferred from the passage? 2. It can be concluded / inferred from the passage that… 3. The author infers / concludes that… 4. What can we infer / conclude from the text
Where to find the answer	The answer to these questions are found in order in the passage
How to answer the question	1. Choose key word in the question. 2. Scan the passage for the key word for related idea. 3. Carefully read the sentence that contains the key word. 4. Look for an answer that could be true according to that passage.

Source:http://specialed.about.com/od/readingliteracy/a/makinginferences.htm

3. Summary

Inference in reading is the ability to understand the meaning of a passage of text without all the information being spelled out. From context clues within a passage, the author gives information about plot, characters, setting, time period and other elements of story by the things he or she infers. Word choice and word order give clues about the story as it unfolds to the reader. Readers take the clues they are given and draw conclusions based on their own worldview and personal experiences.

Good readers make inferences, or conclusions, as they read. It's an important skill for understanding text, as authors often imply themes and ideas, without stating them outright.

4. Reference Multiple choice Exercise Examples

Direction: Read each of the passages carefully and answer the questions below by circling the answer.

Passage 1

Source: ttps://www.google.co.id/search?q=picture+of+
masjidil+haram+as+the+first+mosque+in+the+world

The need for learning in Islam began to be felt immediately after the Prophethood of Muhammad (*saw*) was proclaimed. An attempt to preserve whatever revelation came from Allah necessitated the Prophet's (*saw*) dissemination of these divine messages to his followers for memorization. While this was the beginning of intellectual development, it was not until when the Prophet (*saw*) got to Madinah that learning became a full-fledged affair as a result of the availability of a centre for this purpose. This centre is no doubt the Prophet's mosque in Madinah. History has it that the first school officially connected to the mosque began at Madinah in 653 C.E and in Damascus around 744 C.E and that by 900 C.E, almost all the mosques had elementary schools for both boys and girls. At age five, children were sent to schools and the first lesson was to learn how to read and write the ninety-nine names of Allah and simple verses of the Glorious *Qur'ān*. These were gradually followed by the thorough study of the *Qur'ān* and the introduction of Arithmetic. For those who wanted to advance in their studies, got transferred to larger mosque where instructions were given at the higher level on subjects like Law, Theology, History, Astronomy, and Economics.

Education in the mosque followed a basic format of study circle called *'Halaqat al-'Ilm* where students either were seated in a circle or gather around a teacher. Ibn Battuta, a renowned historian, is said to have recorded more than 500 students who attended the *Halaqah* of the Umayyad Mosque. Similarly, the Mosque of 'Amr near Cairo had at a period more than 40 *Halaqahs* and the Chief Mosque of Cairo could boast of 120 *Halaqahs*. It is necessary to state here that even though teachers exercised their authority, yet students in these circles had the freedom to engage their teachers in discussions on major issues.

Quoted from:Ismaheel A. Jimoh, Mosque in Islam, National Open University of Nigeria Press (2009:8)

Questions:

What can we inferred from the passage?

A. The mosque has very nice paint

B. The Early Stage of Mosque as Centre of Learning

C. So many children study

D. Muslim people do not have comunity

Answer:

What can we inferred from the passage?

A. The rule mosque as an educational institution

B. The mosque has very nice paint

C. So many children study

D. Muslim people do not have comunity

Passage 2

As far as the history of Islamic education in Indonesia is concerned, modern *pesantren* can be regarded as new genre of *pesantren*. The *Pesantren Darussalam* of Gontor, Ponorogo, was established in 20 September 1926 by three brothers — KH. Ahmad Sahal, KH. Zainuddin Fannani, and KH. Imam Zarkasyi. This *pesantren* is also called *pondok modern* (modern *pesantren*),

Source:https://www.google.co.id/gambar+ponpes+gontor

in a sense that it not only adopts *madrasah* system, but also teaches Arabic and English to the students intensively and practically. In daily conversation among the students within the *pesantren*, all *santris* are obliged to speak Arabic or English — they are not allowed to speak Indonesian. In addition, unlike the majority of other *pesantrens*, *pondok modern* Darussalam, Gontor includes the works of reformist Muslim thinkers in its curriculum. The works of Abduh, for instance, are placed as important subject matters in the *pesantren*. The objective of *Pesantren* Gontor, as mentioned by Lance Castle (1966), is to produce *kader Muslim* (Muslim cadres) by combining the excellences of both traditional and modern *pesantren* education systems.

In addition to secular subjects, the *pesantren* also urges the *santris* about the significance of art. Accordingly, music, sport and other extra-curricular activities are among the concerns of *pesantren*'s leaders. The *pesantren* is also intended to provide education capable of responding to Muslim challenges amid the socio-cultural life of Indonesian society which begin to enter modern world.

It is important to mention that *Pesantren* Gontor was established in the crucial period of Islamic development in Indonesia. Following the *ethical politics* implemented by the Dutch colonial administration, coupled with the establishment of

international network with the center of Islamic reform in Cairo, Egypt, the Islamic education in Indonesia went through fundamental changes. This was marked by the establishment of new Islamic educational institutions, which adopt modern education system, instead of traditional education system of *pesantren*. The modern Islamic education institution — well-known as *madrasah* — then became an important part of Islamic reform movement during the early decades of 20th century.

Source:https://miftah19.wordpress.com/2011/02/18/new-trend-of-islamic-education-in-indonesia/

Questions:

1. It can be inferred from the passage that modern *pesantren,* Gontor Ponorogo, is ....

    a. the oldest pesantren in Indonesia

    b. the modern pesantren in Indonesia

    c. the modern pesantren which has the similar educational system to th other pesantren in Indonesia.

    d. conventional pesantren Pesantren is a Java island

Answer:

It can be inferred from the passage that modern *pesantren,* Gontor Ponorogo, is ....

    a. the oldest pesantren in Indonesia

    b. the modern pesantren in Indonesia

    c. the modern pesantren which has the similar educational system to th other pesantren in Indonesia.

    d. conventional pesantren Pesantren is a Java island

2. It can be concluded from the passage that the islamic education institutions in Indonesia changed from ....

    a. traditional into modern

    b. modern into conventional

c. western model into Islamic model system.

d. madrasah into pesantren

Answer:

It can be concluded from the passage that the islamic education institutions in Indonesia changed from ....

b. traditional into modern

c. modern into conventional

d. western model into Islamic model system.

e. madrasah into pesantren

5. Reference Multiple choice Exercises

Direction: Read each of the passages carefully and answer the questions below by circling the answer.

Passage 1

This was the way, Islamic education began. Pious and learned Muslims (mu' allim or mudarris), dedicated to making the teachings of the Koran more accessible to the Islamic community, taught the faithful in what came to be known as the *kuttab*. It could be located in a variety of venues: mosques, private homes, shops, tents, or even out in the open. Historians are uncertain as to when the *kuttab* were first established, but with the widespread desire of the faithful to study the Koran, *kuttab* could be found in virtually every part of the Islamic empire by the middle of the eighth century. The *kuttab* served a vital social function as the only vehicle for formal public instruction for primary-age children and continued so until Western models of education were introduced in the modern period. Even at present, it has exhibited remarkable durability and continues to be an important means of religious instruction in many Islamic countries.

https://www.ukessays.com/essays/religion/the-aims-of-education-in-the-islamic-world-religion-essay.php

1. It can be inferred from the passage that *kuttab* is.......
   a. the first model of Islamic education institution
   b. the centre venue for solving Islamic society problom
   c. the centre of government office
   d. Islamic Non Governmental Organization (INGO)

2. It can be implied from the passage that the teaching method used by the teachers (mu'allim or mudarris) in teaching Al Qur'an is ....
   a. Modern method
   b. Lecturing method
   c. Constructivistive method
   d. Conventional and modern methods

4. It can be implied from the passage that Al Qur'an is very important to be taught for all muslim because it is ....
   a. the prophet Muhammad's (PBUH) statement
   b. the sacred book written by prophet Muhammad (PBUH)
   c. the way of life for all muslim
   d. the handbook for muslim in teaching and learning politics

5. It can be inferred from the passage that in teaching islam the function of the sacred or holy book received by prophet Muhammad (PBUH) from God is ....
   a. The basis of great hanbook for non Muslim
   b. The basis of handbook in teaching economics
   c. The basis of Islamic educational curriculum
   d. The basis of great hanbook for non Muslim in teaching politics

6. The phrase 'Pious and learned Muslims' could best be translated into Indonesian as:
   a. students
   b. parents

c. government

d. teachers

Passage 2

Islamic teaching started in Indonesia as early as around the 13th century in the form of Qur'anic study in village mosques, prayer houses and the private homes of community religious teachers for young children of six to eleven years. Over time, different types of Islamic schools came into existence in different parts of Indonesia, such as *pesantren* and *pondok* (both mostly in Java and Kalimantan), *surau* (in West Sumatra), *dayah* (in Aceh), madrasah and *sekolah Islam* (Islamic schools), with *pesantren*, *pondok*, *surau*, and *dayah* generally regarded as 'traditional' Islamic educational institutions that have a long history dating from the early introduction of Islam in Indonesia. The Islamic teaching, as taught in the traditional *pesantren*s, are based on "the Ashʿari doctrine (as mediated especially by Sanusi's works), the Shafiʿi *madhhab* (with nominal acceptance of the other three Sunni *madhhab*), and the ethical and pietistic mysticism of Ghazali and related writers". Of the 50,000 Islamic schools in Indonesia, 16015 of them are *pesantren*s (Islamic boarding schools) and 37,000 of them are *madrasah* (Islamic day schools).

Source: *Journal of Arabic and Islamic Studies* • 14 (2014): 47-62
Charlene Tan, Nanyang Technological University, Singapore

Questions:

6. Which of the following is not true with regard to Islamic education in Indonesia?

    a. All of traditional Islamic education in Indonesia has similar name

    b. All of traditional Islamic education in Indonesia has diferent names

    c. Madrasah and Skolah Islam in Indonesia are transformation from *pesantren*

    d. In early Islam in Indonesia the role of mosque was not only for prying but also for Islamic education institution

    e. Madrasah and Sekolah Islam are Islamic modern educational institution in Indonesia

7. Which of the following is true of Qur'an in early Islamic Teaching in Indonesia?

    a. It was unimporatent reference for teaching islam

    b. It was written by Indonesian *Ulama*

    c. The core of Islamic teaching material

    d. It has been taught at all educational institutions in Indonesia

8. What was the islamic teaching material taught in Indonesia as early as around the 13th century and how do know?

    _____

    _____

    _____

    _____

Passage 3

In the West, and among elites in the Muslim world, especially after the tragic events of September 11, 2001, media formulated a singular image of Islamic education institutions by focusing on children memorizing the Quran and shouting "jihad". This resulted in presenting the system as one that is backward, oppressive to children, and used as a seedbed for militancy and extremism. Those negative views of Islamic education institutions misrepresent several aspects. First, the vast majority of these institutions provide more than just mechanical Quranic memorization; they offer a wider range of religious education in addition to modern education. Second, they serve millions of children; girls and boys in the Muslim world who otherwise could be deprived of any education. Third, these institutions in many countries of the Muslim world provide invaluable social services to the

communities by offering shelter and education to orphans. Finally, most of those institutions are moving forward with modernization plans.

Question:

9. What is the negative image with regard to Islamic education institutions and how do you know?

_____

_____

_____

_____

10. Which of the following is not true with regard to Islamic education In the West, and among elites in the Muslim world after the tragic events of September 11, 2001?

    a. Many Wetern people had negative image

    b. Many Western people had positiv image

    c. Islamic education institutions were related to militancy and extremism

    d. Memorizing Al Qur'an and teaching jihad were a part of Islamic educational curriculum.

Passage 4

The educational system, naturally, reflects social and cultural patterns in any given society. In Muslim societies, the advent of Western colonialism added a new significant value system to their society: the modern value system. Muslim societies for the longest time were influenced by a mix of the religious and traditional value systems.

The religious value system represents the norms, expectations, and rules derived from religion. They affect various aspects of people's lives, such as choices of mates, dress code, refraining from alcohol and gambling, and rules related to marriage,

divorce, and death. They also affect the political and social outlook for some.

The traditional value system is the set of norms and ethics inherited through history from various sources. These norms and ethics influence many aspects of lives, such as rituals related to birth, marriage, and funerals. They also provide certain values related to strict family traditions (i.e., patriarchy and limitations on women's appearance and choices), and even blood retaliation. These values are not religious in the first place, even if people mistake them for being so.

The third value system that arrived with the Western colonialists was the modern value system.[28] The modern value system is the set of values learned through the interaction with the West over the past two centuries. Examples of these values fall under three categories: *secular,* such as democratic systems; *Westernized*, such as individual freedom on the personal level, music, and pop-culture; and *civic*, such as work ethics and respect for public space.

Quoted from: Amr Abdalla, et. All., *Improving the Quality of Islamic Education in Developing Countries: Innovative Approaches*, (2006:8)

Questions:

11. What is the Western colonialism value influenced upon Islamic education system in colonial era in Indonesia and how do know?

_____
_____
_____
_____
_____

12. What is the Western colonialism value influenced upon Islamic education system in colonial era in Indonesia and how do know?

_____

_____

_____

_____

_____

13. What is the Western colonialism value influenced upon Islamic education system in colonial era in Indonesia and how do know?

_____

_____

_____

_____

_____

Passage 5

There are two different types of pesantren: *salaf* and *khalaf*. Salaf *pesantren* usually teach religious studies through very traditional teaching methods (*sorogan* and *wetonan*). Salaf pesantrens are very dependent on the religious leader or cleric of the school, on whose authority the curriculum is developed. While the community of religious leaders is engaged in curriculum discussion, final authority is reposed in the kyai, whose lectures are structured as monologues, rather than dialogue.

Modern *khalaf pesantren* teach religious studies and teachings as well as other subjects as well, including culture, the arts, and sports, bringing the educational approach closer to the general national system of organized madrasah education. "Modern pesantren usually provide public school education for the *santri* (Javanese Muslim elites). In other words, most modern pesantren have a madrasah, although the madaris are not always managed or controlled by the same institution or foundation that manages the pesantren.

Questions:

14. Mention one of femous *khalaf pesantren* in Indonesia and how do you know?

_____

_____

——————————————————————————————

_____

15. Mention one of femous *salaf pesantren* in Indonesia and how do you know?

_____

_____

——————————————————————————————

_____

B. Grammar Reviw: Gerunds

1. Gerunds: Form of Use

Gerunds are -ing forms of verbs, but they are not part of any verb tense. Instead, they are used as nouns.

1. Most gerunds are the -ing form (base form + -ing) of a verb .

2. Gerunds may be affirmative or negative. Negatives are formed by putting not before the -ing form.

Gerunds may be used exactly as nouns. Their most common uses are

1. as subjects;

Examples:

> ➢ Praying in mosque is more rewarding.
>
> ➢ The understanding of the Holy Quran requires knowledge of Arabic and hadith.
>
> ➢ Swimming is excellent exercise.

> ➢ Drinking too much coffee gives him a headache.

> ➢ Eating too quickly gave him an upset stomach.

> ➢ Not doing his homework caused him to fail the test.

> ➢ Not having an answering machine causes him
>   to miss many calls.

1. as objects of verbs and prepositions;

Examples:
> ➢ Personal ethics of Islam require that believers avoid <u>gambling</u>, <u>drinking</u> alcohol, <u>lying</u>, and <u>stealing.</u>
> ➢ He dislikes <u>doing</u> homework.
> ➢ The manager suggested having our <u>meeting</u> away from the office.
> ➢ He proposed <u>meeting</u> in a restaurant.
> ➢ Are you tired of <u>studying</u>?
> ➢ She's depressed about not <u>passing</u> the test.

2. as subject complements.

Examples:

> ➢ His hobby is playing computer games.

> ➢ My least favorite chore is cleaning the bathroom.

> ➢ His problem is not coming to class on time.

When a verb ends in *-ing*, it may be a present participle or it may be a **gerund**. It is important to understand that they are not the same.

When we use a verb in *-ing* form more like a verb or an adjective, it is usually a present participle:

- Anthony is **fishing**.
- I have a **boring** teacher.

When we use a verb in *-ing* form more like a noun, it is usually a gerund:

- **Fishing** is fun.

	main verb	complement
My favourite occupation	is	reading.
My favourite occupation	is	football.

Present participle (verb)

	auxiliary verb	main verb
My favourite niece	is	reading.
My favourite niece	has	finished.

2. Gerund after Preposition

Prepositions are always followed by a noun-phrase.

If we want to use a verb after a preposition, it must be a gerund (which functions as a noun). It is impossible to use an infinitive after a preposition.

Examples:

- I will call you *after* **arriving** at the office.
  not ~~I will call after to arrive at the office.~~
- Please have a drink *before* **leaving**.
- I am looking forward *to* **meeting** you.
- Do you object *to* **working** late?
- Tara always dreams *about* **going** on holiday.

Notice that you could replace all the above gerunds with "real" nouns:

- I will call you after my arrival at the office.
- Please have a drink before your departure.
- I am looking forward to our lunch.
- Do you object to this job?
- Tara always dreams about holidays.

The above rule has no exceptions! So in the following sentences why is *to* followed by "driving" in #1 and by "drive" in #2?

1. I am used to driving on the left.
2. I used to drive on the left.

Answer

In #1 *to* is a preposition followed by a gerund or noun, as per the rule above:

- I am used to driving on the left.
- I am used to animals.

In #2 *to* is not a preposition. It is part of the *to-infinitive*:

- I used to drive on the left
- I used to smoke.

Source:https://www.englishclub.com/grammar/verbs-gerunds_2.htm

3. Gerund after Certain Verbs

We sometimes use one verb after another verb. Often the second verb is in the to-infinitive form, for example:

- I *want* **to eat**.

But sometimes the second verb must be in gerund form, for example:

- I *dislike* **eating**.

This depends on the *first verb*. Here is a list of verbs that are usually followed by a verb in gerund form:

> admit, appreciate, avoid, carry on, consider, defer, delay, deny, detest, dislike, endure, enjoy, escape, excuse, face, feel like, finish, forgive, give up, can't help, imagine, involve, leave off, mention, mind, miss, postpone, practise, put off, report, resent, risk, can't stand, suggest, understand

Look at these examples:

- She is *considering* **having** a holiday.
  not ~~She is considering to have a holiday.~~
- Do you *feel like* **going** out?
- I *can't help* **falling** in love with you.
- I *can't stand* not **seeing** you.

Some verbs can be followed by the gerund form **or** the to-infinitive form without a big change in meaning: *begin, continue, hate, intend, like, love, prefer, propose, start*

- I like to play tennis. / I like playing tennis.
- It started to rain. / It started raining.

Source:https://www.englishclub.com/grammar/verbs-gerunds_3.htm

4. Gerund in Passive Sense

We often use a gerund after the verbs *need, require* and *want*. In this case, the gerund has a passive sense. Look at these example sentences. Notice that this construction can be in any tense:

- I have three shirts that *need* **washing**. (need to be washed)
- I sent it back to the shop because it needed **fixing**. (needed to be fixed)
- This letter *requires* **signing**. (needs to be signed)

- The contract will require **signing** tomorrow. (will need to be signed)
- The house *wants* **repainting**. (needs to be repainted)
- Your hair's wanted **cutting** for weeks. (has needed to be cut)

Note that the expression "something *wants* doing" is used more in British English than in American English.

Source:https://www.englishclub.com/grammar/verbs-gerunds_4.htm

Exercises

Exercise 1
Direction: Read each of the passages carefully and answer the questions below by circling the correct answer a, b, c, or d.

This was the way, Islamic education began. Pious and learned Muslims (mu' allim or mudarris), dedicated to making the teachings of the Koran more accessible to the Islamic community, taught the faithful in what came to be known as the *kuttab*. It could be located in a variety of venues: mosques, private homes, shops, tents, or even out in the open. Historians are uncertain as to when the *kuttab* were first established, but with the widespread desire of the faithful to study the Koran, *kuttab* could be found in virtually every part of the Islamic empire by the middle of the eighth century. The *kuttab* served a vital social function as the only vehicle for formal public instruction for primary-age children and continued so until Western models of education were introduced in the modern period. Even at present, it has exhibited remarkable durability and continues to be an important means of religious instruction in many Islamic countries.

https://www.ukessays.com/essays/religion/the-aims-of-education-in-the-islamic-world-religion-essay.php

1 . It can be inferred from the passage that *kuttab* is.......

a. the first model of Islamic education institution

b. the centre venue for solving Islamic society problom

c. the centre of government office

d. Islamic Non Governmental Organization (INGO)

2. It can be implied from the passage that the teaching method used by the teachers (mu'allim or mudarris) in teaching Al Qur'an is ....

a. Modern method

b. Lecturing method

c. Constructivistive method

d. Conventional and modern methods

3. It can be implied from the passage that Al Qur'an is very important to be taught for all muslim because it is ....

a. the prophet Muhammad's (PBUH) statement

b. the sacred book written by prophet Muhammad (PBUH)

c. the way of life for all muslim

d. the handbook for muslim in teaching and learning politics

4. It can be inferred from the passage that in teaching islam the function of the sacred or holy book received by prophet Muhammad (PBUH) from God is ....

a. The basis of great hanbook for non Muslim

b. The basis of handbook in teaching economics

c. The basis of Islamic educational curriculum

d. The basis of great hanbook for non Muslim in teaching politics

5. The phrase 'Pious and learned Muslims' could best be translated into Indonesian as:

a. students

b. parents

c. government

d. teachers

Exercise 2

Direction: Choose one of the correct answers (a, b, or c) to complete each of the following sentences.

1. I dislike ------------- to the movies by myself.
   a. going
   b. to go
   c. going/to go

2. We started -------------- dinner without you.
   a. eating
   b. to at
   c. eating/to eat

3. I can't imagine --------------- my own house.
   a. buying
   b. to buy
   c. buying/to buy

4. I used ------------- that television show all of the time
   a. watching
   b. to watch
   c. watching/to watch

5. I always eat breakfast before -------------- to school.
   a. going
   b. to go
   c. going/to go

6. When do you practise ----------------- the piano?
   a. playing
   b. to play
   c. playing/to playt

7. My grandmother prefers ----------------- science fiction books.
   a. reading
   b. to read
   c. reading/to read

8. My teacher said my essay needs ----------------- by tomorrow.
   a. correcting
   b. to correct
   c. corrected

9. I am used --------------- her in a bad mood.
   a. to seing

b. to see
c. seeing

10. ---------------- at very high speeds is extremely dangerous.

    a. Driving cars
    b. Cars driven
    c. Drive cars

Exercise 2

Direction: Identify the one word or phrase that must be changed in order for the ssentence to be corrected.

1. He <u>regreted</u> his <u>wife's</u> <u>misunderstand</u> him.
      A   B   C

2. He <u>did</u> not approve of her <u>leave</u> so <u>suddenly</u>.
    A   B   C

3. <u>Is</u> reading English easier than <u>to speak</u> English? Yes, it <u>is</u>.
 A   B   C

4. Do you <u>look forward</u> to <u>study</u> abroad? Keep on <u>studying</u>.
          A   B   C

5. Do you want <u>to be</u> good at English? <u>Do</u> not give up <u>to practice</u>.
             A   B   C

References

Amr Abdalla, et. All., 2006. *Improving the Quality of Islamic Education in Developing Countries: Innovative Approaches*, Washington, DC, Creative Associates International, Inc.

Hatch, E and .Brown, Cheryl. 1995. *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press

Thorbury, S. 2002. *How to Teach Vocabulary.* England: Person Education Limited

Nunan, D. 1998. *Research Methods in Language Learning.* Cambridge: Cambridge Univeristy Pres

Hornby AS. 1995. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press

Apriani. Mery. (2011). *Developing Students Writing Skill by Movies.* Bogor: Universitas Ibn Kholdun.

Arsyad, Azhar. (2011). *Media Pembelajaran.* Jakarta: Rajawali Pers.

Ashley, Minor, Rosalind. (1970). *Successful techniques for teaching elementary language arts*. Michigan: Parker Pub. Co.

Bellafiore, joseph. (1968). *Words At Work.* Amsco School Pubns Inc.

Darwanto. (2007). *Teevisi Sebagai Media Pendidikan.* Yogyakarta: Pustaka Pelajar.

en.wikipedia.org/wiki/Test_(student_assessment). (2007). Search: Definition of Tests. www.google.co.id/url, accessed in april 27, 2012

Finocchiaro, Bonomo, Mary. (1974). *English as A Second Language: From Theory to Practice.* New York: Regent Publishing Company.

Harmer, Jeremy. 1998. *The Practice of Language Teaching*. Cambridge: Longman.

Hornby, A.S. 1974. *Oxford Advanced Learner's Dictionary*. Oxford: University Press.

http://en.wikipedia.org/wiki/Film. (2012). search: what is movie. www.google.co.id. accessed in April 22, 2012

http://oald8.oxfordlearnersdictionaries.com/dictionary/vocabulary accessed in april 22, 2012
http://wikipedia.org/wiki/quantitative_method (Wikipedia) (2007). Quantitative research. www.google.co.id/url, accessed in April 27, 2012

http://www.macmillandictionary.com/dictionary/british/film accessed in april 24 2012.

http://www.thefreedictionary.com/population accessed in april, 2012

J.Prinz. Jesse. (2007). *When Film Is Art.* Search: what is film. www,google.co.id. accessed in april 24, 2012

Jumariati (2010), Improving the Vocabulary Mastery of EFL Students

Kamil & Hiebert. (2007). A Focus on Vocabulary. http:/www.prel.org/products/re_/ES0419.htm accessed in April 22, 2012

Murcia Elite Olstain – Marianne Celce. 2000. *Discourse and Context in Language Teching. Cambridge: University Press.*

Nasution. (2005). *Teknologi Pendidikan.* Jakarta: Bumi Aksara. Pemberton. Richard. (1997). Learning vocabualary. httplc.ust.hk~sacadviceenglishvocabularyV1.html accessed in April 21,   2012

Richard, Jack C. (2001). *Curriculum Development in Language Teaching*. Cambridge: University Press.

Summers, Della. (2005). *Dictionary of English Language and Culture*. Harlow; Longman Group U.K. Limited.

Bahan ajar ini menyajikan pendekatan *English for Academic Purpose* (EAP) sebagai salah satu cabang dari pendekatan *English for Specific Purpose* (ESP). Materi buku ajar ini menekankan keterampilan pemahaman membaca yang dikemas dengan teks bacaan yang berkaitan dengan *Islamic Educational Studies* (IES). Metode penyampaian perkuliahan dengan buku ajar ini menerapkan pendekatan *schema theory*, yaitu suatu teori yang menyatakan adanya keterkaitan erat antara skemata (pengetahuan latar) pembaca dengan isi teks yang dibaca sehingga pembaca akan lebih mudah dan lebih cepat memahami memiliki pengetahuan latar yang berkaitan dengan teks yang dibacanya. Dalam hal ini, penulis percaya bahwa semua mahasiswa Prodi PAI telah memiliki pengetahuan keislaman sehingga materi yang disajikan dalam buku ajar reading comprehension ini akan dapat dengan mudah dipelajari dan juga akan dapat meningkatkan minat mahasiswa untuk belajar bahasa Inggris.

Dr. Syamsul Rizal yang lahir di Banda Aceh merupakan salah satu dosen Indonesia yang mendapat beasiswa DIKTI untuk menimba ilmu pengajaran Bahasa Inggris di Illinois University Kota Urbana Champaign, USA. dalam konsentrasi *English Language Teaching Research* dan *English for Specific Purposes* (ESP) khususnya English for Islamic Studies. Doktor alumni Universitas Negeri Padang ini aktif sebagai penulis dan pemakalah pada seminar nasional maupun internasional tentang pengajaran bahasa Inggris. Dr. Syamsul juga aktif melakukan penelitian dan hasil penelitiannya telah diterbitkan pada jurnal nasional maupun internasional. Sebagai peneliti Dr. Syamsul juga telah mempresentasikan hasil penelitiannya di negara Amerika tepatnya di Universitas Illinois, Urbana Champaign, USA.