

Islamic Values as Contrastive Analysis for Teaching Reading: ELT in Islamic Higher Educational Institution

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Abstract

This study explores the integration of Islamic values into English Language Teaching (ELT), particularly in reading instruction, within Islamic higher education institutions. It applies contrastive analysis as a pedagogical approach to connect language learning with students' religious and cultural backgrounds. Contrastive analysis compares L1 and L2 structures to design culturally relevant reading activities. Through this approach, instructors can anticipate linguistic challenges and develop materials that align with both English language objectives and Islamic perspectives. In teaching generic text structures, comparisons between Arabic and English terminology help students understand structural differences more effectively. The method also supports vocabulary development by linking English terms with key Islamic concepts, such as charity with zakat and patience with sabr, enabling deeper linguistic and cultural understanding. The study highlights the importance of fostering cultural awareness and ethical language use in reading practices. By integrating Islamic principles into instructional design, this approach supports students' language development while reinforcing their religious identity and values, preparing them to engage confidently in global communication contexts.

Keywords: *Contrastive Analysis, ELT, Islamic Higher Educational Institution, Teaching Reading, Islamic Values*

Article History

Received: July 30, 2025
Accepted: March 13, 2026
Published: March 13, 2026

DOI

<https://doi.org/10.35897/eltj.v6i1.2123>

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Citation in APA style: Al-Manduriy, S. M. (2026). Islamic values as contrastive analysis for teaching reading: ELT in Islamic higher educational institution. *English Language Teaching Journal*, 6(1), <https://doi.org/10.35897/eltj.v6i1.2123>

INTRODUCTION

Indonesia's multicultural society, characterized by diverse ethnicities, languages, and religious traditions, significantly influences its educational practices. Within this pluralistic context, English Language Teaching (ELT) in Islamic higher education institutions carries a distinctive responsibility. These institutions are not only expected to equip students with global communication skills but also to ensure that language instruction remains aligned with Islamic ethical and cultural values. As English functions as an international language of education, science, and technology, proficiency in English has become increasingly important for students to access academic resources, participate in international discourse, and compete in a rapidly evolving global environment. However, learning English inevitably exposes students to foreign cultural values embedded in texts, discourse patterns, and communicative practices. This exposure creates both opportunities and challenges. While it enables learners to broaden their intellectual horizons and engage with diverse perspectives, it may also introduce cultural

assumptions that differ from Islamic teachings and local norms. For Islamic higher education institutions, this situation raises an important pedagogical question: how can English be taught effectively without compromising students' religious identity and moral framework. An Islamic-based approach to ELT offers a constructive pathway to address this concern. By integrating Islamic perspectives into language instruction—particularly in reading activities—educators can contextualize learning materials in ways that resonate with students' beliefs and cultural backgrounds. Such integration encourages students to critically engage with texts, compare cultural values, and interpret meanings through an ethical lens. Ultimately, this balanced approach seeks to develop learners who are linguistically proficient, culturally aware, and firmly grounded in their Islamic and national identity while actively participating in the global community.

English is the most spoken language across the globe, with more than 400 million native speakers, and millions of others use it in their daily lives, both in the workplace and in social life. English language proficiency includes four main skills: reading, speaking, listening, and writing (Khansir et al., 2021). These four skills must be mastered by students so that they can become competent college graduates. Although they are not from English majors, the ability to master this foreign language provides great opportunities for a career in companies, institutions, or institutions, both domestic and foreign, which have great potential and produce quality output. English language proficiency proven by certificates such as TOEFL is an indication that students have adequate competence in the field.

Reading is one of language skills that must be mastered by the students. Reading activities are carried out with various purposes, depending on the needs and motivations of the reader. (Wang et al., 2020) note, while both intrinsic and extrinsic motivation positively influence the use of reading strategies, the primary goal of reading is to achieve thorough comprehension of the text, which includes not only understanding explicit information but also engaging in critical interpretation and evaluation of its content. With a deep understanding, readers can expand their knowledge and insight, as well as develop their intellectual abilities (Habók et al., 2024). More than just obtaining information, reading also helps readers strengthen analytical skills, increase vocabulary, and broaden perspectives. This process allows readers to be more critical in assessing information, understanding complex concepts, and applying the knowledge gained in everyday life or in a professional context. In the long term, good reading habits not only increase insight, but also enrich thinking capacity that supports a person's intellectual development and creativity.

In Islamic educational contexts, reading activities can serve not only as a means of developing comprehension and critical thinking skills but also as a medium for addressing broader social and cultural issues. Amid widespread misconceptions about Islam, incorporating Islamic content into reading materials becomes an important strategy to educate learners, convey profound spiritual messages, and reinforce positive Islamic values. This is an opportunity to show to the students that Islam is a religion of peace, love, and far from the stigma of radicalism that is often attached to it (Zabidi et al., 2021). The study suggests that one of the main challenges is incorporating Islamic values into English topics, for example by using Islamic names for figures, events, or places, linking relevant verses of the Qur'an as translation materials, and selecting English texts that convey Islamic messages (Rohmana, 2020). By creating Islamic content, students can go beyond simply spreading good teachings; students can bridge Islamic values with everyday life, making it more relevant and relatable to the students in Islamic Education.

Teaching English within Islamic education poses challenges for teachers and lecturers, as English originates from the Western world and does not inherently embody Islamic values. Therefore, educators need to be creative in designing materials that integrate Islamic principles into their teaching (Al-Manduriy, 2018). Contrastive analysis is one of linguistic methods used to teach English in Islamic Education. This method systematically compares languages at both structural and communicative levels to identify similarities and differences that may affect language acquisition. By analyzing languages from these perspectives, researchers can identify similarities, differences, and patterns that contribute to

a deeper understanding of language structure and use (Kostova, 2022). This is important because through creative teaching, a teacher can form a broader understanding for students, so that they not only master English, but also stay connected to Islamic principles that are relevant to their lives (Akbari & Alrefi, 2024). For example, teachers can use entrepreneurial values through market day activities or use example sentences or texts that reflect Islamic ethics, teach about the importance of honesty, justice, and mutual respect in everyday interactions, both in language and in action. Thus, English learning is not only technical, but also has a strong moral and spiritual dimension. The increasing globalization, English language skills become an important tool to adapt and compete in various professional fields. English functions not only as a tool for communication but also as a gateway to access information, science, and technology that are widely disseminated across the international sphere. Therefore, mastery of this language provides a competitive advantage for students, opening up their access to wider career opportunities. However, in Indonesia, it is also important to balance this ability with local cultural values, especially Islamic values, so that mastery of a foreign language does not erode the cultural identity that is already deeply embedded in society.

It is important to understand that effective Islamic content does not only focus on sermons or moral advice. The content needs to be packaged in an interesting, creative, and easily accessible way, so that the message conveyed can be well understood by a wide range of groups (Arindita et al., 2023). Linking Islamic values to social issues, modern life, or everyday challenges can further enhance relatability and increase the impact of the material (Nikmah, 2018). For example, discussing how Islamic principles can be applied in building harmonious social relationships, protecting the environment, or improving mental well-being, this is in line with Saber study that Islamic culture also have effect to the student if the teacher use it in their teaching and learning (Saber et al., 2022).. This will help reinforce the understanding that Islam is a religion that touches every aspect of life in a loving and peaceful way. Islamic content aims to teach religious insight and inspire students by presenting various Islamic perspectives. Not only limited to lectures or formal studies, this content can come in creative forms such as videos, writings, or illustrations that depict Islamic values in everyday life. For example, content that shows how Islamic teachings about honesty, helping each other, or peace can be applied in social interactions or facing modern challenges. Herlanti's study demonstrated an enhancement of knowledge and competencies in incorporating Islamic values. (Herlanti et al., 2022) Through a diverse approach, Islamic content can be a means of education and inspiration, helping people understand that Islam is a religion that encompasses all aspects of life in a way that is relevant and easy to understand.

Despite the growing body of research on integrating Islamic values into English language instruction, limited studies have specifically examined how contrastive analysis can function as a systematic pedagogical tool for embedding Islamic moral values in reading instruction within Islamic higher education. Most previous studies focus either on general value integration or on linguistic comparison without explicitly linking both dimensions in classroom practice. Therefore, this study aims to explore how contrastive analysis can be utilized to integrate Islamic values into reading activities in English Language Teaching. The study contributes to the field by offering a pedagogical framework that connects linguistic analysis with ethical and cultural integration, providing practical insights for educators in Islamic institutions seeking to balance global language competence with religious identity formation.

METHODS

The purpose of this study is to explore the integration of Islamic values through contrastive analysis in the teaching of reading within English language education. Reading is specifically chosen because it provides learners with direct access to moral, cultural, and intellectual knowledge embedded in texts, making it a strategic skill for value integration. As a conceptual investigation, this study adopts a literature review method, examining previous scholarly works and empirical studies relevant to the topic. This approach enables the researcher to identify

patterns, theoretical perspectives, and practical implications that demonstrate how Islamic values can be systematically incorporated into English language teaching, particularly in reading instruction. By synthesizing findings from various sources, the study seeks to provide a strong foundation for future research and practical applications in Islamic-based educational contexts. Literature research is a method that focuses on collecting information from various written sources to build new views or theories in a particular field (Sugiyono, 2018). By searching for relevant literature, such as books, scientific journals, and previous research, a researcher can enrich his/her insight and understand the various existing points of view (Arikunto, 2019). After the data is collected, the next step is to critically analyze, relate, and compare the various sources. The goal is to compile new knowledge or provide a deeper interpretation of integration of Islamic wisdom as contrastive analysis in teaching reading in English language Teaching. This is important in forming a stronger theoretical framework and expanding understanding in the field being studied.

RESULTS AND DISCUSSION

ELT in Islamic Educational Institution

English language learning in Islamic institutions contributes greatly to preparing learners to confront international challenges, while maintaining Islamic identity and values. Islamic universities and pesantren (Islamic boarding schools) often emphasize the importance of mastering English to enable students to engage in global academic discourse and broader professional environments, while emphasizing the integration of foreign language proficiency with Islamic teachings.

There are many ways and creative ways to contextualize English teaching through the integration of Islamic principles. In this article the writer can suggest such as, Incorporating Islamic Values into Learning Materials (Rohmah, 2012). English language learning in Islamic institutions is often integrated with Islamic teachings. This can be done by using texts, stories, or reading materials that reflect Islamic values, such as stories of prophets, Islamic ethics, or moral principles. Examples in learning can also be adapted to figures, places, or events related to Islamic history. In addition to promoting language proficiency, Islamic educational institutions also recognize the need to address cultural implications in language learning. Because learning a foreign language inevitably involves exposure to its associated culture, these institutions strive to carefully select and filter content that may conflict with Islamic teachings (Jawas, 2020). For example, the teaching materials used are selected so as not to contain Western cultural values that can influence students' understanding and behavior. Thus, students can learn English without losing their identity as Muslims.

Another study by Farid shows that English Language can be used as a means of Da'wah. In addition to academic and professional interests, English language proficiency is also seen as an important tool for da'wah or spreading Islamic teachings in the international arena (Farid & Lamb, 2020). Students are trained to use this language in religious discussions or in discussing moral and ethical issues relevant to Islam, so that they can act as ambassadors of Islam in the global world. Strengthening Global Skills with Islamic Values. Although the focus is on mastering English language skills, Islamic institutions also emphasize the importance of maintaining Islamic manners (ethics) and morality in the course of teaching and learning activities. This aims for students to not only be competent in English, but also have attitudes that reflect Islamic ethics when interacting in a global context. In conclusion, learning English in Islamic institutions is not only aimed at improving language skills, but also in shaping a generation capable of competing on a global scale without sacrificing the religious values they adhere to and their culture of Islam still integrate into their teaching of English.

Challenge in Teaching Reading

Reading serves as one of the most effective methods for enhancing English proficiency, especially when it comes to expanding your vocabulary and understanding correct sentence structure. Through reading, readers can feel the difference between what sounds natural and what doesn't sound right in the

language. However, finding the time, energy, and focus to read in English can be a challenge, especially with so many distractions these days. Reading in English not only enriches your vocabulary, but also improves your understanding of grammar and idiomatic expressions that are often used by native speakers (Rana, 2016). In addition, through reading, learners can absorb different language styles, strengthen analytical skills, and develop a deeper understanding of cultural contexts. However, with so many distractions such as social media, work, or daily activities, finding time to read can be difficult. Therefore, the teaching reading are intended to provide stimulation and motivation, so the students can overcome the obstacles (Ahmadi, 2017). For example, challenges can include completing a book in a certain time frame, reading new topics, or exploring different genres. The strategy is designed to keep learners motivated and consistent in reading, which Will ultimately support the improvement of learners' English abilities.

Teaching English reading presents many challenges, particularly when teachers lack sufficient understanding of effective reading instruction strategies or when the materials used do not align with the teaching techniques applied in the classroom. there are some reading challenges that can motivate the learner improve their English reading skill, the teacher in Islamic Higher Education Institution can use these techniques such as monthly book challenge and set a goal of reading one English book every month. This could be a novel, non-fiction book, or even a collection of short stories (Sun, 2023). By making a habit of reading one book every month, you will get used to different sentence structures, expand your vocabulary, and gradually improve your comprehension. Daily article challenge set aside time every day to read one article in English, whether from a newspaper, magazine, or trusted website. Short articles can be a great way to develop a reading habit, especially when you're busy. Try unconventional genres Try reading genres you don't often read, such as science, history, or biographies. Reading new genres will introduce you to words and sentence structures you may not often encounter, and expand your knowledge in a variety of areas.

Teaching reading also can be every day, read and write down one inspiring or interesting quote in English. In addition to being motivating, quotes often use concise and meaningful language styles, making them useful for building a meaningful vocabulary In addition to being motivating, quotes often employ concise and meaningful language, making them effective tools for developing meaningful vocabulary. In Islamic higher education contexts, selected quotes from the Qur'an, Hadith, or prominent Muslim scholars can be integrated into reading materials to enrich students' lexical knowledge while reinforcing Islamic ethical values. Through guided analysis and discussion, students not only learn new vocabulary but also understand its moral and spiritual dimensions within an Islamic framework (Philippakos, 2018). Finishing a book in the original language and Its translation, if possible, choose a book that has been translated into both Indonesian and English. Read it in English and then check the translated version to make sure you understand it. This will also help you see how the meaning may have been retained or changed in translation. Following a Book Series or Ongoing Novel. Read a book or an ongoing series of novels that have several sequels. When you are involved in a story that continues to develop, the curiosity to finish the series will motivate you to read more. Reading in a Time-Limited Time Set a specific time, say 15-20 minutes, where you focus only on reading in English without distractions. This challenge helps you to stay consistent and build a habit of intensive reading even in a short period of time.

Donald also suggest new vocabulary note-taking challenge While reading, make notes of new words or phrases that you come across (Donald et al., 2018). This challenge involves regularly noting down new vocabulary and practicing them in your own sentences to strengthen your memory. It also can be reading a book adapted into a movie the students can choose a book that has a movie adaptation and read it first before watching the movie. This will help understand the story more deeply and compare their understanding with the visual version. Whether in Rusher suggest read in different styles means try reading in different styles, such as reading out loud or with dramatic intonation (Rusher, 2010). This will not only help students understand the emotions in the text, but will also improve your speaking

skills and confidence in English. By taking on these challenges to their students, the teacher in Islamic Higher Education Institution will not only strengthen their English reading skills, but they will also find new joy in reading. This will also help make reading a part of their daily routine.

Islamic Values in Teaching English

The integration in language learning aims to invent a learning environment that not only focuses on language students' skills but also strengthens Islamic spiritual and ethical values. This is important to build an understanding of language based on religious identity, so that students not only master English as An instrument for global communication, while also serving as a medium to strengthen their identity as Muslims. There are many studies this integration can be done in English language learning in Islamic-based institutions such as:

1. Selection of Teaching Materials Containing Islamic Values, the teaching materials can be selected or compiled by including content that is relevant to Islamic values (Irwansyah, 2021). For example, texts or stories used in class can contain stories of the prophets, inspirational stories in Islamic history, or ethical and moral values that are in line with Islamic teachings. This material not only functions as learning material, but also a means to teach Islamic attitudes and morals, such as honesty, sincerity, and social concern.
2. Using of Islamic Terms and Names in Learning Examples In example sentences, dialogues, or practice texts, teachers can use the names of figures or places that are related to Islamic culture and history (Budianto, 2023). For example, using the names "Aisha" or "Ali" in sample dialogues, or mentioning cities like "Madinah" and "Makkah" as references to locations. This approach helps students feel close to the content they are learning and reinforces a sense of pride in their Islamic identity.
3. Connecting Learning with Verses or Hadith whenever possible, concepts or topics being learned can be connected to relevant verses of the Quran or hadiths of the Prophet Muhammad SAW (Safitri et al., 2023). For example, when discussing the topic of "caring for others" or "responsibility," teachers can quote verses or hadiths related to caring and responsibility in Islam. This not only enriches language comprehension but also emphasizes the importance of religious values in everyday life.
4. Using Religious Texts as Translation Practice Materials Practicing translating verses or quotes from Islamic literature can be an effective way to develop language skills while deepening the meaning of religious texts (Irwansyah et al., 2021). Teachers can ask students to translate simple quotes or sermons, which not only trains language skills but also improves their understanding of religious content.
5. Integrating Islamic Values Discussion in Language Skills Learning In speaking activities, group discussions, or debates, the topics chosen can raise issues that are in accordance with Islamic values, such as tolerance, the importance of education, or contribution to society (Adiantika, 2019). Students can be invited to discuss or dialogue using English within the framework of Islamic views on the topic. This discussion will foster critical thinking and communication skills in English while strengthening their understanding of religious values.
6. Strengthening Islamic Ethics and Manners in the Learning Process Ethics in Islam greatly emphasize manners in learning, such as respecting teachers, listening well, and working hard (Apriani et al., 2019). In English classes, teachers can continue to remind students of the importance of Islamic ethics, for example by teaching vocabulary related to manners, or reminding students of these values when interacting in group activities. Through this, the teaching and learning process becomes a means of building Islamic character, not just language mastery.
7. Introducing Global Literacy in Line with Islam. To build an Islamic global understanding, teachers can introduce English articles or texts related to contemporary Muslim figures, the achievements of Muslims, or issues that are relevant to the Islamic world (Anggraini et al., 2021). This helps

students understand the role of Islam in the global arena and instills a sense of pride as Muslims, while building the language skills needed to participate in international discussions.

The Benefits of Embedding Islamic Principles in English Language Learning — By embedding these values within the learning process, educational institutions can help students develop a strong identity as Muslims, both locally and globally. Students are not only prepared academically and linguistically, but also have a strong ethical and spiritual foundation. This also prepares them to be ethical communicators in an increasingly global world, where English is a primary tool for interacting, sharing, and spreading Islamic values more widely. This integration provides a more meaningful learning experience, where language proficiency is not just a technical skill, but also a means to foster Islamic values in students.

Contrastive Analysis for Teaching Reading

Language functions as a system of communication shaped by cultural, social, and cognitive influences. Because no two languages are identical in their structures and meanings, differences inevitably arise in grammar, vocabulary, and usage. These differences highlight the importance of contrastive analysis, which examines similarities and distinctions between languages to better understand potential learning difficulties and facilitate more effective language instruction. The first statement highlights the similarity of language as a tool of humanity, while the second statement underlines the differences in the individual existence of each human being. Labov in bell stated this perspective aligns with sociolinguistic variation theory, which argues that individual language use varies according to social background, context, and personal experience (Bell et al., 2016). In other words, even speakers of the same language and similar cultural backgrounds may display differences in vocabulary choice, pronunciation, and discourse patterns. Such variation underscores the importance of systematic language analysis, particularly in understanding how learners process and produce a second language. Differences in language ownership, even within the same language and culture, show that everyone brings their own color and understanding in the way they communicate. Contrastive analysis is one of the Language teaching method that can be used by the teacher who face the students that previously learned another Language (Okicic & Osmankadic, 2015). With CA the teacher can teach language consciousness easily because their students have previously learned about language structure (Supardi & Jabal, 2023). This concept can be drawn in figure 1:

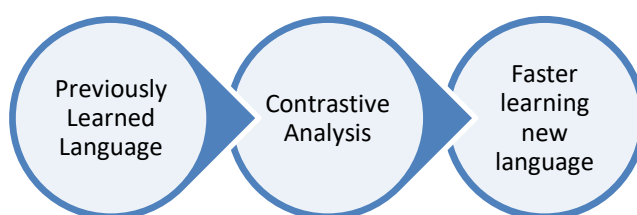


Figure 1

If students have previously learned language structures and concepts through contrastive analysis, they are likely to acquire a new language more efficiently by drawing on their prior linguistic knowledge. This approach enables learners to identify similarities and differences between their first language and the target language, thereby minimizing confusion and reducing negative transfer. By activating existing linguistic frameworks, students can understand new grammatical patterns, vocabulary, and discourse features in a more systematic and meaningful way. As a result, language acquisition becomes a more conscious and structured process rather than mere memorization.

Furthermore, language is not only a medium for conveying information but also a reflection of identity, culture, and personal experience. Each learner brings unique linguistic and cultural backgrounds into the classroom, which influence how they interpret, internalize, and produce a second language. Therefore, viewing language learning as both a cognitive and socio-cultural process reinforces the importance of contrastive analysis in supporting effective and contextually grounded instruction.

Everyone has a unique way of choosing words, using intonation, structuring sentences, and expressing ideas, shaped by personal experiences, knowledge, and emotions. These individual variations demonstrate that language use is not uniform, even among speakers of the same linguistic background. In the context of second language learning, such differences become more pronounced when learners transfer patterns from their first language into the target language. Therefore, contrastive analysis plays a crucial role in identifying how native language structures and habits influence learners' choices in vocabulary, syntax, and expression. By systematically comparing these patterns, educators can better anticipate potential difficulties and design instruction that supports clearer and more accurate language use. Two people who are born in the same community, share the same cultural background and language, will still have differences in the way they understand and use language. This can be seen from differences These differences can be observed in communicative style, pragmatic choices, and the interpretation of meaning within particular sociocultural contexts, all of which are shaped by learners' linguistic and cultural backgrounds (Hasan et al., 2022). In addition, differences in individual existence enrich the language itself, because each individual contributes to the development of language through new expressions, terms, or idioms that may never have existed before (Müller et al., 2018). Thus, language becomes dynamic and continues to develop as a reflection of the diversity of human experience. More deeply, this phenomenon shows that language cannot be separated from individual subjectivity (Leona et al., 2021). Each person understands words and meanings through the lens of their personal experiences, which creates variations in how they think, feel, and interpret. This makes communication something lively and colorful, and enriches social interactions between people, although sometimes it invites the potential for misunderstanding due to differences in interpretation.

Contrastive Analysis is an approach derived from Contrastive Linguistics, a major branch of Applied Linguistics that uses linguistic principles for practical purposes. In Contrastive Linguistics, comparisons are made between languages to examine differences and similarities in structure, sound, grammar, and usage (Hashmi et al., 2021). This approach plays a vital role in understanding the challenges that one may face when learning a second language, and it helps in devising more effective learning strategies. Basically, Applied Linguistics focuses on the application of language theories in real-world contexts (Li, 2021). For example, Contrastive Analysis can be utilized in language education to detect the challenges learners may encounter when studying a foreign language. This is done by examining the distinctions between the native language and the target language, teachers can design more efficient teaching methods, for example by paying special attention to the aspects that differ significantly from the student's language.

In addition to language education, Contrastive Linguistics is also useful in other fields, such as lexicography (the science of compiling dictionaries) where differences in meaning and usage of words between languages are taken into account in order to make dictionary definitions more accurate. In translation, understanding the differences between the source and target languages is essential to conveying meaning accurately without losing the intended context or tone. Even in speech-language pathology, this branch can help linguists or speech-language therapists identify and address speech or language comprehension problems in individuals with disorders, especially if they are exposed to more than one language.

The students in Islamic higher education institution especially the institution based on Islamic Boarding School are the majorities are coming from Islamic Boarding School itself. In Islamic Boarding School they already learned Arabic, they learned the concept and the grammatical structures

of Arabic. From this case the learn the consciousness of language. This consciousness act as a knowledge base to learn another language such as English. Language consciousness is a person's ability to understand and recognize aspects of language, including the structure, function, and rules of language used (Georgieva, 2022). This consciousness includes an understanding of how language works, including awareness of sounds (phonology), word forms (morphology), word order in sentences (syntax), the meaning of words and sentences (semantics), and the context in which language is used (pragmatics) (Shymko & Babadzhanova, 2020). Language consciousness also includes the ability to recognize differences between one's own language and other languages, and to understand how variations in language can affect communication. This consciousness serves as an important foundation in learning a new language because it helps individuals understand the distinction between the languages they are learning, and how to use language more effectively and appropriately.

Arabic language consciousness act as a knowledge base to learn English. In this case teaching reading should be easy for them because their already know about the structure of language such as the recount text that use simple past tense in it sentences which in Arabic is known as Fi'il Madhi, using verb which in Arabic is know by Fi'il and etc. This contrastive analysis method are very suitable to be used in teaching English especially reading in Islamic Higher Education Institution. Altakhaineh n His inquiry into English grammatical collocations among learners of English from an Arabic background (Altakhaineh et al., 2021), Teaching English such this way need this method to be used in the classroom. Contrastive analysis in English language learning is an approach that compares The comparison between students' L1 and the intended language of study (L2) to identify differences and similarities between the two. This method is used to predict and Resolve the difficulties that may arise during the process of language learning. By understanding the characteristics of their Arabic language structure and comparing them to English, lectures can be more effective in directing learning, especially in aspects that tend to be confusing or difficult for students.

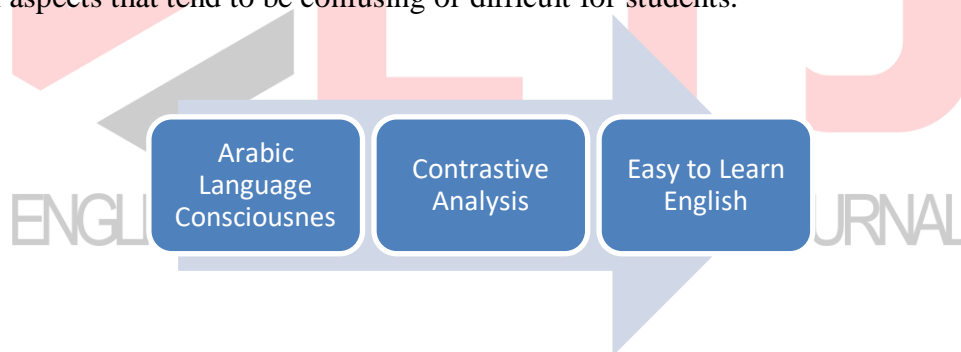


Figure 2

Integrating it in teaching English in Islamic Higher Education Institutions aims to build a learning environment that not Goes beyond language proficiency by fostering Islamic ethical and moral values. In this context pedagogical methods can be applied by English lecturers in Islamic higher education institutions, such as contrastive analysis. Contrastive analysis, as a linguistic method that compares students' mother tongues (such as Indonesian or Arabic) with English, allows lecturers to understand potential difficulties that students may face, as well as find points of similarity that can help in the learning process (Fesanqari & Adel, 2018). This method is very effective in teaching in an Islamic environment, where the integration of religious values is one of the important pillars of education.

In teaching reading, lecturers can provide monthly reading challenges, where students are asked to read books that are not only in English, but also relevant to Islamic values. These books can include Islamic history in English, inspiring stories of Muslim figures, or literature that contains moral messages that are in line with Islamic teachings (Abdelgadir, 2019). In addition, daily article challenges can also be implemented, where students read short articles that contain issues related to the Islamic

world or positive universal values, such as honesty, patience, and hard work. With this reading challenge, students not only practice their reading skills but also gain insight into how Islamic values can be reflected in various English literature. To broaden the scope of learning, lecturers can also encourage students to explore diverse text types and discourse genres beyond conventional academic texts, such as scientific articles, poetry, or essays related to moral or ethical themes. This can challenge them to interpret English content that they may not normally encounter, but still has Islamic relevance. In this way, students can build a depth of understanding of language and values that can be a guide in everyday life.

In teaching generic text structures such as narrative, descriptive, or expository, lecturers can use a contrastive analysis approach to compare English text structures with Arabic, which students may already be familiar with. The structure of Arabic texts has unique characteristics, especially in certain aspects such as the use of complex sentences or certain terms that are often used in Islamic literature. Through contrastive analysis, students can see the differences and similarities between Arabic and English language structures, which can help them understand English terms and text elements. For example, in the structure of narrative texts, lecturers can invite students to compare how to tell a story in Arabic and English, including elements such as the sequence of events, the use of dialogue, and character descriptions (Owais & Taani, 2022). This will provide a deeper understanding of how language structures work and how story elements can be applied effectively in English. This method also helps students become more sensitive to cultural and linguistic differences, which is important for understanding the context of English language use in global situations.

Contrastive analysis can be used to introduce English vocabulary that has different meanings or connotations when viewed from an Islamic perspective. For example, when discussing terms such as “charity” or “patience,” instructors can relate the vocabulary to Islamic concepts such as “zakat” and “sabr,” which are frequently used in Arabic. This not only broadens students’ vocabulary but also helps them understand the values underlying the vocabulary from an Islamic perspective. With this approach, students can better understand the relationship between language and their religious values. Instructors can use reading materials that contain Islamic terms in English, and ask students to find equivalents in their native language or Arabic. This also helps them realize that religious values can be translated and applied in different languages, strengthening their Islamic identity while mastering English.

Integrating Islamic values through contrastive analysis also helps students understand cultural differences that can affect how language is used. In Arabic, for example, the use of greetings, terms of respect, or expressions of gratitude is highly emphasized, and this can be an interesting topic of discussion when compared to English-speaking culture. By understanding these differences, students can more easily adapt to various cross-cultural communication situations without losing their Islamic identity. This learning will make students more sensitive to different social and cultural norms, and strengthen the understanding that Islamic values remain relevant in various contexts.

In teaching English, contrastive analysis can also strengthen Islamic ethics applied in the classroom. Lecturers can teach the importance of Islamic ethics, such as respecting the opinions of others, listening attentively, and avoiding arrogance when interacting in English. By instilling Islamic values in everyday practice when using English, students learn to maintain a good and respectful attitude, both in discussions, debates, and in interpersonal interactions. This is an important foundation for them to master English effectively without losing their identity as Muslims.

CONCLUSION

The Islamic cultural values need to be integrated in teaching English in Islamic Higher Education Institution. The English lecturer in Islamic need to used contrastive analysis as one of the options from many teachings method to teach English in Islamic university or college. This method is very suitable

to use in this situation. For teaching reading the lecture can ask the students to do monthly book challenge, daily article challenge or try unconventional genres of reading text. to teach In teaching the generic structure of a text, the teacher can apply contrastive analysis by comparing students' awareness of the Arabic language with English terminology used in that structure. Integrating Islamic values into English teaching in Islamic university or college through the contrastive analysis method provides many benefits. Students not only learn English in a more in-depth and relevant way, but also gain an understanding of how Islamic values can be reflected in another language. This approach strengthens their character and identity as Muslims, while preparing them to become ethical, competent, and confident communicators in the global arena. With this strategy, English is not only learned as a means of communication, While also functioning as a means of nurturing religious and moral values in daily living.

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