

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter discuss about conclusion and suggestion about Teachers' Perception on the Integration of Islamic Values into English Language Teaching at Islamic Junior High Schools in Kediri

A. Conclusion

Investigating the current study on teachers' perception on the integration of islamic vlaues into english language teaching at islamic islamic junior high schools in Kediri provides new learning experience and insight for both of the teachers and the students. This study is engaged with the flow of the integration process of islamic values into English language teaching, starting from the kinds of Islamic values, the English materials with Islamic values integration, English teachers' opinion, and challengies as well as strategies. It all leads to the immersion of teachers' experience in integrating Islamic values into English language teaching as well as it is able to proide an insight about what English teachers should prepare for the competence and qualification to integrate Islamic values into English language teaching. It is also able to be the researcher's reflection about teachers' perception towards the everyday practice of integrating Islamic values into English language teaching at Islamic junior high schools. Therefore, their voices from their perception meet with the great time to be heard with other English teachers and instructors to be the meaningful academic resources of Islamic values integration into English language teaching.

The first finding reveals that Islamic values which are able to be integrated into English language teaching are ilahiyah ubudiyah, ilahiyah muamalah, and insaniyah ethic. Ilahiyah ubudiyah is given examples such as: sholat and praying as well as both of those activities can be integrated into daily activities (simple present tense). Ilahiyah muamalah is given examples such as: no bad words (listening to songs), honesty (narrative text), being grateful (daily activities), going to masjid (adverb of frequency) and covering aurat (daily activities). Insaniyah ethic is given examples such as: helping parents (daily

activities), greeting (adverb of frequency), no physical contact between boys and girls (descriptive text), and no riya' (descriptive text). Therefore, those activities can be taken a conclusion that daily activities or texts that still relate with daily lives can be integrated with Islamic values.

The second finding reveals that the teachers perceived opinions related to teaching activity and students' engagement of integrating Islamic values into English language teaching. The teaching activity comes to results that integrating Islamic values into daily teaching practice of English provides to stimulating students' critical thinking on Islamic values, bridging to fun activities, and reaching the perceived high and low students' English. The critical thinking means that the students criticize when there are materials in class which are not appropriate with Islamic values. The authentic materials provide interesting and joyful activities and materials, so it leads the teachers and students into fun learning activities such as: singing song together and roleplay. The teachers also reveal that he can recall his teaching experiences in schools with different facility and achievements. On the other words, the teachers still can deliver the values eventhough the materials of English can not be reached out as learning targets. The students' engagement deals with the students' daily lives at school and at home. It means that the knowledge of the integration of Islamic values in class must be controlled from students' activities at school by teachers and at home by parents.

The third finding reveals that integrating Islamic values into English language teaching provides its own challenges and strategies. The challenges come to examples such as the social influence where the students obtain the culture implicitly when they interact with anyone both inside and outside of school environment. The technology comes to certain threats yet the students are considered as digital natives. It makes the students are open with any kinds of materials existing in social media about English and its culture. There is no filter and certain selection for them to have a difference which one is appropriate and which one is inappropriate. Therefore, it is concerned that the teachers stimulate

the students' awareness of Islamic values into learning English. The teachers utilize the technology as well to develop authentic English materials with Islamic values to attract students' interest.

B. Suggestion

This narrative study still meets with much perfection. The teachers are still greatly possible to place themselves as subjects who surely know how to find the problems and how to solve them by themselves. Therefore, the researcher is in effort to put himself into a position that can be neutral for interpreting and figuring it out. Moreover, the more detailed information is derived if the researcher took the data from both of the students and the teachers. The students may reveal the crosscheck and also a confirmation of what is delivered by the teachers. This study is still far from word ideal study to derive deep information about integrating Islamic values into English language teaching. The implication of this study is derived from the findings. The integration of Islamic values into English language teaching in this study focuses on revealing the real materials of English in schools and the kinds of Islamic values which can be integrated into English materials. This involved the belief that the teachers of this study has met with the real experience in school where the students implement the Islamic values from English class into daily lives. It is to strengthen the previous theory about making instructional English materials with Islamic values integration. This study also emphasizes on the focuses which can be optimized from the students by the teachers, such as: students' awareness and students' critical thinking in Islamic values. This study only reveals the experience of Integrating Islamic values into English language teaching from the perception of English teachers at Islamic junior high schools. The finding also revealed that in the integration process, the teachers need to be qualified in mastering the technology for better results. The future researchers may investigate the teachers' qualification in utilizing technology for optimal authentic materials of English with Islamic values integration.