

CHAPTER V

CONCLUSIONS AND SUGGESTION

Based on the previous chapters and discussions, there are several conclusions that can be drawn and suggestions are as follows:

A. Conclusions

This research examines the content of Islamic moral values that are represented in an English textbook entitled *Pathway to English* for tenth grade. The conclusions of this study are divided into three parts based on the research questions. The first part finds the types of Islamic moral values that are represented in textbooks. The second part describes Islamic moral values represented in an English textbook entitled *pathway to English* for tenth grade namely Morals towards Allah consist of worshipping only to Allah and repenting. Morals towards the prophet consist of following and obeying the prophet. Morals towards oneself consist of patience, grateful, Amanat, being honest, keeping promises, keeping the purity of self, doing good deeds, and being shy. Morals towards family consist of being dutiful to parents and keeping the offspring. Morals towards society consist of helping each other, respecting, and being hospitality. Morals towards the environment consist of being good attitudes towards nature. In the English textbook entitled *pathway to English* for tenth grade, Islamic moral values are represented through text and pictures. Third, the contribution of Islamic moral values in English teaching. The results showed that in the *Pathway to English* textbook, 19 types of Islamic moral values were found out of 28 types of moral values and 38 attitudes that reflected these moral values. The highest Islamic moral values that are found are following and obeying the prophet with a percentage of 13.2% of the total textbooks, then followed by doing good deeds and being good attitudes toward nature with the same percentage of 10.5%. Amanat, helping each other, and respecting with a total percentage of 7.9%. Patience, grateful, being honest, being shy, keeping the offspring with a total percentage of 5.3%. And the lowest is with a percentage of 2.6% namely worshipping only Allah, repenting, keeping promises, keeping the purity of self, being dutiful to parents, and being hospitality. The percentage of Islamic moral values in the English textbook entitled *Pathway to English* shows that almost all Islamic moral values have been implemented in the textbook and are suitable for use in the teaching and learning process. The contribution of Islamic moral values to teaching English is that learning a language

cannot be separated from the culture of its native speakers, including English which is considered a foreign language in which there are various kinds of culture. Therefore, as a teacher, if you find cultural differences or cultural deviations in English material need to explain the moral values in it, so that students don't have misunderstandings about cultural differences and students can capture the positive values.

The existence of Islamic moral values in an English textbook entitled *Pathway to English for Tenth Grade* is appropriate to be used as teaching material. From the results of research on English textbooks, the most dominant percentage of Islamic moral values is following and obeying the prophet, which are morals toward Prophet.

B. Suggestion

Based on the results of the study three suggestions can be made. First, the teacher must be selective in choosing textbooks and analyzing whether the book contains Islamic moral values or not. In the learning process, the teacher must convey Islamic moral values contained in textbooks. To increase student awareness of the importance of instilling moral values in daily life activities. Second, textbook authors and publishers must consider Islamic moral values to produce books that are good and appropriate for use in the teaching and learning process. Third, parents must master their children's English textbooks so they can guide them to apply the Islamic moral values they represent.