

CHAPTER I INTRODUCTION

A. Research Background

English is the first foreign language taught in the Indonesian education system. It is also known that English is one of the compulsory subjects in determining student graduation. Every student in MTs is required to take lessons in English as a foreign language because it is one of the subjects tested in the final exam of students in school. It means that English is an important subject that must be studied by students seriously, because it is one of the subjects tested and is an international language that is used to communicate and obtain various information around the world. In addition to Islamic religious learning, students who attend school in MTs also study general knowledge, one of which is English as a foreign language because in the era of globalization, English language skills are very necessary for students' fluency in communicating considering that it has become a language international, where the language used to communicate between countries in the world and obtain information as technological advance, most of which use the English language. Therefore, in the Indonesian language curriculum, English is one of the compulsory subjects that must be studied by students from SMP/MTs and SMA/MA.

As a subject learned from SMP/MTs and SMA/MA, schools use the 2013 curriculum in the English learning and teaching process. It has been adopted by education in Indonesia. In this curriculum, English is defined as an element of output and abilities. In the 2013 curriculum, students are anticipated to master English so that it will have the ability to dominate competence globally and get wider understanding¹. The current curriculum recommends to integration of the characters, that is similar to Islamic values, starting from designing lesson plans, which are stated in K-13(Curriculum K 13) focus on first core competence (KI-1), which includes this is religious attitudes and second core competence (KI-2), which includes this is social attitudes which must be instilled by teachers. These competencies aim to build strong engagement with aspects of religion and moral values in student learning processes and results². So, the

¹ Mohammad Fadil, "Student's Speaking Skill in English Immersion School". Pancaran pendidikan journal, vol.7 (2018): 36

² Alfian Alfian, Muhammad Yusuf and Uyun Nafi'ah, "Integrating Islamic Values in Teaching English : Lessons Learned from an Integrated Islamic

implementation of those in learning is needed from an early age, especially in schools.

With the implementation of Islamic values and attitudes in learning at schools from an early age, what interests are obtained in the education system in Indonesia? In the teaching and learning process, national values are core values and are taught in learning materials³. Through implemented Islamic values, the teaching of English can shape good student Islamic characters. They will have proficiency in English and Islamic knowledge as well as practice by speaking, share their ideas about Islamic knowledge and implementation in English to others in the community⁴.

However, in the community there is still a common stereotype that English is oriented towards the life of the world and does not provide any benefit for their afterlife⁵. This is a challenge for EFL teachers to implement Islamic values in English learning. Implementing Islamic values in all lessons, including English as a foreign language in an Islamic- based school environment, is important because Muslim teachers also have a role in it through their classroom activities⁶. The rampant problems in Indonesia such as juvenile delinquency, bullying, violence, intolerance, corruption, and soon require educational institutions to participate in solving these problems by applying Islamic values to be included in all subjects in school, including English, and it is necessary to inculcate Islamic

School”, *Journal of English Language Studies*, Vol.4 No.1, (2021): 2, <https://doi.org/10.31849/elsya.v4i1.7322>

³ Ahmad Sakrani, “Integrating Islamic values in English classes at MTs Al-Islamiyah Bebidas “, *International Research Journal Of Human Resources and social sciences*, Vol.5, Issue 11, (2018):63

⁴ Wahyu Indah Mala Rohmana,” Immersial Islamic value in English language teaching : A challenge for English teachers”., *Journal of English language teaching*, Vol.04, issue 02, (2020):48, DOI: <http://dx.doi.org/10.30998/scope.v5i1.6404>

⁵ Galuh Nur Rohmah , Ulil Fitriyah, Lina Hanifiyah, “Best Practices On Islamic Values integration at Madrasah English Classes: Teachers’ practices in Contextualizing The Values”, *Journal of English Education and Linguistics studies*, Vol.6, No. 2, (2019):270

⁶ Ahmad Madkur, Azkia Muharom Albantani, “Instilling Islamic values in foreign Language Teaching: An Indonesian Context”, *Advances in social science, Education and Humanities Research*, Vol. 115, (2017):98

values to build religion and spirituality character for students and as a guide for adaptive and flexible behavior⁷.

In essence, Islamic schools are schools that apply the concept of Islamic education based on the Al-Qur'an and As-Sunah, but in English lessons, Islamic values are not touched. To realize the application of these values, it requires the creativity of English teachers and English books written in Islamic schools, as well as learning materials that contain these values that students will learn⁸. Thus, it is hoped that each student will increase their knowledge about the subject and be accompanied by a good attitude or behavior as well. As for the teaching and learning process in Islamic school, every parent who enrolls their children in religious schools hopes that their children can get to know learn better.

To instill good morals, feelings of fear to God, be responsible for yourself and community, honest, humble, and beneficial for the nation, it is necessary to build Islamic values in children from an early age. If learning English with all cultures is accompanied by implementing these values, students are not only good at English but also can select a culture that is good and not good in accordance with these values⁹. Considering the support for character education by the government, where students must obtain character education in the learning process. In strengthening the character of students, Schools, families and communities have a role in building character, including religious values; honesty, tolerance, discipline, hard work, creativity, self-help, democracy, curiosity, passion nationality, national pride, awards for achievements, communication, love of peace, motivation to read, environmentally friendly, social care and responsibility¹⁰.

Annisa et al in their research” *The Integration of Islamic values in English teaching and learning process at MAN Model palangkaraya*” the research that has been done shows that the

⁷ Yoki Irawan, “ Situating Islamic Values in English Learning Teaching : Documenting the best practices in Indonesia”,*Jurnal islamiku: jurnal ilmu-ilmu keislaman*, Vol.20, No.1,(2020):97

⁸ Aula Mukarramah, Sabarun, Zaitun Qamarlah, “ Islamic values as Reflected in the English Teaching And Learning process at MA Muslimat NU Palangka Raya”, *Professional Journal of English Education*, Vol. 4, No.4,(2021):719

⁹ Zaitun, Siska Kusuma Wardani, “ Islamic Values in the context of English Learning and Teaching”, *English language in focus*, vol. 1, No. 1,(2018):72

¹⁰ Viyane Y.Moniung, Wemmy Prayoga, “Implementation of pp 87/2017 on character education in elementary schools. *Proceedings of international conference on child-friendly education*, (2018): 286-290

implementation of the process of teaching and learning English in the tenth grade of the Palangkaraya model MAN, where the research subjects were English teachers and tenth grade students. The data collection techniques used observation, questionnaires, interviews, and documentation. Islamic values are integrated into recount text, announcement, and argumentative material¹¹. Dewi Suriyani et al in their research *"Incorporating character education in ELT through Islamic teaching materials"* the research that has been done shows that his research was conducted at one of the Bogor Islamic Universities, the method used is quasi-experimental¹². Yuliana et al in their research *"Islamic values in English learning (case study at MAS Nurul Fata)"* this research was conducted in the tenth grade of MAS Fata and the English material was inserted with Islamic values, namely narrative text, announcement, and expressing invitation¹³.

The previous studies mentioned above are used a reference for internal researcher conducting this research and also as a comparison between relevant studies with the research conducted by this research. Different between this research and previous research are research methods, research objects and research subjects. The first previous research focused on learning English by integrating Islamic values in recount text, announcement, and argumentative material, in which data collection techniques used observation, questionnaires, interviews and documentations, the subject includes English teacher and tenth grade students. Second previous the research was conducted using a quasi-experimental method. The third previous research focused on integrating Islamic values into narrative material, announcements, and expressing invitations in tenth grade.

Based on previous research, this research has novelty on how teacher implement Islamic learning materials using degree of comparison material which integrated with akidah values, moral values, and syari'ah values in the English learning process, obstacles found and solutions in eight grade A.

¹¹ Annisa and Siti Hadijah, "The Integration of Islamic Values in English Teaching and Learning Process at MAN Model Palangka Raya," *Proceedings of the 1st INACELT (International Conference on English Language Teaching)*, no. 15-16 December 2017 (2017): 35.

¹² Dewi Suriyani Djamdjuri et al., "Multimodal Approach in Online EFL Class Using Islamic Learning Materials: Students' Perspective," *International Journal of Language Education* 5, no. 4 (2021): 611.

¹³ Wahidah Yuliana, "Islamic Values in English Learning (Case Study at Mas Nurul Fata)," *Journal of Academia in English Education Volume 2 No 1, 5*, no. 3 (2021): 1.

Based on an interview with English teacher, English is an important subject that is taught from elementary school to university. In English learning, it is not only taught grammar but also includes various social uses within native speaker communities, which makes students introduced to social values societal English speakers. It does not matter if these values don't conflict with Islamic values. However, in the implementation of Islamic values, of course, the English teacher needs to explain to their students about cultural differences and thoughts that are not in accordance with what has been taught by Islam, so their students do not just imitate these values and the teacher needs to assist when there is a cultural transfer. Students need to be careful when dealing with TV or the internet. It is hoped they can filter not simply imitate what is witnessed from the media because some of these are very dangerous. There are actions that are considered normal even though in terms of religion it is forbidden¹⁴.

In developing Islamic values into language learning, it is not easy, therefore teachers need creativity in developing their competencies to be able to instill these values in the learning process and learning materials to spread these values contextually because there are many opportunities to compare with western values. To instill Islamic values in the learning materials, the teacher can also design reading that strengthens the Islamic faith, without reducing the quality of learning because most of the English reading materials are written or adapted from native speakers, and incorporate Islamic messages into the learning process¹⁵. The teacher also perceived that integrating Islamic values into the teaching learning process can build student character¹⁶.

The English teacher implements Islamic values in English class in almost all transactional expression material through discourse which are inserted by these values, in giving examples using Islamic names and Islamic figures and their characters, or by inserting

¹⁴ An interview with English teacher , “implementation of Islamic values is important for students in English learning”, 4 November 2022

¹⁵ Mochlis Ekowijayanto, “ The Integration of Islamic values in implementation of learning English: Islamic education students perspective”, Vol.6, No.01, (2020):26

¹⁶ Yulmiati, et.al, “ Teacher’s perception on building character by integrating Islamic values into foreign language lesson in Indonesian context”, Vo. 7, No. 02,(2021): 302

character education that carrier Islamic value¹⁷. The students are expected to be able to implement these values in everyday life. Based on the explanation above, the researcher is interested in conducting a study entitled ” **The Implementation of Islamic Learning Materials in developing Islamic values on English learning at an Indonesian Islamic Junior High School** ”.

B. Research Focus and Scope

The research focus in this study discusses the analysis of Islamic values in English learning as follows:

1. Place
The study was conducted in the eighth grade A of an Indonesian Islamic Junior High School.
2. Actor
The actors who studied were Headmaster, English teacher as well as the curriculum section, and eighth grade A students.
3. Action
The research is about the implementation of Islamic Learning Materials in developing Islamic values on English learning at the eighth grade A of an Indonesian Islamic Junior High School.

C. Research Questions

The problems of this study can be stated as follows:

1. How is the implementation of Islamic Learning Materials in developing Islamic values on English learning at the eighth grade A of an Indonesian Islamic Junior High School?
2. What are the obstacles found in the implementation of Islamic Learning Materials in developing Islamic values on English learning at the eighth grade A of an Indonesian Islamic Junior High School?
3. What are the solutions to overcome obstacles in the implementation of Islamic Learning Materials in developing Islamic values on English learning at the eighth grade A of an Islamic Junior High School?

D. Research Objectives

The objectives of this study are as follows:

¹⁷ An interview with English teacher, “implementation of Islamic values in English learning materials”, 28 November 2022

1. To explain the implementation of Islamic Learning Materials in developing Islamic values on English learning at the eighth grade A of an Islamic Junior High School.
2. To find out the obstacles found in the implementation of Islamic Learning Materials in developing Islamic values on English learning at the eighth grade A of an Islamic Junior High School.
3. To give the solution to overcome the obstacles in the implementation of Islamic Learning Materials in developing Islamic values on English learning at the eighth grade A of an Islamic Junior High School.

E. Research Significances

Hopefully, this research can provide information about the implementation of Islamic Learning Materials in developing Islamic values in English learning. The researcher also hopes that this research will be beneficial for the students, the teachers, and the institution.

1. Theoretically

To explain how to implement of Islamic learning materials in developing Islamic values on English learning at MTs. The researcher hopes that this research can be guidance for the English teachers in Indonesia in teaching English and shaping the good student's Islamic character.

2. Practically

- a. For the students, students who study English in Islamic junior high schools are not only good at English but also can select a culture that is good and not in accordance with Islamic values.
- b. For the teachers to inform English teachers that the implementation of Islamic leaning materials in developing Islamic values has a good effect on the formation of students' Islamic character as well as students' proficiency in learning English.
- c. For the institution to be used as input in determining policies on planting Islamic character values in English subjects at MTs.

F. Definition of Key terms

a. The Implementation

The implementation has application meaning, this pertains to planning, agreement, and application of duty.

- b. Islamic Learning Materials
Islamic Learning Materials are materials, or experiences of learning the Islamic religion arranged in a similar way to be presented or delivered to the student.
- c. Developing
Developing is a conscious, planned, directed to make or repair, so that it becomes a product that increasingly useful to improve quality as an effort to create better quality.
- d. Islamic Values
Islamic Values is the cultivation of religious values that become a trait in a person that can color the personality or one's character, such as honesty, religious, responsibility, patriotism, hard work, independence and others.
- e. Learning
Learning is all activities related to the process of teaching and learning, student teacher relationships, student relationships, materials lessons, teaching and learning facilities and study time.
- f. English
English is one of the subjects in school that is a counterweight to other subjects in order to form student characters.

G. Organization of Thesis

This paper is divided into three chapters, such as:

- Chapter I:** Introduction. It Contains the Research Background, Research Focus and Scope, Research Questions, Research Objectives, Research Significances, Definition of Key Terms, and Organization of Thesis.
- Chapter II:** Review of Related Literature. It contains Theoretical Description, Theoretical Framework, and Review of Previous Study.
- Chapter III:** Research Methodology. It contains Research Method, Research Setting, Research Participant, Instruments and Data Collection Technique, Research Data Validity, Data Analysis Technique, and Research Ethical Consideration.