CHAPTER I
INTRODUCTION

A. Research Background

In the current era of educational development, everything becomes unlimited, including the progress of science and technology. Both are very developed and competition is getting faster. There are many needs and challenges, including in the world of education. It is the most important aspect of life. The quality of education in Indonesia is still relatively low compared to other countries. The government is always trying to improve the quality of teachers so they can become professional and competent educators in the world of education. In education, it is not only general values that are important but also the addition of Islamic values becomes the main thing. The application of Islamic values is expected to make a good contribution because it encompasses all aspects of life, including worship, morality, economics, and education.[1]

Educators play an important role in the world of educational system as mediators in the learning process. In the current era, educators hold a significant influence in the world of education, but many lack the necessary competence. Teachers have an important role in education reform. The concept of professional promotion of teachers has emerged since the mid-twentieth century, when the implementing reforms in educational systems became necessary.[2] Teacher professional development does not only examine subjective self-perception as a teacher but also places development in the structural, cultural, and organizational context in which the teacher works. Nonetheless, in-service development must be seen within the wider context of teacher life and career concerns and within the broader institutional and systemic context.[3] Therefore, it is necessary to know that there are several teacher preparations before teaching, such as making lesson plans, preparing classes, and preparing material to be delivered. Not only seen in the preparation of the material but in the teaching process delivered by the teachers.

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[1] Tatang Hidayat et al., "Designing Islamic Values Integration into Sociology Learning," *Jurnal Pendidikan Islam* 6, no. 1 (2020): 37–56.

[2] Maghsood Amin Khandaghi and Maryam Farasat, "The Effect of Teacher's Teaching Style on Students' Adjustment," *Procedia - Social and Behavioral Sciences* 15 (2011): 1391–1394.

[3] Kyungsuk Chang et al., "In-Service English Teacher Training Program Evaluation," *English Teaching* 65, no. 3 (2010): 129–165.

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The teachers' teaching style will influence student achievement. In this case study, each teacher has a unique of teaching style to develop students' interest in Islamic values. This can be seen for in-service English teacher to understand the level of knowledge and abilities of students. Teachers' beliefs must be important enough to be owned by teachers because this will affect the learning objectives.[4] A teacher's proficiency not only affects his or her ability to use the target language in class but also determines how confidently they are able to lead the class effectively.[5] Teachers have unique justifications for curriculum designs and unique teaching strategies that are rooted in their personalities.[6] Regarding thoughts about curriculum design and teaching methods conveyed by teachers, they can influence on learning objectives. This greatly influences the formation of learning objectives, procedures, interaction patterns, and learning materials that students want to achieve. In this case, the teacher is required to be able to master all the language material to be taught. Teaching language is a complicated task for a teacher and requires the right techniques and strategies to deliver effective language learning, especially in English.[7] General language proficiency does not guarantee that a language teacher has a specific language to carry out the tasks involved in teaching in the classroom. Instead, what is needed is a special part of the language for use in the classroom.[8] Thus, teachers who teach special foreign languages and general languages continue to apply learning strategies. By implementing appropriate learning strategies, teachers can motivate students to learn better. Therefore, motivating students to apply learning models is a challenge for English teachers or In-service teachers.

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[4] Galuh Nur Rohmah, Lina Hanifiyah, and Anita Andriya Ningsih, "Islamic Values Integration in English Lesson At Madrasah Tsanawiyah: Teachers' Beliefs and Practices," *Jurnal Bahasa Lingua Scientia* 11, no. 1 (2019): 93–106.

[5] Pham Thi and Hong Nhung, "General English Proficiency or English for Teaching ? The Preferences of In-Service Teachers" (2017).

[6] Shih Chieh Chien, "Toward an Understanding of High School In-Service English Teachers' Identities in Their Professional Development," *Asia Pacific Education Review* 20, no. 3 (2019): 391–405, https://doi.org/10.1007/s12564-019-09582-4.

[7] Dk Yusimah Pg Hj Amjah, "A Study of Teachers' Strategies so Develop Students' Interest towards Learning English as a Second Language," *Procedia - Social and Behavioral Sciences* 134 (2014): 188–192, http://dx.doi.org/10.1016/j.sbspro.2014.04.238.

[8] Thi and Nhung, "General English Proficiency or English for Teaching ? The Preferences of In-Service Teachers."

In-service english at MA Darul Ulum also apply a teaching style that motivates students by applying Islamic values at school. In teaching, a teacher must have a teaching style model that will be conveyed to their students. For teachers, the teaching models are very important to develop the quality of learning, especially in English with Islamic values. It is very different from the teacher relying too much on what is guided in the book and ignoring how to integrate Islamic and local values.[9] Not all teachers can convey material well. Sometimes they are still confused about class mastery. In-service teacher aims to change classroom practices, and the success of any educational reform will depend on how the teacher performs in the classroom.[10] They present several characteristics related to variations in teaching and learning styles. In general, they will adapt to the situations and conditions around them to apply the teaching models. It can greatly influence the state of learning in the classroom. Students will feel comfortable when the teacher provides learning theories and models that are not easily boring. The teacher is able to choose and sort the material to be taught and apply an interesting learning model system so that students are very enthusiastic about learning. One of them is indeed the influence of student teaching styles, which are described in cognitive characteristics. Students can adapt to new learning situations that use unique teaching characteristics.[11] This can change students' difficulties in learning so that it is easier to accept English delivered by the teacher.

In learning English, students have some difficulties and the task of the English teachers is to help make teaching and learning English interesting. They must have the skills and delivery for different languages and styles, so they can receive positive feedback from students. For that, with feedback from students, teachers can become familiar with receiving, analyzing, and using feedback data to improve their performance. As a teacher, it is crucial to understand the factors that motivate students and keep them interested in learning English.[12] A more realistic understanding of the relationship between teacher beliefs and practice emerges when analysis of teacher

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[9] Rohmah, Hanifiyah, and Ningsih, "Islamic Values Integration in English Lesson At Madrasah Tsanawiyah: Teachers' Beliefs and Practices."

[10] Kyungsuk Chang et al., "In-Service English Teacher Training Program Evaluation."

[11] J O Y M Reid, "Of ESL Students," *Tesol Quarterly* 21, no. 1 (1987): 87–110, http://www.jstor.org/stable/3586356?origin=crossref.

[12] Amjah, "A Study of Teachers' Strategies so Develop Students' Interest towards Learning English as a Second Language."

behavior becomes the basis for eliciting and understanding teacher beliefs.[13] For example, in this context, an English teacher provides Islamic teaching, with students being taught Islamic behavior by doing it in everyday life. Teachers cannot teach Islamic values only through lectures, they must be done through action.[14]

Sometimes students listen to the teacher talk, take lots of notes, and answer questions. However, there are types of teachers who do not have adequate teaching and teaching materials in the learning process.[15] This is intended so that students can improve their English language skills, they were initially not interested until they liked English lessons. For some students, learning English as a second language is one of the most difficult subjects because they think knowing a new language is not easy. The main task of the teacher is to motivate students who have lost interest in learning English. Educational research states that, several factors cause differences in the way students learn.[16] Students have different approaches to thinking and learning, their acquisition of knowledge becomes primary through their sense of intuition.[17] English teachers must be more confident because English is known as a form of study that is not in demand by many students. Therefore, a teacher must pay great attention to the cultural background of the learner.[18] It can be applied at MA Darul Ulum as an Islamic school that applies Islamic values to English lessons.

English teachers can instill Islamic values in teaching English, such as by interpreting Asmaul Husna in English and telling stories about the Prophet. As is the case at MA Darul Ulum, English teachers must know Islamic values and English teaching models that are suitable and can be applied to the Islamic school environment.

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[13] Simon Phipps and Simon Borg, "Exploring Tensions between Teachers' Grammar Teaching Beliefs and Practices," *System* 37, no. 3 (2009): 380–390, http://dx.doi.org/10.1016/j.system.2009.03.002.

[14] Mochlis Eko Wijayanto, "The Integration of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective," *ETERNAL (English, Teaching, Learning, and Research Journal)* 6, no. 1 (2020): 18.

[15] Clara C Park, "Preferences of Southeast Asian Students," *Urban Education* 35, no. 3 (2000): 245–268.

[16] Reid, "Of ESL Students."

[17] Yen Chu Hung, "The Effect of Teaching Methods and Learning Style on Learning Program Design in Web-Based Education Systems," *Journal of Educational Computing Research* 47, no. 4 (2012): 409–427.

[18] Ahmad Madkur and Azkia Muharom Albantani, "Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context" 115, no. Icems 2017 (2018): 97–103.

Not all teachers of non-religious subjects have cross-cultural competence. The local values of Islam and English are very closely related, so they can be instilled in teaching English. In Indonesia, foreign language learning needs to organize learning activities that promote Islamic values.[19] Teaching English with Islamic values can be done by teachers when students are still in elementary school. This must be the spirit and characteristic of teaching in Islamic schools.[20] In teaching English, all teachers select topics to develop language class learning models. According to the result of the interview with RA, an English teacher is someone who teaches training in English as a second language. It is about the content knowledge, pedagogical skills, and attitudes needed to teach students effectively.[21] Then the best way to develop students' interest in learning English is to introduce it at an early age. *First*, even though they are in Islamic boarding schools where the majority teach Arabic, English is also important to learn. *Second*, implement a fun way that has Islamic values by making the games. *Third*, practice speaking English gradually.[22] The Islamic learning model of English and how to apply it, namely Currently there are many non-religious subjects such as mathematics, physics, and Indonesian whose presentation does not touch Islamic religious values. Learning English is the main subject that must be taught, from elementary school to university. At MA Darul Ulum, students learn to translate certain letters or verses and they are required to be able to translate them into English. That is one example of its application.[23]

According to the above explanation of the title, **"An Analysis of In-Service English Teachers Teaching Style Models to Develop Students' Interests in Islamic Values at MA Darul Ulum Bae Kudus,"** educators or teachers can develop students' abilities related to the teaching and learning process. For this reason, teaching a foreign language with Islamic values is very important when teaching a second language and can ensure that the theories and

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[19] Madkur and Albantani, Ahmad Madkur and Azkia Muharom Albantani, "Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context."

[20] Rohmah, Hanifiyah, and Ningsih, "Islamic Values Integration in English Lesson At Madrasah Tsanawiyah: Teachers' Beliefs and Practices."

[21] The result of the interview about The English Teachers Education with RA as The English Teacher at MA Darul Ulum, On February 06, 2023

[22] The result of the interview about How to Develop Students Interest in Islamic Values with RA as The English Teacher at MA Darul Ulum, On February 06, 2023

[23] The result of the interview with RA as The English Teacher at MA Darul Ulum, On February 06, 2023

teaching styles conveyed can help diverse students to become skillfully competent

B. Research Focus and Scope

The main objective of this research is to make observations on the teaching models of X-grade English teachers at MA Darul Ulum. In this case, we can find out what learning methods or styles can improve and develop students' learning. This research emphasizes the human experience that is in line with its goals**.**

C. Research Questions

The research problems can be framed as follows, following the study's context in the prior discussion:

1. What are the teaching style models used by the In-Service English teachers at MA Darul Ulum Bae Kudus?
2. How do the In-Service English teachers' teaching styles develop students' interests in islamic values at MA Darul Ulum Bae Kudus?

D. Research Objectives

The following aims, which are based on the problem described before, are the goals of this study:

1. To describe the teaching style models of In-Service English teachers at MA Darul Ulum Bae Kudus.
2. To explain the teaching styles used by In-Service English teachers to develop students' interest in Islamic values at MA Darul Ulum Bae Kudus.

E. Research Significances

The following are some of the planned outcomes of this research:

1. Theoretical Benefits

   This research raises new ideas for schools based on Islamic values to find new knowledge on the experiences of In-Service English teachers in providing the teaching methods being taught.

2. Practically Benefits

   This study aims to describe the teaching style used by In-Service English teachers. These findings help readers know that teaching style models can develop students' interest in English skills by instilling Islamic values. In this case, the teachers teaching style will affect the student's learning achievement.

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3. Pedagogically Benefits

This research is shaped by educators' teaching beliefs and involves their understanding of different cultures and teaching styles. These findings aim to build student learning and develop students' skills and interests.

F. Definition of Key Terms

To avoid misunderstanding among the readers, the term applied in this study is defined as follows:

1. In-service English Teacher

English teachers who have completed a training program or follow-up training after starting their teaching career.[24]

2. Teaching Style Models

The teaching style is a whole pattern that gives a broad direction to learning and makes learning methods liked by some students and hated by other students.[25]

3. Islamic Values

Islamic values are everything that contains positive elements that are useful for humans in the form of rules and norms that exist in Islamic education or values that originate from the Al-Quran and As-Sunnah.[26]

G. Organisation of Thesis

This study is divided into five chapters, including:

1. Chapter I (Introduction)

It includes the research background, research focuses and scopes, research questions, objectives, implications, important term definitions, and thesis organization.

2. Chapter II (Review of the Related Literature)

A theoretical description, a theoretical framework, and a review of previous studies are all included in this chapter.

3. Chapter III (Research Methodology)

The research method, research setting, research subjects, research participants, instruments and data collection technique, data

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[24] Kyungsuk Chang et al., "In-Service English Teacher Training Program Evaluation."

[25] Rebecca L. Oxford, "Language Learning Styles and Strategies: Concepts and Relationships," *IRAL - International Review of Applied Linguistics in Language Teaching* 41, no. 4 (2003): 271–278.

[26] Miftahul Jannah, "Representation of Islamic Values in English Textbook" (thesis, UIN Ar-Raniry, 2018)

analysis technique, and ethical research considerations are all defined in this chapter.

4. **Chapter IV (Research Findings and Discussion)**
   It includes research findings and discussion.
5. **Chapter V (Conclusion and Recommendations)**
   It includes conclusions and recommendations or suggestions.