

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two parts, respectively, namely conclusion and suggestion, which contain the conclusion of this study and answers to the research question, as well as suggestions for further researcher and those interested in this field.

A. CONCLUSION

Based on the analysis and research results, the author can draw conclusions regarding the teaching style model of in-service English teachers in developing students' interest in Islamic values at Madrasah Aliyah Darul Ulum Bae Kudus. It can be concluded that:

1. An English teacher teaching style model for developing students' interest in Islamic values in madrasah using two teaching style models. The teaching style models used by the In-Service English teachers at MA Darul Ulum Bae Kudus are Cooperative learning teaching models and Problem-based Learning teaching models. The combination of problem-based learning and cooperative learning creates a dynamic learning environment where students are actively involved in the learning process. They not only learn English theory but also apply it in real-world contexts. The teachers' task must be to find the right balance between the goals of language education and religious values so that students can gain a deep understanding of both. In addition, in-service English teachers work hard to achieve the right balance between language learning goals and religious values goals. They hope that by integrating Islamic values into English language teaching, students will be more involved in the learning process and will feel more connected to the material they are studying.
2. In-Service English teachers' teaching styles develop students' interests in Islamic values at MA Darul Ulum Bae Kudus are in developing students' interest in Islamic values, it can be applied by linking various theories or materials related to Islamic values. In addition, this approach can have a positive impact on students. Students are able to think critically about integrating Islamic values into English language learning. Thus, religious knowledge is not only something isolated but also relevant in future life. Students still relate all related material or topics, such as in the problem-based learning model, where students discuss by solving a problem together, and then students can relate religious values

such as moral values. In the cooperative learning model, students think and deliberate to complete material that has religious value.

The main goal of this teaching model is to create a learning environment that encourages students to understand and appreciate Islamic values while developing their English language skills. Apart from that, the aim of implementing this teaching model is to deepen religious knowledge by linking it to general subjects, which can then be applied in real life.

B. SUGGESTION

1. For Madrasah Aliyah can develop better learning models to increase students' interest in Islamic-based general learning as time goes by.
2. The headmaster, continue to take part in developing and implementing learning models in schools and join the participation of teachers madrasah in developing madrasah together.
3. In-service English teachers should be more careful in determining the materials and methods used during the classroom learning process. Teachers, of course, always carry out self-evaluation of their teaching style by measuring the level of achievement.
4. For future researcher, the results of this research can be used as reference material for subsequent research and can be motivate future researcher by developing this topic in other research.