

TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET	ii
STATEMENT OF WORKS' ORIGINALY	iv
ABSTRACT	v
ABSTRAK	vi
MOTTO	vii
DEDICATION PAGE	viii
ARAB-LATIH TRANSLATION GUIDELINES	ix
ACKNOWLEDGEMENT	x
PREFACE	xi
TABLE OF CONTENTS	xii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Research Focus and Scope	6
C. Research Problems	7
D. Research Objectives	7
E. Research Significances.	7
F. Definition of Key Terms	8
G. Organization of Thesis	9
CHAPTER II REVIEW OF RELATED LITERATURE	11
A. Theoretical Description	11
1. Islamic Education	11
2. Textbook	30

3.	Integration of Islamic Education Concept Values in ELT	34
B.	Theoretical Framework.....	36
C.	Review of Previous Study.....	38
CHAPTER III RESEARCH METHODOLOGY		42
A.	Research Method	42
B.	Research Object	44
C.	Instrument and Data Collection Technique	44
D.	Research Validity.....	49
E.	Data Analysis Technique	49
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION 51		
A.	Overview Research Object	51
B.	Research Result.....	54
1.	The Islamic Education Concept Values Representation Found in The English for Nusantara textbook for Grade 7... 54	
2.	Forms of Representation Used in the English For Nusantara Textbook for Grade 7.....	64
C.	Discussion.....	72
1.	Representation of Islamic Education Values in the Content Materials in the English for Nusatara for Grade 7 Textbook	72
2.	The Form of the Islamic Education Concept Values in The English for Nusantara Textbook for Grade 7.....	74
CHAPTER V CONCLUSIONS AND SUGGESTION.....		78
A.	Conclusion	78
B.	Suggestion.....	78
REFERENCES.....		80
APPENDICES		86

LIST OF TABLES

Table 2.1	The Conclusions of The Islamic Education concept Values narrowed to Moral Education in this study.....	26
Table 3.1	Observation Table.....	46
Table 4.1	Textbook Identity.....	51
Table 4.2	The total representation of Islamic education concept values found in the "English for Nusantara" textbook for grade 7.....	54
Table 4.3	Patience values samples found in the textbook.....	55
Table 4.4	Grateful values samples found in the textbook.....	57
Table 4.5	Fulfilling trust values samples found in the textbook..	58
Table 4.6	Honestly values samples found in the textbook.....	59
Table 4.7	Shyness values found in the textbook.....	60
Table 4.8	<i>Ta'awun</i> values samples found in the textbook.....	61
Table 4.9	<i>Tawadhu</i> values found in the textbook.....	62
Table 4.10	Doing good to friends values samples found in the textbook.....	63

LIST OF FIGURES

Figure 2.1 Theoretical Framework.....	36
Figure 4.1 The Characters in the “English for Nusantara” for Grade 7 Textbook	53
Figure 4.2 Illustration that implicitly represents patience values..	65
Figure 4.3 Comic strip pieces that represent the value of gratitude implicitly.	66
Figure 4.4 Illustration that represents the value of fulfilling trust implicitly	67
Figure 4.5 Example sentences that represent the value of honesty implicitly	67
Figure 4.6 Illustrations that represent the value of <i>Ta'awun</i> implicitly	68
Figure 4.7 Comic strips that represent the value of <i>Tawa'dhu</i> implicitly	69
Figure 4.8 Illustrations that represent the value of doing good to friends	69
Figure 4.9 Comic strip pieces that explicitly represent patience values	70
Figure 4.10 Comic strips piece that represent the value of gratitude explicitly.	70
Figure 4.11 Illustration that represents the value of fulfilling trust explicitly	71
Figure 4.12 Comic strips that represent the value of honesty explicitly.	71
Figure 4.13 Dialog text that represents the value of <i>Ta'awun</i> explicitly	72
Figure 4.14 The portion between moral toward oneself and moral toward society representation found in textbook.	73
Figure 4.15 The portion between implicit and explicit moral toward oneself representation	75
Figure 4.16 The portion between implicit and explicit morals toward society representation	76

Figure 4.17 The overall implicit and explicit Islamic education concept values represented in this book..... 76

