

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A. Conclusions

After analyzing the data, the researcher makes conclusions which answer the problem statement based on the research findings related to the instilling Islamic moderation values in English teaching at the tenth graders of SMK N 1 Kedung. According to the research findings, the researcher got conclusions as follows:

1. **The implementation of instilling Islamic moderation values in English teaching**

The English teachers of SMK N 1 Kedung internalized the values of Islamic moderation in English teaching. The values are tolerance, discussion, justice, dynamic, creative, and innovative, and the last is egalitarian. The implementation of those values is internalized through several ways such as through the English material, teaching method, verbal stimulation, task giving, and teachers' behavior. To internalize the value of tolerance, the English teacher used English teaching material which contains Islamic moderation values and used verbal stimulation. The English teacher used teaching methods to internalize the values of discussion, dynamic and innovative. To promote the values of justice and egalitarianism, the English teachers internalized the values through teachers' behavior. Task giving is used to encourage the students to be creative.

2. **The obstacles faced by the English teachers in instilling Islamic moderation values in English teaching**

The English teachers have two main obstacles in instilling Islamic moderation values in English teaching. Those obstacles are students' characters and the limited English material can be integrated with Islamic moderation. The students' character such as less motivation during the learning process and they do not pay attention when the teacher delivers the material can affect the implementation of instilling Islamic values. The English teaching material which contains Islamic moderation values also become the obstacles faced by the English teachers. It is due to that English material which can be used to internalize the values

of Islamic moderation is limited. Not all materials can be integrated with Islamic moderation values.

3. The solutions to overcome the obstacles faced by the English teachers in instilling Islamic moderation values in English teaching

The English teachers have some solutions to overcome the obstacles. For the first obstacle related to the students' character, the teacher solves the obstacles by keeping motivating the students to be more serious and active during the teaching and learning process. Besides that, the English teacher added that the teacher should be patient in guiding the students because the teacher has a role in building the students' character. To deal with the obstacle related to the limited English material that can be used to integrate the value of Islamic moderation, the teacher cannot rely on an English textbook. However, the teacher can explore the material through the internet considering that in today's era, the internet is easier to access.

B. Implications

According to the research findings, instilling Islamic moderation in English teaching is required. It is due to that by instilling Islamic moderation in English teaching can help the students in developing not only their English skills, but also building their Islamic moderation characters. By embedding the value of Islamic moderation to students who are expected to be Indonesian next generations, it can encourage the growth of smart generations embedding Islamic moderation values, tolerance, love peace and avoiding extremism and radical action so that it will create a peaceful life. Therefore, the teacher has to make sure to integrate Islamic moderation values on every student's learning experience.

C. Recommendations

1. To The Government

The government has to organize workshops or seminars related to the integration of character value particularly Islamic moderation value in teaching and learning process. Furthermore, the government is required to continually assess this program.

2. To The English Teachers of SMK N 1 Kedung
Instilling Islamic moderation values in English classes is still a new program that needs to be implemented properly. As a result, the teachers need to learn more about how to successfully execute this. The teacher also should be creative and innovative in creating learning activities that promote Islamic moderation values in teaching English.
3. To The Students of SMK N 1 Kedung
Students are expected to maximize their learning motivation in learning English. They are also expected to implement the values that are integrated by the English teachers in the teaching and learning process into their daily lives. Therefore, the students will be good in academics and morality.
4. To The Next Researcher
The next researchers can use this study as a reference if they will conduct with the same topic of this study. It is much better if they develop new studies about instilling Islamic moderation values in English teaching.