

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on data description and data analysis from the previous chapter, the researcher draws conclusions as follow:

1. **Teacher's Organizing in Reflecting the Islamic Values into English Teaching**

Islamic values are reflected in English teaching in MTs QP. It could be analyzed using the teacher's plan, which includes some aspects such as the syllabus and lesson plan. In general, reflection has been done successfully in practice, but the written concept is still limited. This means that the reflection can be classified as partial reflection, according to the researcher.

2. **The Kinds of Islamic Values being Reflected into English Teaching**

Islamic values are naturally reflected; in other words, the English teacher selects values at random based on the needs of the students or the context of the teaching-learning process. To introduce the main materials, the teacher emphasizes Islamic values through song, tenses, degree of comparison or other media. The akhlak values that are commonly reflected in English include surrender to Allah, prayer, honesty, sincerity, discipline, and a great sense of responsibility.

3. **The Challenges and Constraints in Applying the Reflection in English Teaching Process**

The reflected of Islamic values is one of the benefits of MTs QP that distinguishes it from other public educational institutions. On the other hand, it presents some challenges for the school, such as a lack of facilities such as English text or books, and a lack of supporting understanding of students' parents in reflecting the Islamic values.

B. Recommendation

Based on the conclusion above, the researcher expected that this thesis can be useful for teacher, students, and other researchers.

1. Student

It is expected that by reflecting Islamic values, students will be smarter in English and also have a good character according to the Islamic values.

2. Teacher

Teachers need to understand more about the effectiveness ways to teach English instilling by the Islamic values. After

reading this thesis, teacher that doesn't familiar with Islamic values in English teaching and learning is expected to have a new innovation. Thus, students' capabilities, skills, and their professional growth have improved. It is preferable for teachers to reflect Islamic values by quoting relevant Qur'anic verses or Hadits, so that students do not interpret kindness values universally.

3. Principle

It is necessary for the principals to develop a policy that emphasizes the integration of Islamic values into English and other subjects. It is also suggested that they create guidelines for the regulation so that teachers can easily implement it.

4. Author of English textbook

They are recommended for English textbook authors to write English text books that are specifically designed for the reflection of Islamic education. As a result, English teachers and Muslim students will have an easier time obtaining Islamic English textbooks for use in the teaching and learning process.

5. Researcher

The researcher expected that other researchers may do research in comparable subjects through Islamic values in the English teaching and learning. Hopefully, other researchers will use the data to improve the English learning process and other researchers will examine them to make it more effective in complementing the weaknesses in this thesis. Further researchers can also develop diverse subjects concerning the benefits of integrating the Islamic values in English.