

CHAPTER I INTRODUCTION

A. Research Background

Indonesia as a country with the largest Muslim majority population in the world must play a role in the integration of Islamic values in learning, especially in learning English as a foreign language. Therefore, the influences of Islam in many aspects of Indonesian life is very affected. In the educational aspect, this situation potentially benefitted in educational activities by situating the Islamic values all lessons, especially in English.¹ It is hoped that by doing so, students will be more conscious of Islamic beliefs in their daily lives in society, allowing them to filter out extraneous cultures while also improving their foreign language skills.

Today's English language instruction focuses on not just teaching English as a language, but also on growing students' understanding of how to use recognized English as a language that is appropriate for both theorizing and practicing religious principles. Situating religious values, particularly Islamic values, in the teaching of English as a foreign language can be done in a variety of ways in Indonesia, such as adapting the integrated language curriculum with an Islamic approach, placing Islamic content on learning materials, and incorporating meaningful activities related to the integration of Islamic values in the learning process.

Students in Junior High School learn four skills in English. Speaking, listening, reading, and writing are the four skills. Texts and dialogue in the textbook are supplemented by source exercises. Each utterance, whether it is a book or an exercise, has the potential to teach character education such as culture and religion. As a result, students will not only receive information to improve their knowledge, but they will also learn good character values that will prepare them to be qualified human beings with a positive attitude. It has a concept of balance that includes hard skills, technique skills, and soft skills. Junior High School is a period of transition for pupils from childhood to adulthood. It is a

¹ Yoki Irawan, "Situating Islamic Values in English Language Teaching: Documenting the Best Practices in Indonesia", *Jurnal Islamika: Jurnal Ilmu-ilmu Keislaman*, Vol. 20, No. 01 (2020), 96.

critical period, and if they do not receive a decent guide from Islamic values, the influence will be seen in their actions in every setting.

To address the concerns and challenges brought on by the digital era, as well as the ease with which students can obtain knowledge, it is critical to develop excellent character in students. The goal of this research is to look into the Islamic values of English language materials for Junior High School Students.

Value is described as one's conviction to act on one's own decision. Religious worth refers to the worth of one's deeds and thoughts in light of one's religious beliefs. Because it is regarded to be Allah SWT's kindness and guidance to be saved in this life and the next, Islam holds the Qur'an and Hadith as a value in daily doing and thinking. As divine revelations, the Qur'an and Hadith are the fundamental sources and references of faith, life guidance, and comprise the essential of learning for all human beings.²

The role of English in education is an important thing. Besides being used to communicate, English is also studied, used as teaching material at all levels of education. English previously considered the most important subject to support the quality and competence of students. This gives the idea that students who excels in English has greater 'value' than another.³

One of the efforts that has to be done is to demand Islamic education specialist to do to reorganize that's intact and might bit all aspects of student competence. As an example, within the context of education in state, it's necessary to initiate efforts to integrate all scientific disciplines into associate Islamic worth framework. These efforts have become a seamless discourse, each at the ministry of National Education. Such an endeavor could be a leap forward and innovative to reconcile the structure of science that tends to be dichotomist that is dangerous for human civilization.

It is simple that education is frequently cited as a strategic means of improving a countries quality of life. Education that is

² Listyono et al., "*Methods of Integrating Islamic Values in Teaching Biology for Shaping Attitude and Character*", International Conference on Mathematics, Science and Education (2017), 1, accessed on February 19th, 2022, 10.1088/1742-6596/983/1/012178

³ Zaitun and Siska K. Wardani, "*Islamic Values in the Context of English Learning and Teaching*", English Language in Focus (ELIF), Vol. 1 (2018), 72.

consistent, property was thought and operation was believed to be able to guide a nation towards progress. The crisis that occurred both a crisis of ethical degeneration, violence so on is known by several as a result of failure of the education system in land. Therefore, the mixing of Muslim values all told lessons, together with foreign language is crucial to make an effort since Muslim teachings also play a part in defending religious beliefs through their room activities.⁴ As an Islamic-based educational institution, it should include Islamic values in learning, including learning English.

The integration of Islamic values will make it easier for teacher to build student character because Islamic values can be implemented in every step of learning so that students will get used to receiving character values in the learning process. Learning English can be obtained from a variety of source, there are several that are utilized as learning tools, such as textbooks. Among which often encounter English books where in the book there are various kinds of knowledge that can help improve our ability to speak good English. Either orally or in writing.

Religion is one of the most significant social foundations related to human attitudes, values and beliefs behavior. Every Muslim must understand that their religion is included in all whatever conditions it is, for example in the process of learning English. One of the teacher's ways to familiarizing students with Islamic content, especially those relating to Islamic values in textbooks used by students.

Textbook can directly support curriculum services. In the educational process, the inculcation of values is an important thing that must be done so that education can be achieved. One of the values that must be transmitted in the educational process and contained in textbooks are Islamic values. Islamic values are very important in everyday life so that all activities carried out are based on Islamic teachings which will certainly be useful, especially for yourself and the people around you.

Textbook are unit unremarkably employed by lecturers to assist, instruct and assist them within the schoolroom. Since the trainer will amendment lessons at school to suit the varied wants of pupils, textbooks aren't used indiscriminately for instruction.

⁴ Mochlis Ekowijayanto, "*The Integration of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective*", Vol. 3, No. 1 (2020), 19.

Beyond the realistic and sensible importance of conveyance data from textbooks, teacher can use textbook material to import principles and skills which is able to eventually inspire students.⁵

M. Isa state that textbook is an instrument to improve students' knowledge and attitudes. Furthermore, among of the many instructional media, textbook is the most commonly used. Most of students spend a lot of time for learning English in the textbooks used in the classroom. Therefore, the contents of textbooks influence the reader very much, especially for junior high school students. Based on that reason, the English teachers should clarify the Islamic values in the textbook to the students in order they do not only focus on the topic but also learn the Islamic values represented implicitly.⁶

Previous related studies on Islamic values have been investigated by a number of researchers. One of them is Ashar's research in the Journal of Religious Studies (UOCHJRS) volume 4, Issue 2 in 2021 about "Islamic Values in Language Textbooks Published by the State Textbook Authorities in Pakistan". The result show that he found the values pictured through Muslim lenses and was set in family-focused settings. The characters at interval the stories additionally communicated to pupils the importance of family is Islam and what price to use in Associate in Nursing Muslim family and society.⁷

Fatin & Norsharini also write a paper about "Integration of Islamic Values for Environmental Conservation: An Analysis of School Textbooks". Their results showed that the science textbook contained varied integrations of Islamic values for environmental conservation compared to the monotheism education textbook.⁸

In addition, Zahin Baroroh did research on "The Representation of Religious Values in the Indonesian ELT Prescribed Textbook for Senior High School Students". The result

⁵ Silfira Y. Angelia, "Gender Representation in an English Textbook Entitled Bahasa Inggris: When English Comes in Handy for Tenth Grade Students" (thesis, IAIN Bengkulu, 2021), 2.

⁶ Miftahul Jannah, "Representation of Islamic Values in English Textbook" (thesis, UIN Ar-Raniry, 2018), 1-2.

⁷ Ashar J. Khokhar, "Islamic Values in Language Textbook Authorities in Pakistan", Journal of Religious Studies (UOCHJRS), Vol. 4 (2021), 120.

⁸ Fatin and Norsharini, "Integration of Islamic Values for Environmental Conservation: An Analysis of School Textbooks", (2021), 1, accessed on January 5th, 2022, <https://www.mdpi.com/journal/religions>

showed that the religious values represented in the selected ELT textbook include the three dimensions depicted in four images from 51 images in the textbook and four selected verbal texts.⁹

Based on the description above, it is very important to further explore the values of Islamic teachings in learning English, and analyze how Islamic values are presented in learning English. Especially in English books for Islamic Junior High School. Because the delivery of Islamic values to the students can be inserted through the material contained in textbook with the hope of providing prosperity, happiness, and safety in the world and the hereafter to achieve the goal of human life, namely to serve Allah SWT.

Based on a brief interview with the teacher and the student of Islamic junior high school in Pati, they stated that the textbook which they used during the process of learning English is *Practise Your English Competence*, published by Erlangga. The textbook is 2013 curriculum revision textbook.¹⁰

Then, among three levels of students in junior high school, the researcher only focuses on English textbooks for the eighth grade students, because at this grade level, students will more easily understand the Islamic values contained in the textbook, compared to the other levels such as for students of the first grade are considered still basic to understand the Islamic values in the textbook, while in the students of the third grade are too busy with various kinds of final level activities.

On the advice of the teacher and also the students who were previously invited to talk, the researcher chose the book because there has been no research related to the similarity of the book and also the topic that the researcher will discuss in this study.

B. Research Focus

The researcher will analyze what Islamic values are represented in the English textbook "*Practice Your English Competence*" for the eighth grade students of Islamic Junior High School students. Thus, this study focuses on the representation of

⁹ Zaahin Baroroh, "The Representation of Religious Values in the Indonesian ELT Prescribed Textbook for Senior High School Students" (thesis, Jember University, 2019), 27.

¹⁰ Interviewed with Mrs. Lilik Ermawati as teacher and Ahmad Nur Faiq as student of eighth grade Walisongo Islamic Junior High School in Kayen Pati, January 2022.

Islamic values which the researcher categorizes based on the core, namely the value of *akidah*, the value *ibadah* and also the value of *akhlak*. This research was conducted by analyzing the sentences represented in English textbook and categorizing them based on the core.

This research also focuses on how Islamic values are represented in textbooks in the English, so that in the future it will be easier to identify and understand what are Islamic value in learning textbooks for Islamic Junior High School students. With the hope that as an Islamic-based educational institution, in addition to mastering English, it also does not abandon Islamic values that are used as guidelines by Muslims.

C. Research Questions

Based on the explanation that conveyed by researcher above, then the questions that will be answered in this research as follows:

1. What are the Islamic values represented in "*Practise Your English Competence*" textbook for the eighth grade students of Islamic Junior High School?
2. How are the Islamic values represented in "*Practise Your English Competence*" textbook for the eighth grade students of Islamic Junior High School?

D. Research Objectives

Related to the background that has been stated previously by researcher, the purpose of this research as follows:

1. To find out the Islamic values categories that represented in "*Practise Your English Competence*" textbook for the eighth grade students of Islamic Junior High School.
2. To explain how the Islamic values represented in "*Practise Your English Competence*" textbook for the eighth grade students of Islamic Junior High School.

E. Research Significances

The result of the research are expect to provide useful information and also give contributions in the future both theoretically and practically as follows:

1. Theoretical significance

This research is expected to be useful for other researchers as a reference in analyzing the Islamic values represented in textbooks.
2. Practical significance

Practically the results of this research are expected to be useful, as follows:

 - a. For students

This research are to provide knowledge to students related to Islamic values and apply them in the students themselves.
 - b. For teacher

This research are to assist teacher in selecting and creating appropriate textbook that contain Islamic values and can convey appropriately to the students.
 - c. For author

This research is expected to provide an overview for the author to pay attention to Islamic values in developing textbook.
 - d. For textbook

This research study is expected to provide input to pay attention to Islamic values in developing textbook.
 - e. For others

This research can be used as a source of information for other researchers who are interested in conducting the relevant research and the researcher really hopes that the result of this research will be a reference for choosing the appropriate textbook for students in Islamic junior high school.

F. Definition of Key Terms

1. Islamic Values

The Islamic values are based on the statements in *Al-qur'an* and *Hadits* that may be cited in other religious thoughts but the *tawheedic* view may differentiate between Muslim and other adherents.¹¹ Aspect of Islamic values consist of three things: the value of *akidah*, the value of *badah* and the value of *akhlak*.

¹¹ A. Rafiki and Kalsom A. Wahab, “*Islamic Values and Principles in the Organization: A Review of Literature*”, Asian Social Science, Vol. 10 (2014), 5.

2. Textbook

Textbook is a book on a specific subject used as a teaching/learning guide, especially in a school or college.¹² The instrument used by teacher during the learning process, so that it can help the teacher in terms of delivering material because it is also used as a reference for students.

This research only focusses on 2013 curriculum revision English textbook for the eighth grade students of Islamic Junior High School “*Practise Your English Competence*”, published by Erlangga.

G. The Organization of Thesis

This paper is divided into five chapters:

- Chapter I** : Introduction. It contains the research background, the research focus, research questions, research objectives, research significances, definition of key terms and the organization of the thesis.
- Chapter II** : Review of related literature. It contains the theoretical description, theoretical framework, and review of previous study.
- Chapter III** : Research methodology. It contains of the research method, research object, research data sources, instruments and data collection technique, research data validity, data analysis technique, and research procedure.
- Chapter IV** : Result and discussion. It contains of the research result and discussion, overview research object, data research description, data analysis, and discussion.
- Chapter V** : Conclusion and suggestion. It contains conclusion and suggestion.

¹² Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, (United Kingdom: Licensing Agency Ltd., 2010), 595.