

## CHAPTER IV RESULT AND DISCUSSION

This chapter presents the result and discussion of the research. It is concerned to answer the research question. This result is based on the Islamic values represented in the textbook on “*Practise Your English Competence*”, published by Erlangga for the eighth grade students of Islamic Junior High School. in addition, the discussion discusses the conclusion of the research.

### A. Overview Research Object

English textbook for Junior High School or Islamic Junior High School and equivalent grade eight, the 2013 curriculum revised edition published by Erlangga is the object of this research. This eighth grade English textbook has 124 pages contains of twelve chapters, the author of the book named Nur Zaida. The textbook protected by law which was then reviewed by E. Tiyas Utami and Dwi Wahyu Priyanto. This book was designed and published by Erlangga publisher.<sup>1</sup>

**Table 4.1**  
**Identity of English Textbook**

No	Criteria	Description
1	Title	Practice Your English Competence
2	Author	Nur Zaida
3	Editor	E. Tiyas Utami and Dwi Wahyu Priyanto
4	Cover designer	Didit Jaksa Tranggono
5	Printing	PT. Gelora Aksara Pratama
6	City of publication	Jakarta
7	Year of publication	2017
8	Edition	2013 curriculum revision
9	ISBN number	978-602-434-050-6
10	Copyright	Erlangga Publisher
11	Reader target	Eighth grade students of Junior High School or Islamic Junior High School
12	Number of pages	124 pages

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<sup>1</sup> Nur Zaida, *Practice Your English Competence 2013 Curriculum Revised Edition Grade 2* (Jakarta: Erlangga Publisher, 2017)

**B. Data Research Description**

**1. The Islamic Values percentage Found in the English Textbooks**

There are three aspects of Islamic values including the values of *akidah*, the values of *ibadah* and the values of *akhlak*. The values of *akidah* consisted of six pillars of faith; faith in Allah, faith in His Angels, faith in His Books, faith in the Messengers, faith in the Day of Judgement, faith in *Qada'* and *Qadar*. The values of *ibadah* consisted of five pillars of Islam; *syahadah*, prayer (*shalat*), charity (*zakat*), fasting (*sawm*), pilgrimage (*hajj*). And the values of *akhlak* were based on Sahriansyah's book, he categorized *akhlak* into three types; *akhlak* towards Allah, *akhlak* towards humans, *akhlak* towards nature.<sup>2</sup>

The researcher has analyzed three aspects of Islamic values that describe by researcher in the form of a table as follows:

**Table 4.2**  
**Percentage of Islamic Values in the Textbook**

No.	The Value of <i>Akhlak</i>	Chapter												Total	Percentage			
		1	2	3	4	5	6	7	8	9	10	11	12					
1.	<i>Akhlak</i>	WA															-	-
2.	towards	PA	2	1			9				1				1		14	10.07%
3.	Allah	ZA				1								1			2	1.44%
4.		BG				1											1	0.72%
5.		OA	2														2	1.44%
	<i>Akhlak</i>	<b>a. Akhlak towards oneself</b>																
6.	towards	HT	2			1				1					1		5	3.6%
7.	humans	BP	5		1	2								1	2		11	7.91%
8.		PT							1						1		2	1.44%
9.		HD	2		3	1	2	1	3	2					4		18	12.95%
10.		SC	2				1				1				1		5	3.6%
11.		SL			1		3		1						2		7	5.04%
	<i>Akhlak</i>	<b>b. Akhlak towards family</b>																
12.		BF							1	1	2						4	2.87%
13.		RC	1	1		2								1	2		7	5.04%

<sup>2</sup> Sahriansyah, *Ibadah dan Akhlak*, (Banjarmasin: IAIN Antasari Press, 2014)

14.		GD	1		1										2	1.44%	
15.		GA			1	2	1	1	1						6	4.32%	
16.		HU		1		1						1	4		7	5.04%	
		<b>c. Akhlak towards society</b>															
17.		RN			1	1	2	1	2	1					8	5.75%	
18.		HO			1	3						2		1	2	9	6.47%
19.		HW		1					1			2			1	5	3.6%
20.		NA	1		1	1	2	2						2	1	10	7.19%
21.	Akhlak	MP				1								1	1	3	2.16%
22.	towards	ME		1	3							1			2	7	5.04%
23.	nature	BN			3										1	4	2.87%
<b>Total</b>																<b>139</b>	<b>100%</b>

The table above shows that the representation of Islamic values did not display 3 aspects of Islamic values, it is stated that which the value of *akhlak* dominate in the research, while the values of *akidah* and the value of *ibadah* were not found in the textbook. Three types of *akhlak* were found in this textbook, but there was one value did not find in the textbook, precisely in the type of *akhlak* towards Allah at the point of *worshipping to Allah (WA)*.

The number of the values of *akhlak* was found 139, consisted *akhlak* towards Allah [fourteen *praying to Allah (PA)* values, two *zikr to Allah (ZA)* values], one *be grateful (BG)* value, two *obey to Allah (OA)* values], *akhlak* towards humans [a. *Akhlak* towards oneself; five *honest and trustworthy (HT)* values, eleven *be polite (BP)* values, two *patient (PT)* values, eighteen *hardworking and disciplined (HD)* values, five *sincere (SC)* values, seven *simple life (SL)* values, b. *Akhlak* towards family; four *being good attitudes to parent and close relatives (BF)* values, seven *respecting the children life (RC)* values, two *get used to deliberation (GD)* values, six *getting along well (GA)* values, seven *helping underprivileged families (HU)* values, c. *Akhlak* towards society; eight *respecting neighbors (RN)* values, nine *helping each other (HO)* values, five *helping the weak (HW)* values, ten *not arrogant (NA)* values], *akhlak* towards nature [three *maintain and preserve nature (MP)* values, seven *maintain environmental cleanliness (ME)* values, four *being good attitudes toward nature (BN)* values].

**2. The Ways of the Islamic Values Represented in the Textbooks**

After describing and displaying the data about Islamic values found in the English textbook, the researcher clarified the second research question. She found seven ways of Islamic values represented in the textbook, namely: title of chapter, learning objective, summary, reading passage, dialogue, picture, and practice.

**a. Title of Chapter**

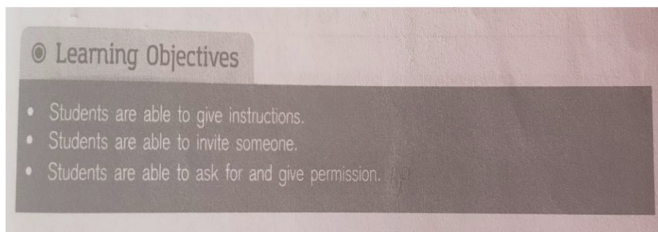
As we know that in a textbook, the first thing that students read at the beginning of learning in the class is the title of chapter. Therefore, when Islamic values are represented in the title of chapter, teachers have a good opportunity to introduce these Islamic values to the students. In this study, the researcher found two Islamic values represented in the *Practice Your English Competence* published by Erlangga. The Islamic values represented through the title of chapter can be seen in the table:

**Table 4.3**  
**Islamic Values Represented Through the Title of Chapter**

Islamic Values		The Title of Chapter	Chapter	Page
Akhlak towards Allah	OA	Can and Will	2	13
		Obligations, Prohibitions, and Recommendations	3	25
Akhlak towards humans	BP	Instructions, Invitations and Permission	4	35

**b. Learning Objective**

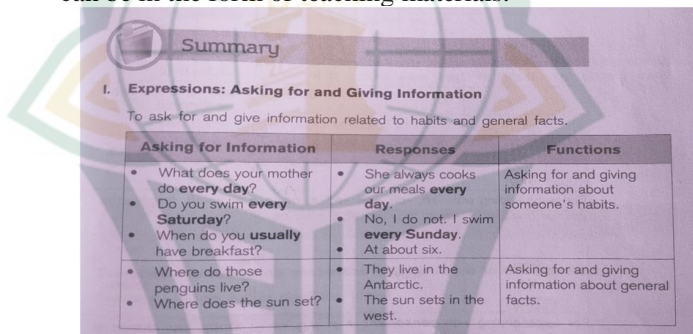
Learning objective is a statement about what the learner will be able to do when completing the lesson or commonly referred to as the learning objective. Learning objective can also identify the final behavior or desired outcome in a learning process. Furthermore, Islamic values are represented in the learning objective, it implicitly teaches students related to Islamic values. So, the teacher can clarify related to Islamic values conveyed to students so that the purpose of the learning there is Islamic values in it.



**Figure 4.1**  
**Be Polite (BP) Value in Learning Objective**

**c. Summary**

Summary is the presentation of an essay or a long event in a short and effective form, the summary here is like a summary containing an explanation of the learning material to be delivered or being the subject of discussion in an easy to understand the lesson. In short, the summary can be in the form of teaching materials.

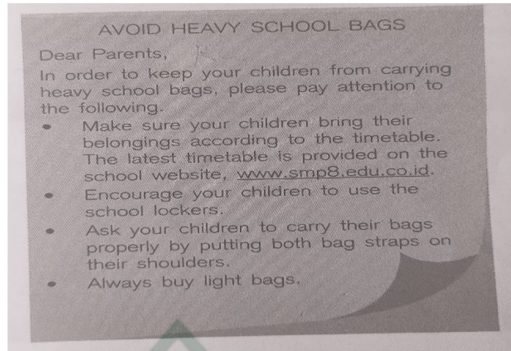


**Figure 4.2**  
**Getting Along Well (GA) Value in Summary**

**d. Reading Passage**

Reading passage also is a good way to introduce the Islamic values to the students. Because in the textbook there are many reading passages related to the learning materials, so it can easily convey Islamic values to the students. When those values represented through reading passage, it was implicitly taught the students about the Islamic values.





**Figure 4.3**  
**Respecting Children Life (RC) Value in the Reading Passage**

**e. Dialogue**

Dialogue is a conversation between two or more people and dialogue is usually written using quotation marks around the speaker's surviving words. In addition, dialogue is also one of the student activities in the teaching and learning process. one of the students' activities in teaching and learning process. Teachers often ask the students to read or play the dialogue in the textbook. Therefore, dialogue can be help to transfer the Islamic values to the students.



**Figure 4.4**  
**BP and RC Values in the Dialogue**

**f. Picture**

One of the teaching tools in the teaching and learning process for students is the picture. Picture is a learning model that uses images as learning media. Most of the students have an interest in learning by using

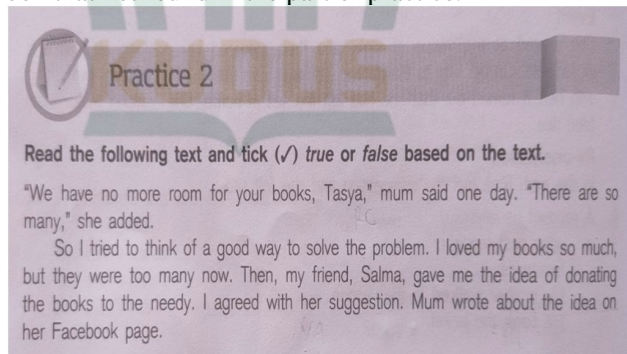
pictures students become more enthusiastic and not easily bored in learning. Therefore, the picture here can be used as a means to introduce Islamic values to the students.



**Figure 4.5**  
**BN Value in the Picture**

**g. Practice**

Practice is one way for teacher to measure students' understanding of learning materials. Evaluating the extent to which students understand the material that has been delivered, so that in the future the teacher can correct which parts need to improvement in a learning process. There are various forms of practice that can be found in textbook, there are many forms, be it a model of entry, essay or multiple choice. Some of these practices certainly represent Islamic values in them. There were 103 practices represented the Islamic values in the textbook. However, only two points values of *akhlak* based on Sahriansyah's book that not found in the part of practice.



**Figure 4.6**  
**RC, NA, and HU Values in the Practice**

### C. Data Analysis

After presenting the data, then the next part of this research is the analysis of the content. The following are the results of the data analysis from the researcher. In order to analyze the data findings, the researcher categorized the Islamic values into the value of *akidah*, the value of *ibadah* and the value of *akhlak* that based on Sahriansyah's book. Based on the data description, there are some findings to analyze. the first is the number of categories representing Islamic values. The findings of the research are described as follows: it was found that there were 139 Islamic values in the textbook. Furthermore, out of 139 values as follows:

There were consisted *akhlak* towards Allah [fourteen *praying to Allah (PA)* values, two *zikr to Allah (ZA)* values, one *be grateful (BG)* value, two *obey to Allah (OA)* values], *akhlak* towards humans [a. *Akhlak* towards oneself; five *honest and trustworthy (HT)* values, eleven *be polite (BP)* values, two *patient (PT)* values, eighteen *hardworking and disciplined (HD)* values, five *sincere (SC)* values, seven *simple life (SL)* values, b. *Akhlak* towards family; four *being good attitudes to parent and close relatives (BF)* values, seven *respecting the children life (RC)* values, two *get used to deliberation (GD)* values, six *getting along well (GA)* values, seven *helping underprivileged families (HU)* values, c. *Akhlak* towards society; eight *respecting neighbors (RN)* values, nine *helping each other (HO)* values, five *helping the weak (HW)* values, ten *not arrogant (NA)* values], *akhlak* towards nature [three *maintain and preserve nature (MP)* values, seven *maintain environmental cleanliness (ME)* values, four *being good attitudes toward nature (BN)* values].

The next aspect is seven ways of Islamic values represented in the textbook, namely: title of chapter, learning objective, summary, reading passage, dialogue, picture, and practice. First point is the title of chapter, it showed that there are three chapter of the textbook represented Islamic values through the title of chapters. Those are; *Akhlak* towards Allah [two *obey to Allah (OA)*, chapter 2 and 3] and *Akhlak* towards humans [a. *Akhlak* towards oneself: one *be polite (BP)*, chapter 4].

The next point is learning objective, there are three learning objectives in the textbook, consisted of three types of Islamic value; *akhlak* towards human [a. *Akhlak* towards oneself: one *be polite (BP)*, one *sincere (SC)* and b. *Akhlak* towards family: one *get used deliberation (GD)*].



Next summary, therefore, the Islamic values also can be introduced through summary. In this research, the researcher found some Islamic values represented through summary in this textbook. There were two types of Islamic values represented in the summary; *akhlak* towards Allah [one *praying to Allah (PA)*], *akhlak* towards human [a. *Akhlak* towards oneself: one *honest and trustworthy (HT)*, two *be polite (BP)*, two *hardworking and disciplined (HD)*, one *sincere (SC)*, two *simple life (SL)*, and b. *Akhlak* towards family: one *getting along well (GA)*].

The next point is reading passage, there are eleven reading passages in the textbook, consisted of two types of Islamic values; *akhlak* towards Allah [three *praying to Allah (PA)*], *akhlak* towards human [a. *Akhlak* towards oneself: two *honest and trustworthy (HT)*, two *hardworking and disciplined (HD)*, one *simple life (SL)*, b. *Akhlak* towards family: one *being good attitudes to parents and close relatives (BF)*, one *respecting the children life (RC)*, and c. *Akhlak* towards society: one *not arrogant (NA)*].

Other point is dialogue, only two types of *akhlak*'s values represented in dialogue in the textbook; *akhlak* towards humans [a. *Akhlak* towards oneself: one *be polite (BP)* and b. *Akhlak* towards family: one *respecting the children life (RC)*].

Next is picture, the researcher found eight Islamic values illustrated in the textbook. There were two types of *akhlak* in the textbook; *akhlak* towards humans [a. *Akhlak* towards oneself: one *be polite (BP)*, and one *hardworking and disciplined (HD)*, b. *Akhlak* towards family: one *getting along well (GA)*, c. *Akhlak* towards society: two *respecting neighbors (RN)*, and one *not arrogant (NA)*], *akhlak* towards nature [one *maintain environmental cleanliness (ME)* and one *being good attitudes towards nature (BN)*].

The next point is practice, the values of *akhlak* represented were *akhlak* towards Allah [ten *praying to Allah (PA)*, two *zikr to Allah (ZA)*, and one *be grateful (BG)*], *akhlak* towards human [a. *Akhlak* towards oneself: two *honest and trustworthy (HT)*, five *be polite (BP)*, two *patient (PT)*, thirteen *hardworking and disciplined (HD)*, four *sincere (SC)*, four *simple life (SL)*, b. *Akhlak* towards family: three *being good attitudes to parents and close relatives (BF)*, five *respecting the children life (RC)*, one *get used to deliberation (GD)*, four *getting along well (GA)*, seven *helping underprivileged families (HU)* and c. *Akhlak* towards society: six

*respecting neighbors (RN), nine helping each other (HO), five helping the weak (HW), eight not arrogant (NA)], akhlak towards nature [three maintain and preserve nature (MP), six maintain environmental cleanliness (ME), and three being good attitudes towards nature (BN)].*

The last is on the result of data analysis, it was found that there were 139 values. The highest Islamic values frequently found was *hardworking and disciplined*, which reached 12.95% of the whole textbook, and the lowest was be grateful, which only reached 0.72% of the whole textbook. All chapters in this textbook contains the Islamic values. Three types of *akhlak* were found in this textbook, but there was one value that not found in the textbook, precisely in the type of *akhlak* towards Allah at the point of *worshipping to Allah (WA)*. Whereas, the values of *aqidah* and *ibadah* were not found.

#### **D. Discussion**

There are two research question in chapter one, it was answered in the discussion part. The researcher investigated the representation of Islamic values in the Practice Your English Competence for eighth grade students of Islamic junior high school published by Erlangga.

##### **1. Representation of Islamic Values in the Textbook Practice Your English Competence for Eighth Grade Students of Islamic Junior High School Published by Erlangga**

The representation of Islamic values in the textbook were not really existed, it means that in the textbook found only the value of *akhlak*, and the value of *akidah* and the value of *ibadah* were not found.

The most frequently found of Islamic values in the textbook was the value of *akhlak*. There are three types of the values of *akhlak* that represented in the textbook, which were *akhlak* towards Allah [*praying to Allah (PA), zikr to Allah (ZA), be grateful (BG), obey to Allah (OA)*], *akhlak* towards humans [a. *Akhlak* towards oneself; *honest and trustworthy (HT), be polite (BP), patient (PT), hardworking and disciplined (HD), sincere (SC), simple life (SL)*, b. *Akhlak* towards family; *being good attitudes to parents and close relatives (BF), respecting and the children life (RC), get used to deliberation (GD), getting along well (GA), helping underprivileged families (HU)*, c. *Akhlak* towards society; *respecting neighbors*

(RN), *helping each other (HO)*, *helping the weak (HW)*, *not arrogant (NA)*], *akhlak* towards nature [*maintain and preserve nature (MP)*, *maintain environmental cleanliness (ME)*, *being good attitudes towards nature (BN)*]. Then, six types of *akidah* and five types of *ibadah* were not found in the textbook. In addition, the textbook more represented the Islamic values in the types of the values of *akhlak* than the values of *akidah* and the values of *ibadah*.

Based on the explanation of the table above, it showed that the highest percentage of Islamic values often found in the textbook was *hardworking and disciplined (HD)*, which reached 12.95% of the whole textbook. Then, followed by *praying to Allah (PA)* which reached 10.07%, next was *be polite (BP)* had the percentage 7.91%. the fourth biggest percentage was *not arrogant (NA)*, which reached 7,19% of the whole textbook. The next percentage was *helping each other (HO)*, 6.47%. Then, followed by *respecting neighbors (RN)*, 5.75%, *simple life (SL)*, respecting the children life (RC), *helping underprivileged (HU)*, and *maintain environmental cleanliness (ME)* had the same percentage 5.04%. Next, *getting along well (GA)*, 4.32%. Next followed by *honest and trustworthy (HT)*, *sincere (SC)*, and *helping the weak (HW)*, had the same percentage, 3.6%. And then, *being good attitudes to parents and close relatives (BF)* and *being good attitudes towards nature (BN)*, 2.87%. After that, *maintain and preserve nature (MP)*, which reached 2.16%. And for *zikr to Allah (ZA)*, *obey to Allah (OA)*, *patient (PT)*, and *get used to deliberation (GD)*, reached 1.44%. *Zikr to Allah* in this research found implicitly. It means that always remember Allah to get peace of heart and mind so that can live a life full of happiness. And the smallest percentage was *be grateful (BG)*, which only reached 0.72% of the whole textbook.

The conclusion that we can draw is in accordance by the results of the percentages, the highest percentage of Islamic values often found in the textbook was *hardworking and disciplined (HD)*, which reached 12.95% of the whole textbook and the lowest percentage was *be grateful (BG)*, which only reached 0.72% of the whole textbook. It can be said that the Islamic values in the textbook did not fully represent all aspects of Islamic values. Although the value of *akidah* and the *ibadah* were not found, but the value of *akhlak* found not a few, so that

this textbook is not only a source for teachers to transfer of knowledge but also can be a source for transferring the values, especially Islamic values, in this case, the value of *akhlak* that dominate the results of this research. and do not really exist and support in transferring these Islamic values for students in Islamic junior high school.

## **2. The Way of Islamic Values Represented in the Textbook Practice Your English Competence for Eighth Grade Students of Islamic Junior High School Published by Erlangga**

According to Henny, there are 10 components that can be used as guidelines for developing books. The results of this research were only 7 of them were found, in other words the researcher adjusted the components contained in the English textbook. So, there were seven ways of Islamic values represented in the textbook accordance to the components as follows: title of chapter, learning objectives, summary, reading passage, dialogue, picture, and practice.

In this textbook, practice appeared as the most frequently way represented the Islamic values, there were 109 practices represented Islamic values. For reading passage, there were eleven materials represented Islamic values. And for the summary, there were ten summaries in the textbook. Then, followed by picture, which contained eight pictures in the textbook. And then, there were three chapter in the whole textbook which represented the Islamic values. For the less frequently Islamic values appeared were in the learning objective and the dialogue, both of them were only two materials which contained the types of Islamic values in the textbook.

Usually in the textbooks there are so many kinds of dialogues, because dialogue can improve students' ability to learn English, but in this English textbook there are only 2 dialogues that represented the Islamic values. And for learning objective, there are only two materials that represented the Islamic values, because in the learning objective there are not too many discussions and there are directly on the topic of the objective in the learning. In addition, practice was the most common part of Islamic values represented in the whole English textbook, while the least part was learning objective and the dialogue.

Based on 8 criteria for evaluating and selecting textbooks by Cunningsworth, this textbook has these criteria. First on aims and approach, in this book it has been explained in the learning objective section. Next on design and organization in this book there are worksheets for students, as well as teachers. The next criteria language content, the words selection and grammar in this book have been used frequently so that it helps students in increasing their vocabulary. Furthermore skills, reading passages and spoken English materials are also included in this book. For the next is the topic, in this book the topic used are not too complex, only simple topic are used. For other criteria such as methodology, teacher's book, and practical considerations are returned to the duties of each teacher, because the methodology and practical consideration depend on how the teacher uses the book as a guide to convey material using methodology and practical consideration that are in accordance with the learning objectives of the study.

Most of the Islamic values in the English textbook represented implicitly, namely the meaning that is not displayed but is part of the conversation or the intent the speaker wants to convey. Which meaning cannot be found directly in the existing sentence structure, but the reader must understand it by itself with reading the entire text in question because the meaning is not stated clearly or openly, in other words the hidden meaning that is implied in it.

In this research, three aspects of Islamic values have been analyzed by adjusting the components according to Henny of the results contained in the textbook. The textbook contains 7 components of the aforementioned 10 components and already covers most of the existing components. So, it can be said that the textbook is worthy of being used as a resource in learning English. Because the textbook contains Islamic values, especially the value of *akhlak*. Although the value of *akidah* and the value of *ibadah* were not found, but the value of *akhlak* found not a few, so that this textbook is not only a source for teachers to transfer of knowledge but can also be a source for transferring the values, especially Islamic values, in this case, the value of *akhlak* that dominate the results of this research.

It can be concluded that the textbook is worthy of being used as a resource in the learning process because it contains the value of *akhlak* that are needed by the students in helping to



improve themselves for the better in the future. In relation to learning English, in addition to the students gaining knowledge related to English, students also get Islamic values in the form of *akhlak* which in the future will bring students to become better individuals which of course are based on these Islamic values. In addition to these students gaining an understand of English, students also find Islamic values which of course in the future will help Muslim to go global through English based on Islamic values.

Accordance to the statement from Mrs. Lilik Istiana as the English teacher of Walisongo Islamic Junior High School in Kayen Pati, she stated that the textbook "Practice Your English Competence" was used by her during teaching and learning process. She agree that islamic values must instill to the students through the material in the textbook. She gave the opinion that the value of *akhlak* is very important to instill in students. Because without *akhlak*, knowledge will be in vain. In addition, she said that this research was very useful. Because as a teacher, she knows and understands what are the value of *akhlak* that contained in this textbook, so that in the future she will be more enthusiastic in transferring Islamic values to the students. She added that this research had contribution to the students, besides getting learning materials, students could also get additional knowledge related to the value of *akhlak*.