

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion of this research. The conclusion was formulated from research questions, while suggestions provided some ideas addressed to English teachers and further research related to the teacher's acts in performing teaching and learning process.

#### A. Conclusion

After reading, classifying, and analyzing some categories of Islamic values, this research had found some Islamic values represented, and also the way Islamic values represented in the textbook. Based on the results and discussions in the previous chapter of the research to answer the research questions, the researcher drew some conclusions as follows:

1. There are three aspects of Islamic values, namely the value of *akidah*, the value of *ibadah*, and the value of *akhlak*. The value of *akidah* and the value of *ibadah* were not found in the textbook, only the value of *akhlak* represented in the textbook. There are 23 points of Islamic values categories that are represented in the textbook. Of the 3 Islamic values, which dominates the findings of this research are the value of *akhlak*. Based on the category the values of *akhlak* taken from Sahriansyah's book, only 1 point is not found in the textbook, namely the value of Worshipping to Allah (WA). The highest percentage of Islamic values often found in the textbook was *hardworking and disciplined (HD)*, which reached 12.95% and the lowest percentage was be grateful (BG), which only reached 0.72% of the whole textbook. In addition, after the researcher accumulated all of the Islamic values in the textbook that published by Erlangga was more represented the Islamic values with the types of the values of *akhlak*.
2. There are seven ways of the Islamic values represented in the textbook, namely; title of chapter, learning objective, summary, reading passage, dialogue, picture, and practice. The Islamic values represented in the textbook implicitly, the reader must read entire text to understand the meaning of Islamic values. It could be interpreted that almost all parts of the textbook represented the Islamic values. Furthermore, there are 109 Islamic values represented through practice, and the Islamic

values represented through learning objective and the dialogue found only two materials in the textbook.

## **B. Suggestion**

Based on the conclusion, the researcher would like to give some suggestion that can be taken as a consideration for English education and which are some points expected to be a constructive effort in developing the concept of Islamic education. The suggestions as following:

### 1. For the students

In the teaching and learning process, it is suggested that student must to study the learning material that presented, especially the material contained in the textbook. The material contents some Islamic values on it. Because in it there are Islamic values that can be taken for one's own good. The students do not only learn the theory but they should implement it in their daily life and also need to pay attention to their teacher, so that they can easily understand the materials related to the Islamic values. The students will know Islamic values after do reading this research, they cannot only understand and apply them to their real life.

### 2. For the teacher

This research to give reference to insert the Islamic values in the teaching and learning process. It is suggested that the English teacher must pay attention to the learning materials, especially that related to the Islamic values. The teacher may deliver the implicit Islamic values represented in the textbook. So that it can increase the students' Islamic awareness. The English teacher in Islamic institution perhaps can work together and do the collaboration in publishing the English textbook. It can use to teach in Islamic school or institution, and even as a recommended book to teach English providing Islamic values in education.

### 3. For the author

Based on the conclusions in this research, the researcher provides recommendation to the author to pay attention to the Islamic values in the material in the textbook. Besides being useful for the students in the future, the author also gets a reward for spreading goodness related to the Islamic values for students.

4. For the textbook

The English textbook may be better if they were released at the provincial level in order to promote students' intelligence in both of English and Islamic values.

5. For the researcher

This research is still flawed, due to the researcher's time, method, and knowledge constraints, this study has not yet attained perfection. Therefore, it is a privilege for future studies to examine how Islamic values are portrayed in this English textbook. So, the researcher hoped that there will be other studies with the same theme that will be studied more deeply by the next researcher.

6. For the others

In addition, the role of parents is also very important in order to support students' understanding related to Islamic values, parents should control the English textbook of their children and guide them to implement the Islamic values represented.

