CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the study. The researcher describes the data result in findings part. While in discussion, the researcher deduces the findings about the implementation of integrating Islamic values in teaching English at seventh grade of SMP Al-Hikmah Surabaya in academic year 2015-2016. The further information will be discussed in this chapter.

A. Research Findings

The researcher has conducted the research from May-June 2015 through the techniques of collecting data as stated in the research method. The data collected were devoted to answering the research questions of how is the implementation of integrating Islamic values in teaching English in SMP Al-Hikmah Surabaya academic year 2015-2016, what are the types of integrating Islamic values in teaching English, and what are the strengths and weaknesses of integrating Islamic values teaching English. To show the result of this study conveniently, those findings are categorized based on the statements of the problem in this study as follows:

1. The Implementation of Integrating Islamic Values in Teaching English at Seventh Grade of SMP Al-Hikmah Surabaya

In terms of knowing how the teachers integrating Islamic values in English teaching, the researcher needs data of classroom activities, the design of lesson plan and teaching materials.

1) Classroom Activities

Based on classroom observation, the researcher described the data on the implementation of integrating Islamic values in teaching English which were obtained from observation checklist and field note.

Table. 4.1. Observation result

OBSERVATION CHECKLIST

No.	Teacher's Activity	Yes	No	Note
1.	The teacher starts the			After the class leader noticed her
	lesson by saying an	√	7.7	classmates to keep silent, the
	Islamic greeting (Salam)			teacher says Salam.
2.	The teacher asks the			The class leader leads her
	students to pray before the	\checkmark		classmates to pray before the
	lesson begins	.,		lesson begins
3.	The teacher introduces	_/		The teacher asks what did
	material by asking about	$\sqrt{}$		students do in week end
	the experience of			
	students' live			
4.	The teacher makes a link			The teacher starts conversation
	between English materials	$\sqrt{}$		with students
	with students' daily life			
5.	The teacher tells about			The teacher tells Islamic stories
	Islamic stories to engage	\checkmark		about the obligation to replay
	students into topic			Salam

learning			
The teacher explains the			The teacher engages students to
culture of the English			mentioned usual greeting in west
language			
The teacher gives a			The teacher explains that the
comparison between			greeting of western and Muslim
western culture and			are different.
Muslim culture			
The teacher integrates			The teacher uses Islamic
Islamic values by mixing		-	expression such as Masya Allah,
Islamic expression in	_	4	Subhanallah when she amazed
teaching English		Λ	when she talked with students
The teacher connects the			The teacher tells about obligation
lesson with verses of	√		of replying Salam
Qur'an and hadiths			
The teacher asks students			The teacher asks students to look
to look for verses of the	1		for Qur'an or hadiths and
Qur'an and hadiths relate	_/		translate the meaning in English.
to the teaching material			
The teacher integrates the			The teacher ask students to
Islamic value of faith in			perform a conversation with each
Islam into English			table mate after she gave the plot.
learning material			
The teacher integrates the			The teacher asks students to pray
Islamic value of worship			on time
in Islam into English			
learning material			
	The teacher explains the culture of the English language The teacher gives a comparison between western culture and Muslim culture The teacher integrates Islamic values by mixing Islamic expression in teaching English The teacher connects the lesson with verses of Qur'an and hadiths The teacher asks students to look for verses of the Qur'an and hadiths relate to the teaching material The teacher integrates the Islamic value of faith in Islam into English The teacher integrates the Islamic value of worship in Islam into English	The teacher explains the culture of the English language The teacher gives a comparison between western culture and Muslim culture The teacher integrates Islamic values by mixing Islamic expression in teaching English The teacher connects the lesson with verses of Qur'an and hadiths The teacher asks students to look for verses of the Qur'an and hadiths relate to the teaching material The teacher integrates the Islamic value of faith in Islam into English The teacher integrates the Islamic value of worship in Islam into English	The teacher explains the culture of the English language The teacher gives a comparison between western culture and Muslim culture The teacher integrates Islamic values by mixing Islamic expression in teaching English The teacher connects the lesson with verses of Qur'an and hadiths The teacher asks students to look for verses of the Qur'an and hadiths relate to the teaching material The teacher integrates the Islamic value of faith in Islam into English Islamic value of worship in Islam into English

13.	The teacher integrates the			The teacher asks students to be
	Islamic value of good	$\sqrt{}$		polite in speaking
	behavior into the English			
	learning material			
14.	The teacher inserts and			
	advice of a noble	$\sqrt{}$		
	character and worship			
	The teacher motivates			
	students to integrate	$\sqrt{}$		
15.	Islamic values in learning		7	
16.	The teacher motivates	L		The teacher gives an advice
	students to integrate	1	7	
	Islamic values in their			
	daily life			
17.	The students indicate			Students discipline in classroom
	good attitude in learning	$\sqrt{}$		
	activities			
18.	The students are			Students look entertains with the
	enthusiastic follow the	V		teacher jokes
	learning activities			
19.	The teacher closes the			The class leader leads the prayer
	lesson by saying an	$\sqrt{}$		then invited the teacher to close
	Islamic greeting (Salam)			the lesson by say salam

From the result of the data above, the researcher concluded that the teacher of SMP Al-Hikmah Surabaya integrating Islamic values in teaching

English. The implementation of integrating Islamic values explained in the following actives below:

- a. Starting and closing lesson by say Islamic greeting (Salam)
- b. Always pray before the class begin (reciting basmalah)
- c. Connects or makes link of materials and students daily life (as Muslim)
- d. Tells Islamic stories related with lesson materials
- e. Explains the differences between western culture and Muslim culture
- f. Using Islamic expression, E.g. Masya Allah, Subhanallah, etc.
- g. Inserts verses of Qur'an and hadits related to the lesson materials
- h. The teacher mostly integrates Islamic values of behavior/good attitude to students
- i. Motivates students to integrates Islamic values they learnt in daily life

2) Lesson Plan Design

In the design of lesson plan, the integrating of Islamic values showed in the pre-activity, and learning activities (See appendix 6). Some activities happened in classroom a little bit different from the design of lesson plan. The teachers prefer to develop their teaching materials and activities by their selves. From the interview session it was found that lesson plan design made by "lesson plan team". It means that the teachers given an authority to develop teaching and learning activities by them self.

3) Teaching Materials

In teaching materials, the English teachers at SMP Al-Hikmah used various teaching materials. For textbook, they used text book from Indonesian government "When English Rings a Bell". However, one teacher said that she preferred to use other teaching materials such as video from cutting edge software, YouTube, Islamic videos from http://muslimkids.tv. While, for exercises of descriptive paragraph, narrative paragraph etc, they created by their selves. (See appendix 7).

2. Type of Integrating Islamic Values in teaching English in SMP Al-Hikmah Surabaya

The researcher conducted interview section with the English teachers at seventh grade. The interview section conducted to know the type of integrating Islamic values in teaching English. From the result of interview in first question, the researcher categorized into types of integration and made conclusion:

a. Conflict/single entity:

In their opinion, there are no differences between religious knowledge and science. Science without religion is lame, religion without science is blind. So they will not balance if they contrast each other. It is impossible if only rely on science, because humans can go wrong. Otherwise, when science is associated with the religious knowledge, there is an Al-Qur'an

describes things that are still abstract and unknown by humans. They teach Islamic values in all subject areas. The stake holder of SMP Al-Hikmah in the beginning had been indoctrinating all teachers that they have multiple roles. Beside they are teachers of subject matter, they are also religion teacher ensure in every time we teach, there must be an Islamic values incorporated to students through field studies respectively.

b. Independence/ Isolated entities:

The religious teaching and learning in SMP Al-Hikmah is difference compared with other schools. In public school there is only one religion subject. However, in SMP Al-Hikmah there are many religious subjects included Islamic history, Al-Qur'an included Tajwid, Tarjim and Tafsir, Fiqh and Arabic language. It is same with subject at MTs and MA under the Ministry of Religion (KEMENAG). The portions of Islamic subjects are four times more than other school. One meeting was a 2 hour lesson, whereas here we get 8 hours and more for Islamic subjects.

c. Dialogue:

The English teachers at SMP Al-Hikmah always connect values to students based on the theme of the lesson. For instance, in theme "Greeting" we explain how Muslims greeting each other. (T 1) Said that in expression of greeting he has to start with "Assalamu'alaikum" then follows with an expression of greeting in English such as "Good

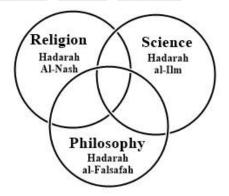
Morning"," Hello" and "Hi" to Muslim people. Finally, students learnt both English and Islamic values.

In teaching English, two teachers said that sometimes they insert verses of Al-Qur'an and hadiths relate with the topic being discussed needed. They assumed that maybe verses of Al-Qur'an is the domain of Islamic religious teachers which more competent in that area. On the other hand, another teacher indicated that she mostly cited verses of Al-Qur'an and hadiths. She asked students to look for verses of Al-Qur'an and hadiths by their selves. However, it will make students remember and understand the meaning of the verses of Al-Qur'an and hadiths which related to their English teaching materials.

d. Integration/Interconnected Entity

Mostly the teacher in seventh grade confirmed that they have been integrating Islamic values in teaching English. From the number of Islamic values that exist, the teachers more focus on behavior aspect. The main points of behavior aspect that can monitor by the teachers are students' manner and politeness in speaking. However, communication is the most used in everyday life. So, behavior is the most important aspect to be taught to students through English teaching. The teachers said that usually they integrate Islamic values through tell Islamic stories.

From the results above, the researcher compares the data of interview with the characteristics of types of integration proposed by Ian G. Barbour and Amin Abdullah. Based on the results of interview and theories of integration, the researcher concludes that the type of integration in SMP Al-Hikmah is Integration or Interconnected entities. The teachers in SMP Al-Hikmah integrated Islamic values in science subject such as English subject. However, the stake holder of SMP Al-Hikmah mandated all teachers to have multiple roles, as teacher of subjects also as teacher of religious subject in their teaching. In conclusion, the teachers of SMP Al-Hikmah considered teaching Islamic values in all subjects. They assumed that science and religion needs each other. Therefore, the most suitable schema to describe the type of integration in SMP Al-Hikmah is interconnected entities proposed by Amin Abdullah.



Picture 4.1. Interconnected entities

3. Strengths and Weaknesses of Integrating Islamic Values in Teaching English

To answer the second research question about the strengths and weaknesses of integrating Islamic values in teaching English, the researcher use interview as data collection. The researcher asked three teachers at seventh grade class to answer the question that was provided that have been given based on their experience in the teaching process and the result follows:

- 1) Strengths of integrating Islamic values in teaching English
 - a. Students get better knowledge about Islam than other students outside SMP Al-Hikmah.
 - b. Be good students who really appreciate Islamic culture was like.
 - c. Students can apply Islamic values they have got to their neighborhood, mainly to their families.
 - d. Students become well behaved and have a good attitude
 - 2) Weaknesses of integrating Islamic values in teaching English
 - a. Lack of knowledge about the teaching of Islam. Two teachers said they were lack of literature about Islamic values to be taught to students. Furthermore, they do not memorize many verses of Qur'an and hadiths. In addition, the teacher of English will not exceed the portion of Islamic studies teachers in teaching about Islamic values.

b. Lack of teaching media, especially for a textbooks loaded Islamic values inside. In addition, in Indonesia there are no textbooks which genuinely contained Islamic values.

B. Discussion

To have the same interpretation between the readers and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related for each following problems:

1. The Implementation of Integrating Islamic Values in teaching English in SMP Al-Hikmah Surabaya Academic Year 2015-2016.

Islamic values defines as values that reflect on how the way Muslims life based on Islamic principal those are faith, worship and behavior in accordance with Qur'an and Sunnah. As stated in the background, English language contains a different culture and thought with Islamic values.² In this case, the teacher in Islamic school plays an important role to filter the western culture and thought in English teaching which not suitable for Muslim students. Based on the findings, SMP Al-Hikmah has been implemented Islamic values in teaching English. According to the theory of Riza Amelia, integrating Islamic values in teaching English can be done through: a) add exercise that reflect Islamic values in the topic being taught, b) insert Islamic names for people, place, or events in the

¹ Subur, "Pendidikan Nilai: Telaah Tentang Model Pembelajaran", Jurnal Pemikiran Alternatif Pendidikan INSANIA. Vol.12 No. 1, April 2007, 2.

² Riza Amelia, "Merancang Pembelajaran Bahasa Inggris Berbasis Islami," Jurnal Pemikiran Islam Vol. 37. January- June 2012. 8.

exercise, c) enclose relevant verses of Qur'an and hadiths, d) mix some Islamic expressions relate to the topic.³ From the observation result, the findings showed that the teacher at SMP Al-Hikmah Surabaya gave exercises which reflect Islamic value (see appendix 7), used Islamic name for people (see appendix 7) and used Islamic expression such as Assalamu'alaikum, Alhamdulillah, Insya Allah, etc. Therefore, to enrich the theory about the implementation of integrating Islamic value, the researcher also added the theory of Nur Khamdan which explained the steps of integrating Islamic values in teaching English. Nur Khamdan stated that integrating Islamic value can be in the form of lesson plan design, teaching materials and in classroom activities. ⁴ Based on the analysis of documentation and interview data it showed that SMP Al-Hikmah implemented Islamic values in lesson plan design. In the analysis of lesson plan design, Islamic values can be seen in the pre-activity and in teaching and learning activities. Lastly, the teachers created teaching materials by their self. They created texts which included Islamic values or avoid values which not suitable for Muslim students. In the teaching materials they used videos from YouTube which not contrast with Islamic values. Indeed, based on the interview result, sometimes the teacher took Islamic videos from http://muslimkids.tv . Nevertheless, the three teachers developed the teaching materials and teaching activities based on the classroom situation or

³ Riza Amelia. "Merancang Pembelajaran Bahasa Inggris Berbasis Pendekatan Islami". Jurnal Pemikiran Islam; Vol.37, No. 1 January-June 2012

⁴ Nur Khamdan. "The Integration of Teaching English with Islamic Values at SMP Al-Azhar Cilacap". Magister Thesis. (Malang: State University of Malang). 2008

students need. In addition, in classroom activities the teachers deliver the materials from the lesson plan. The teachers integrated Islamic values by told Islamic stories to motivate students, sometimes inserted verses of Our'an and hadiths related with the topic and gave an advice if there is inappropriate behavior of students.

2. Type of Integrating Islamic Values in Teaching English in SMP Al-Hikmah Surabaya

To answer the second research question, the researcher used the theory of Ian G. Barbour. There are four types of integration proposed by him. According to Ian G. Barbour, integration is a relationship which is based on belief that basically the study area, the design approach, and the purpose of science and religion are unite and same.⁵ It is means that integration type did not make difference between Islamic knowledge and science knowledge. While, Amin Abdullah stated The Interconnected entity are both of religion and science was aware on their limitations. They are willing to engage in dialogue, cooperate and take advantage of methods and approach adopted by other sciences to complement each other's shortcomings. In conclusion, based on the observation the teacher at SMP Al-Hikmah Surabaya has been implemented Islamic values in classroom activities.

⁷ Ibid

⁵ Ian G. Barbour, "When Science Meets Relegion: Enemies, Strangers, or Partuers?", translated by. E.R. Muhammad, (Bandung: Mizan Pustaka, 2002). 44.

⁶ M. Amin Abdullah, Islamic Studies di Perguruan Tinggi: Pendekatan Integratif-Interkonektif.

⁽Yogyakarta: Pustaka Pelajar, 2006). 403-405

They mostly incorporate Islamic values by gave good example, gave advice and told Islamic stories such as the story about Prophet Muhammad and friends. While, from the result of interview showed that the type of integrating Islamic values in teaching English is *Integration* or *Interconnected entities*. It was strengthen by their statements that "Beside we are an English teacher, also we are religious teachers. We teach Islamic values even though we are not experts in that field". The researcher concluded that the finding of interview and observation in accordance with the characteristics of integration or interconnected entity.

3. The Strengths and Weaknesses of Integrating Islamic values in Teaching English in SMP Al-Hikmah Surabaya

According to Moh Nasekun cited from Sukayati, there are some strengths of integrating in teaching and learning:

- 1) Many topics contained in these subjects have linkages with the concepts which students already learnt.
- 2) Students can employ their skill by learning the relevance among different subjects.
- 3) Students more engaged to make relevance among subjects. Therefore, they can process information by developing the linkage of many concepts.
- 4) Help students to have critical thinking

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Moh Nasekun. Postgraduate Thesis. "Integrasi Nilai-Nilai Agama Islam dalam Pembelajaran IPS Sejarah di Kelas VIII MTs Ma; arif Wadas Kandangan Temanggung Tahun Pelajaran 2014-2015. (Salatiga: IAIN Salatiga). 2015. 40

- 5) Increase students' memory by giving them topics from various situations and conditions.
- 6) Students can make relevancy between the subjects they learnt with their real life.

Based on the result of interview, the strengths of integrating Islamic values in teaching actually similar with mentioned by teachers at SMP Al-Hikmah Surabaya. The researcher categorized points 1, 2, 5 and 6 similar with appreciate Islamic culture was like and apply Islamic values they have got to their neighborhood or their real life. Essentially, the prominent strengths of integrating Islamic values are the students can apply what they have learnt into real life situation.

Meanwhile, the weaknesses of integrating values in teaching based on the study of Moh Nasekun are: a) Teacher aspect. b) Learners aspect. c) Infrastructure and learning resources 4) Curriculum Aspect 5) Assessment Aspect 6) Learning Condition. In line with Moh Nasekun study, the weaknesses of integrating Islamic values in teaching are quite same. Based on the interview result, the teachers said that they are lack of knowledge about Islam if compared with teachers of Islamic studies. Then for learning resources, they lack of teaching media especially for textbooks loaded Islamic values inside. Whereas, for learners aspect, curriculum, assessment and learning condition all is well. These aspects do not have problem in the implementation of integrating Islamic

values. SMP Al-Hikmah has particular curriculum which created from national curriculum, matrix and the curriculum Al-Hikmah itself. For assessment, they have assessment book for every students. Indeed, the learning condition in SMP Al-Hikmah supports the implementation of integrating Islamic values in teaching. All teachers, students, staff and all employees in SMP Al-Hikmah always integrate Islamic values seen from their everyday activities.

