## **CHAPTER V**

## CONCLUSION AND SUGGESTION

This chapter presented the summary of conclusion and suggestion dealing with the research findings of the research. The conclusions were divided from the findings that have been discussed in the previous chapter. As the follow up the findings, some suggestions were addressed to the teacher and other researcher.

## A. Conclusion

- 1. The implementation of integrating Islamic values in teaching English can do by some ways such as, always starts and closes the lesson by say Islamic greeting (Salam), pray before the class begin, connects or makes link of lesson and students daily life as Muslim, tells Islamic stories related with lesson materials, explains the differences between western culture and Muslim culture, using Islamic expression, inserts verses of Qur'an and hadiths related to the lesson materials, gives good example to the students (E.g. speaking politely, dress according Islamic principles and keep a distance between the opposite sex who is not mahram) and motivates students to integrates Islamic values they learnt in daily life
  - 2. The type of integration used in SMP Al-Hikmah Surabaya is *Integration* or *Interconnected*. It is means, science and religion need each other. Therefore, Islamic values can be taught in English teaching.

- 3. There are some strengths and weaknesses of integrating Islamic values in teaching English.
  - a. The strengths of integrating Islamic values in teaching English as follows:
  - Students get better knowledge about Islam than other students outside SMP Al-Hikmah.
  - 2) Be good students who really appreciate Islamic culture was like.
  - 3) Students can apply Islamic values they have got to their neighborhood, mainly to their families.
  - 4) Students become well behaved and have a good attitude
  - b. The Weaknesses of integrating Islamic values in teaching English
  - 1) Lack of literature about Islamic values
  - 2) If English teacher give an excessive Islamic knowledge in teaching English, it will minimize the portion of English teaching.
  - 3) 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.** Suggestion

After the researcher found the answers of research question, there are some suggestions as follows:

1. The teachers should have sufficient knowledge about Islamic values.

- 2. The stake holder should give training to teachers about how to integrating Islamic values in teaching.
- 3. It was recommended that further research can conduct a research similar topic but with different focus, such as the implementation of integrating Islamic values in other subjects.

