

CHAPTER I

INTRODUCTION

A. Background of Study

The English language has already become one of the international languages that everyone must learn, and it has a significant impact on all aspects. The English language has made significant contributions to people's ability to communicate and engage with others from various countries. It has a specific connotation in the educational context. For pupils, English language is highly important to obtain knowledge such as science, technology, art, attitude and culture. Knowing and mastering the English language will provide significant benefits for students. To assist students in mastering it, teachers, as educators, play an important role in the school and require strategies to enhance the teaching and education process.

Education plays a vital role not only in imparting academic knowledge but also in shaping students' character and values. According to Safitri et. al (2023) state all the teacher also have to be actively participate. In building the student character and religious aspect in the teaching and learning activities. Islamic-based schools such as Madrasah. integrating Islamic teachings across subjects is considered essential to develop morally upright and religiously conscious individuals. This includes subjects like English, which is often perceived as culturally neutral or even Western in its orientation.

As English is a global language, mastering it is crucial for students to engage with the modern world, access international knowledge, and participate in global communication. However, the challenge lies in incorporating Islamic values into English teaching materials without compromising the language learning objectives. A study by Zaitun and Wardani (2018) revealed that while Islamic Values were well-established

within the school environment, they were not adequately reflected in the English teaching materials, lesson plans, or syllabi. This integration requires creativity, pedagogical skills, and a strong understanding of both language teaching and Islamic teachings.

One major obstacle in integrating Islamic Values into English teaching is the limited availability of contextually relevant materials. Most English textbooks are designed based on Western cultural settings, which may not always align with Islamic perspectives or students' lived experiences. As a result, teachers must invest additional time and effort to adapt or supplement materials so that they remain linguistically appropriate while also reflecting Islamic morals and ethics. According to Rahman (2019), material adaptation requires teachers to carefully balance cultural relevance and language authenticity to avoid reducing the quality of language input.

Furthermore, teachers' pedagogical competence plays a crucial role in successful integration. Incorporating Islamic Values into English lessons is not merely about inserting religious terms or verses but embedding values such as honesty, responsibility, and respect into communicative activities. This demands creativity and a deep understanding of instructional strategies, such as contextual learning and task-based instruction. Suryani (2020) emphasizes that teachers who lack training in value-based pedagogy may struggle to design lessons that naturally combine moral education with language skill development.

Another important factor is teachers' understanding of Islamic teachings themselves. Without sufficient knowledge, teachers may feel uncertain or hesitant about integrating values for fear of misinterpretation. Professional development programs that focus on both Islamic worldview and English language pedagogy can help address this issue.

Studies suggest that continuous training enhances teachers' confidence and effectiveness in implementing integrated curricula (Hidayati, 2021).

Finally, curriculum support and institutional policy are essential to ensure consistency in integration. Clear guidelines in syllabi and lesson plans can help teachers align learning objectives, materials, and assessments with both language outcomes and Islamic values. When schools provide structured frameworks and collaborative opportunities, teachers are more likely to implement integration effectively. As noted by Yusuf and Anwar (2022), systematic curriculum design strengthens the role of values education without diminishing academic achievement in language learning.

To address this gap, teachers play a crucial role in consciously integrating Islamic Values into English language teaching (ELT) through instructional design and classroom practices. This can be achieved by incorporating themes, texts, and activities that reflect Islamic morals such as honesty, responsibility, cooperation, and respect, without reducing the communicative goals of language learning (Zaitun & Wardani, 2018). For example, reading passages, dialogue topics, or writing tasks can be contextualized around everyday situations that promote ethical behavior and Islamic perspectives, allowing students to learn language skills while internalizing values.

Moreover, the integration of Islamic Values should be systematically planned and embedded in lesson plans and syllaby to ensure consistency and sustainability. Teachers need to align learning objectives, materials, teaching strategies, and assessments with both linguistic competencies and value-based outcomes. This alignment helps ensure that Islamic Values are not treated as supplementary content but as an integral part of the learning process (Anggriani & Nurrohmah, 2018). Through careful planning, ELT can function as a medium for character education while still addressing learners' communicative needs.

Finally, professional development and institutional support are essential to enhance teacher's ability to integrate Islamic Values effectively. Training programs, workshops, and collaborative discussions can help teachers develop the pedagogical competence and creativity required for value-based ELT. When teachers possess a strong understanding of both language pedagogy and Islamic teachings, they are better equipped to design meaningful learning experiences that contribute to students' linguistic proficiency and moral development simultaneously (Richards & Rodgers, 2001).

The teaching strategy is one of the supporting components that will assist the instructor in the classroom. Teaching strategy play a significant role in the teaching and learning process. It can assist teachers in facilitating students' learning activities, as well as one of the ways used by teacher to make the teaching and learning process more effective and interesting, so that it has a significant impact on students because they are learning by doing, the learning process activities in the classroom are not bored, and the learner's goal is achieved.

English teacher at MAS Al-Falah Padang are expected not only to teach language skills but also to promote Islamic Values through their teaching materials and classroom practices. Understanding how these teacher apply Islamic Values in their teaching is crucial to evaluate the effectiveness and consistency of value-based education. Moreover, it sheds light on how religious principles can be harmonized with modern educational demands in language instruction.

This study aims to describe and analyze the strategies used by English teacher at MAS Al-Falah Padang in applying Islamic Values in English Language Teaching (ELT). The findings are expected to provide insights for educators, curriculum developers, and stakeholders who are committed to designing educational experiences that nurture both intellectual and spiritual development.

B. Limitation of Study

This research conducted to analyze what method in applying Islamic Values that teacher have used in teaching English and what factors influence these method. This study is also focus in narrative text material at 11th grade in MAS Al-Falah Padang

C. Focus of the Research

The focus of this research is English Teacher's strategies in applying Islamic Values that used by teacher into English Language Teaching (ELT) at MAS Al-Falah Padang

D. Research Questions

1. What are the strategies used by English teacher in MAS Al-Falah Padang to apply Islamic values in ELT?
2. How do the English teacher in MAS Al-Falah Padang use strategies used by English teacher in MAS Al-Falah Padang to integrate Islamic Values into their teaching practices?

E. Purpose of the Study

1. To identify the strategies used by English teacher in MAS Al-Falah Padang to apply Islamic content into teaching materials.
2. To analyze the strategies used by English teacher in MAS Al-Falah Padang to integrate Islamic values into their teaching practices.

F. Significance of the Study

1. Theoretical Benefit

Theoretical benefit this research is useful for increasing insight and scientific about improving teaching quality with add Islamic Values in proses of learning, this study also aims to provide variations in English teaching strategies.

2. For the writer

The result of this study are expected to provide knowledge, insight and experience related to analyze the strategies used by English teacher in MAS Al-Falah Padang to integrate Islamic Values into their teaching practices.

3. Practically

This research is useful for the teacher, students, and further researcher. The teachers should use engaging ways to promote interaction between them and their students when teaching English. This study will provide information about the teacher's way of teaching English with intergrate Islamic Values so that future researcher can use it as a reference to develop the study.

G. Defenition and Keyterm

1. Teaching English

Teaching is a work and activity that the teacher and pupils persue together. The teacher carefully plans and implements this instruction using proper teaching methods and strategies, directing, encouraging, and motivating students to take initiative to study, gain information, and master the nessary skills. Teaching is process to give a guidance to the students to reach the goal (Anggriani & Nurrohmah, 2018).

In this process, the role of the teacher is not only as a source of knowledge but also as a facilitator who creates meaningful learning experiences and supports students' active engagement. Effective teaching requires understanding students' needs, abilities, and learning contexts, as well as selecting appropriate strategies that promote critical thinking, collaboration, and independence. By fostering a positive and interactive learning environment, teachers can help students develop not only academic competence but also confidence and responsibility in achieving their learning goals

2. Teaching Strategies

According to Richards and Rodgers (2001), teaching strategies are built upon a combination of methods, procedures, and techniques that reflect teachers' goals, learners' needs, and the educational context. In general, effective ELT strategies should foster the development of the four main language skills—listening, speaking, reading, and writing—while promoting communicative competence and learner.

Teacher should also encourage meaningful interaction, integrate authentic materials, and provide opportunities for learners to use the language in real-life contexts. Furthermore, effective ELT strategies need to be flexible and adaptive, allowing teacher to respond to learners' diverse proficiency levels, learning styles, and cultural backgrounds, while creating a supportive classroom environment that motivates learners to actively participate and take responsibility for their own language learning process.

3. Islamic Values

Islamic Values or content can be defined as a concept and belief holding by humans in relation with several basic problems of Islam and used as the guidance in everyday's life both with the values come from Allah and or the values as the results of humans' interactions without against the shariah (zaitun &wardani, 2018) .

These values encompass moral, spiritual, and social principles such as honesty, responsibility, respect, justice, and compassion, which are central to Islamic teachings. In an educational context, integrating Islamic values into learning activities aims to shape students' character alongside their academic development, helping them internalize ethical behavior and positive attitudes. By embedding these values in classroom practices and learning materials, education can contribute to the holistic

development of learners, guiding them to become knowledgeable individuals who practice Islamic Values in their daily lives.



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