

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF RELIGIOUS VALUE IN ENGLISH
TEXTBOOKS AT SENIOR HIGH SCHOOL 1
KOTAGAJAH CENTRAL LAMPUNG**



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1438 H / 2016 M**

**AN ANALYSIS OF RELIGIOUS VALUE IN ENGLISH
TEXTBOOKS AT SENIOR HIGH SCHOOL 1 KOTAGAJAH
CENTRAL LAMPUNG**

**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program**

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ABSTRACT

AN ANALYSIS OF RELIGIOUS VALUE IN ENGLISH TEXTBOOKS AT SENIOR HIGH SCHOOL 1 KOTAGAJAH CENTRAL LAMPUNG

BY:

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The using of textbook as a source of learning can not be denied. Textbook provides many facilities, especially materials, to help teachers and students in the teaching learning process. The English textbook is one kind of textbooks. The elements which are disseminated on English textbook are the important points. Learning English means the students no only learn about the linguistics aspects, but also the religious aspects. Moreover, a students have to get a religious value in the teaching learning proces. The religious value can not be separated from our life because there are so many values in the religious, is that a moral value, manner, and others. The purpose of this research is to find out the religious value in English textbook.

This research is qualitative research. The data was collected from the English textbook for the X grade of Senior High School 1 Kotagajah. This research uses documentation and observation as data collection technique. Then, the writer analyzes the data by Miles and Huberman analysis technique.

The findings research is the religious value in the English textbook integrate in unbalanced way. The spiritual value gets 25%, the moral value gets 18%, the mental value gets 2 %, and then it is followed by the empathy and emotional value is 25%, and the last social value is 30%. It can be conclude that the values in the religious value have not presented in the balanced way. The social value is the most salient value which is disseminated into English textbook.

ABSTRAK

**MENGANALISIS NILAI AGAMA DALAM BUKU AJAR BAHASA
INGGRIS DI SEKOLAH MENENGAH ATAS 1 KOTAGAJAH
LAMPUNG TENGAH**

Oleh:

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Penggunaan buku sebagai sumber belajar tidak dapat dipungkiri. Buku ajar menyediakan banyak fasilitas, terutama bahan ajar, untuk membantu guru dan siswa dalam pembelajaran. Buku ajar bahasa inggris adalah salah satu jenis buku ajar. Unsur-unsur yang disebarkan pada buku ajar bahasa inggris adalah unsur yang penting. Belajar bahasa Inggris berarti siswa tidak hanya belajar tentang aspek-aspek linguistik, tetapi juga aspek keagamaan. Selain itu, siswa harus mendapatkan nilai agama dalam proses belajar mengajar. Nilai agama tidak dapat dipisahkan dalam kehidupan kita karena ada banyak nilai dalam agama, terdapat nilai moral, kesopanan dan lainnya. Tujuan dari penelitian ini adalah untuk menemukan nilai agama dalam buku ajar bahasa Inggris.

Penelitian ini bersifat kualitatif. Data dikumpulkan dari buku ajar bahasa Inggris untuk kelas tingkat X SMA 1 Kotagajah. Penelitian ini menggunakan teknik pengumpulan data dokumentasi dan pengamatan. Kemudian, penulis menganalisis data dengan teknik analisis dari Miles dan Huberman.

Temuan penelitian ini adalah nilai keagamaan dalam buku ajar bahasa Inggris sangat kurang. Nilai ketuhanan ditemukan 25%, nilai moral ditemukan 18%, nilai mental ditemukan 2%, lalu diikuti oleh nilai empati dan emosional ditemukan 25%, dan yang terakhir nilai sosial ditemukan 30%. Dapat disimpulkan bahwa nilai ketuhanan belum diperkenalkan dengan seimbang. Nilai sosial yang paling menonjol dalam buku ajar bahasa Inggris.



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Assalamu'alaikum Wr. Wb.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosyah. Thank you very much.

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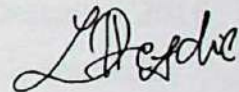
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitan saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

كِتَابٌ أَنْزَلَ إِلَيْكَ فَلَا يَكُنْ فِي صَدْرِكَ حَرَجٌ مِّنْهُ لِتُنذِرَ بِهِ وَذِكْرَىٰ
لِلْمُؤْمِنِينَ ﴿٢﴾

Ini adalah sebuah kitab yang diturunkan kepadamu, maka janganlah ada kesempitan di dalam dadamu karenanya, supaya kamu memberi peringatan dengan kitab itu (kepada orang kafir), dan menjadi pelajaran bagi orang-orang yang beriman. (Qs. Al-Araf 2)

A Book revealed to you-- so let there be no straitness in your breast on account of it-- that you may warn thereby, and a reminder close to the believers. (Qs. Al-Araf 2)

This life is an educator and we are always in a state must learn. (Bruce lee)

Kehidupan ini adalah pendidikan dan kita selalu dalam keadaan harus belajar. (bruce lee)

DEDICATION PAGE

This undergraduated thesis is especially dedicated to:

My beloved father and my beloved mother. My lovely friends and My
Almamater of State Islamic College of Jurai Siwo Metro.

ACKNOWLEDGEMENTS

In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the universe whom his mercy and blessings, none of these would be possible. The writer is very grateful for the chances he has given her to accomplish an undergraduate thesis.

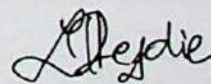
The writer would like to extend her gratitude to the first sponsor Dr.Mahrus As'ad, M.Ag and the second sponsor Ahmad Subhan Roza, M.Pd Who has constantly given their endorsement, time, and guidance so that the researcher could finish an undergraduated thesis.

Finally, writer hopes that this little piece of work can be useful for all the readers and also this paper can contribute soothing to the betterment of English teaching and learning in general.

It is Allah who bestows success and guides to the Right Path.

Metro, December 2016

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CHAPTER 1

INTRODUCTION

A. Background of the study

Language is definitely inseparable from culture. Thus, learning foreign languages, including English, is repeatedly complicated for non English speaking learners because of different culture. They find it difficult to learn English because they feel that English is something different and not closely related to their lives. To respond this condition, teaching English as foreign language (TEFL) must pay big attention to the learners' based on their culture.

Indonesia, a population and multiple nation, is the country that has numerous religion. The religions which are peacefully believed in their adherent are Islam, Cristian, Catholic, Buddha, Hindu and so forth. Due to the varied religion in indonesia, the importance religious value is highly needed by Indonesia to build peace nation especially in educational sector.

Reffering to the big number of islam's adherent in this country with over 200 million Muslims and with more than 50,000 Islamic schools in the country, the religious teachings in these schools have a direct and long-lasting impact on the religious orientation and lives of Muslims in the country and elsewhere.

Due to the fact that Indonesia has various religion and general schools, education must involve and integrate Religious values in their

pedagogical activities. It is therefore instructive to critically examine the educational philosophy, curriculum and pedagogy of general schools in Indonesia.

Futhermore, if the education system include Religious value, the English learners are expected to the students to practice the religious value in their daily life. Then, when the education curriculum involves the Religious values in teaching and learning activities, it will give a good impact. In the field of language teaching, it is can help increase the students' understanding because the materials are bring the positive values to the students and ignore the negativeness. The English book it's for all of students without differing religion, the book must keep the idea and aspiration for students.

Then, to visualize Religious value in the curriculum, it is generally implemented in a textbook because textbooks play an important role in language learning. Wang and Meng through their research in China, find that course books or text books undoubtedly contribute to improve the quality of EFL learning and teaching¹. This is in line with Seven and Engin opinion asserted that language instructional activities can be significantly affected by teaching materials. Therefore, using course-book or module is very beneficial to support the effectiveness of language instructional activities.

¹ Wang, Xuesong and Meng, Xuemei. Research on college English textbooks and suggestions. *Theory and Practices in language Studies*. 2011 Vol. 1, No. 4 p. 395-399

The wide spread of English materials, mostly dominated by Western information and values, brings about both positive and negative impacts to the students. Indonesia and other Asian countries undoubtedly recognize the significance of English, however, learning of Western values is debatable, or generally speaking, not suggested by many school communities, teachers and scholars². Hence, to make the students in Senior High School not always consume fully-restricted Western English materials, it is important for the teachers or lecturers to carefully select English materials tailored with values.

Regarding with the issue of integrating English teaching with Religious values, there have been some researches which have previously been conducted. Meanwhile, NurKhamdan³ concludes that the integration can be found in the lesson plans, in the instructional materials, in the instructional activities, and in the assessment. In addition, some scientific articles related to this issue are also published both in journal and some official websites.

Senior High School 1 Kotagajah is one of the best school in Lampung Tengah. This school was ever appointed as one as project school in which the curriculum 2013 was implemented in the district. Even though this school is not Islamic school, the students also come with all of religion.

² Kirkpatrick, A., & Prscott, D. *Whose course is it anyway? Why we need a new ELT teacher training course?*. Paper presented at SCULI's Third International Conference in Bangkok. 1995

³ Khamdan, N. *The Integration of Teaching of English with the Islamic values at SMP Islam Al-Azhar 15 Cilacap* unpublished thesis. Universitas Negeri Malang 2008

The motto of this school are faithful (*Beriman*), knowledgeable (*Berilmu*), cultural (*Berbudaya*) and Globally insightful (*Berwawasanglobal*). This motto infers that all academic activities including everything related to teaching and learning also support to reach the motto. To illustrate, to make the students faithful, knowledgeable, cultural and globally insightful, they must be equipped with the materials containing religious values. The motto will also be basis to analyze the content of textbooks used in the school.

In the textbook used to teach English in Senior High School 1 Kotagajah there are have some words, name, and daily activity that contain with religious values. The following poits which could be related to the religious value: -some of the names hold Islamic and the other religion symbols such as: fatimah, ali, nyoman, etc. -Greetings: students are encouraged to greet one another whenever and wherever they meet each other. -Asking for permission and request is another social religious value which is shown clearly throughout the English textbooks example "may I come in... excuse me, let me explain... and soon"

As a matter of fact, there has not been a study on integrated values in textbooks that used in Senior High School, especially in Senior High School 1 Kotagajah. Then, more specifically, due to the importance of textbooks in English teaching and the need of religious-content materials, the teachers can involve Religious values inEnglish textbooks while helping the students to complete targed the English skills. Therefore,

through this research, to explore Religious values, the writer would like to attempt to analyze English textbooks from the perspectives of Religious values observing the content standard set in English textbooks used the Senior High School.

B. Focus of the study

Like the explanation above, the writer will analyze the textbook that is used the teacher. This study is to explore the following focuses:

1. Religious values integrated in English textbooks used in Senior High School 1 Kotagajah

C. Problem Formulation

Based on the focus on the study above, the researcher limits the problem are:

1. What is the Religious values integrated in English textbooks in Senior High School 1 Kotagajah?

D. Objectives and Benefits of the Study

1. Objectives of the Study

- a. To describe the integration of Religious values in textbooks used in Senior High School 1 Kotagajah?

2. Benefits of the study

Generally, the result of this research is expected to be useful to know more about the important thing to integrated Religious value in textbooks that used the teacher. Overall, this research is expected to

contributively take a part in English teaching in Senior High School.

Specifically, it is expected to have some benefits as follows:

- a. Theoretically, it will contribute an additional knowledge for the students and teacher about English materials integrated with Religious values.
- b. As a consideration for other writers to conduction further studies.

CHAPTER II

REVIEW OF THE LITERATURE

A. Prior research

The studies of Religious Value have been widely conducted by some researchers. This shows that Religious Value are indeed important in learning language especially for all of learners. Here are some previously-conducted researches related to Religious Value.

Based on the research conducted by Eelke de Jong from University Nijmegen entitled "*Religious Values and Economic Growth: A review and assessment of recent studies*" the result describe He consider the role of religious values – if possible, religious rather than broad humanistic values – in the development process.⁴

Different from Eelke de Jong, Somaia Ahmed Abu Ashiba in Islamic University of Gaza highlights a case entitled "*An Analysis of the Incorporated Values in English for Palestine 12*" He result shows that important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations.

⁴Eelke de Jong, "Religious Values and Economic Growth: A review and assessment of recent studies, (Nijmegen Center for Economics (NiCE) Institute For Management Research) November 2008, p. 3

Some common business values are fairness, innovation and community involvement.⁵

Beside it, Mohammad Aliakbari from Ilam University of Iran conducted the research entitled "*The Place of Culture in the Iranian ELT Textbooks in High School Level*" he says that textbooks and other materials used in language learning generally present a certain way of looking at the world, presumably, through the cultural lens of the author. They fulfill a crucial role in the process of education and English language teaching is no exception. Relevant to the subject of this study is the examination of the possible function the textbooks fulfill.⁶

Considering the research above, it shows that the importance of Religious values and textbooks in English language teaching. Trying to differ from those three researches, the writer specifically a research in terms of textbooks to analyze Religious value found in English textbooks at Senior High School.

B. The Concept of Textbook

1. Textbook

a. Definition of Textbook

There are several definitions about textbooks, to know more about it, the writer takes the definition from some experts.

⁵ Ashiba, A.A.S. An Analysis of the Incorporated Values in *English for Palestine* 12.2009

⁶ Aliakbari, M. *The Place of Culture in the Iranian ELT textbooks in High school level*.

The first is instructional materials might be in the form of textbooks or course-books, video and audio tapes, computer software, visual aids, and etc.⁷

Furthermore textbooks and other materials used in language learning generally present a certain way of looking at the world, presumably, through the cultural lens of the author. They fulfil a crucial role in the process of education and English language teaching is no exception.⁸

In other hand Matos reviewed the definition of the textbook in his article as "Harries and Hodges". He stated "Textbook – a book used for instructional purposes, especially in schools and colleges". Also, he added: "Book used by students for particular branches of study can be characterized by another important feature: their intrinsically challenging nature".⁹

According to Riazi, "textbooks play a very crucial role in the field of language teaching and learning and are considered the next important factor in the second/foreign language classroom after the teacher." The textbook is a tool in the hands of the teacher, and the

⁷Umam, Chothibul, "Maintaining Islamic Values in English Language Teaching in Indonesian Pesantrens" *didaktika religia* vol 2. 2014: 234.

⁸Aliakbari, M. The Place of Culture in the Iranian ELT textbooks in High school level. 2014. p.2. print

⁹Ashiba, A.A.S. An Analysis of the Incorporated Values in *English for Palestine* 12.2009. Unpublished Master Degree of Education, The Islamic University of Gaza, p. p. 19

teacher must know not only how to use it, but also know how useful it can be.¹⁰

Hutchinson and Torres identify four ways in which textbooks can help in times of educational change. First, it is a "vehicle for teacher and learner training". Second, it provides "support and relief" from the burden of looking for materials. Third It provides "as complete picture as possible what the change will look like". Fourth it provides psychological support to teachers. However, fulfillment of these goals, especially the first and the third, depends on the approach and quality of the textbook. The materials may not be in tune with the new kind of teaching being encouraged, following instead the methodology already commonly being practiced.¹¹

Recently, textbooks often determine the objectives of language learning and also often function as a lesson plan and working agenda for teachers and learners, although the ideal concept should be the vice versa.

It is expected that English textbooks include variety of values that engage students into society and make them active members in life. And teachers have the awesome privilege to influence the character of their students, by spreading fundamental values.

Hence Ferchsay that stated that most teachers still agree that the textbook has the greatest influence on daily instruction. It is not

¹⁰*ibid.* p.19

¹¹*ibid.* p. 19

supposed that the role of the textbook disappears with recent technological and world changes. But it is essential to modify it to suit these changes and satisfy the needs of modern time. Being considered as a basic pillar of teaching and learning processes, the textbook development leads to the development and improvement of the curriculum as it is the backbone of education. It is a vital resource for teaching skills and values designed in a systematic way that helps the students to learn¹².

It is expected that English textbooks should include variety of values that engage students into society and make them active members in life. And teachers have the awesome privilege to influence the character of their students, by spreading fundamental values.

Moreover, textbooks should contain valued stuffs that students must learn by heart¹³. It is concluded that the textbooks are materials used in language learning that can contain some values.

Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections. It is expected that English textbooks should include variety of values that engage students into society and make them active members in life.

¹² Ferch, T. (2005) "Goal One, Communication Standards For Learning Spanish and Level One Spanish Textbook Activities: A Content Analysis" [online] Unpublished doctoral of Philosophy Dissertation, The Graduate Faculty of the University of Akron. Downloaded in 20 February, 2016 from http://www.ohiolink.edu/etd/send-pdf.cgi?acc_num=akron1123082750

¹³ Wang, Xuesong and Meng, Xuemei. (2011). Research on college English textbooks and suggestion. *Theory and Practices in language Studies*. Vol 1.

b. Function of Textbook

As a fact foreign language textbooks functions is closely connected with its validity for teaching and learning foreign language, e.g. the English language. From our viewpoint there are *seven functions* we consider the key ones:

1. Informative function means presentation of information about the English language, its socio-cultural background and contexts of its global use within the international communication, as it is one of the sources for developing acculturation;
2. Stimulating and developing function means the development of activity, independence and creativity of students and teachers;
3. Integrating function means the integration of students' knowledge and experience from other subjects or students' own experience in the English language, as well as the integration of other skills (e.g. dictionary use, the use of reference books, encyclopedias, etc.)
4. Educating and motivating function means the effort for the formation and development of learners' personalities, their moral, ethical and aesthetic features and principles, as well as students' intrinsic motivation for foreign language study and acquisition;

5. Contrastive-transformational function means the respect for contrastive approach to the linguistic material of mother tongue and foreign languages and to both cultures, traditions and experience; it also implies the receptive and productive relations of teachers and students to the coursebook (set);
6. Facilitating and relating function implies monitoring and facilitating role of an EFL teacher, students' active work at school and independent work at home by means of tasks, activities, exercises, etc. in the coursebook and in the workbook; it also implies the cyclic character of the second language acquisition process through real-life situations in mother tongue and target language;
7. Testing function means that there is material suitable for testing productive and receptive acquisition of linguistic and communicative competence from the viewpoint of a teacher and self-control of the student. If the authors of a foreign language coursebook respect the above mentioned functions, the foreign language coursebook will enable the teachers and learners to use it effectively and it can be very motivating for learning and teaching foreign language, i.e. the teacher-learner cooperation will be successful.

One of the important educational purpose of textbook questions is to stimulate the thinking skills and problem solving skills of students, whether these questions are verbally asked by teachers in the classroom or presented in textbooks¹⁴.

Many educational effects are obtained from textbook questions, and these effects depend on how often these questions are used by individual teachers and in what way they are used.

The importance of textbook questions according to Jo & Bednarz can be summarized as follows:

- a.Improve students' understanding of content,
- b.Assist students in identifying critical information in the textbook,
- c.Help students to build strategies in processing given information,
- d.Stimulate students' problem solving skills.¹⁵

c. The Advantages of Using Textbook

A textbook is a collection of the knowledge, concepts, and principles of a selected topic or course. It's usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, which provide you with supplemental teaching materials, ideas, and activities to use throughout the academic year.

¹⁴Jo, Injeong, & Bednarz, Sarah W. (2011). Textbook Questions to Support Spatial Thinking: Differences in Spatiality by Question Location. *Journal of Geography*, 110, 70–80.

¹⁵Ghanem E, and Yaacob Nik, Ismail N.H.“Analyzing Islamic Educational Textbook Questions InSecondary Schools In Iraq According To Teachers' Opinions”. 1 (2013)

Textbooks provide you with several advantages in the classroom:

- a) Textbooks are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled out in detail.
- b) Textbooks provide organized units of work. A textbook gives you all the plans and lessons you need to cover a topic in some detail.
- c) A textbook series provides you with a balanced, chronological presentation of information.
- d) Textbooks are a detailed sequence of teaching procedures that tell you what to do and when to do it. There are no surprises—everything is carefully spelled out.
- e) Textbooks provide administrators and teachers with a complete program. The series is typically based on the latest research and teaching strategies.
- f) Good textbooks are excellent teaching aids. They're a resource for both teachers and students.¹⁶

While, according to website, the advantages of using textbooks include several participant, namely:

¹⁶<https://www.teachervision.com/curriculum-planning/new-teacher/48347.html>, Thursday, november, 15 2016 at 10:11am.

1) Experts

One primary advantage of using textbooks is that they are written and designed by experts in the topics discussed. Textbook writers keep up-to-date with the research in a particular subject area, which means that teachers and students are presented with the most valuable information in that subject field. If teachers didn't have these experts to rely on, they could miss some of the important advances in a particular area. Textbook writers can be viewed as a teacher's and a student's most valuable aid.

2) Students

Textbooks have many advantages for students. First among them is the ease at which they allow students to find information. Textbooks are usually written with detailed contents pages and indexes that, if designed properly, can be used to quickly find what the student is looking for. Textbooks also provide structure for a student's learning. Each chapter should have a logical flow, building on the knowledge acquired in previous chapters. The material in each chapter is also usually presented in a similar design, which means the student knows exactly how to approach each topic as it is presented.

3) Teachers

There are also advantages for teachers who use textbooks. For young teachers they can be especially helpful because the material and structure of lessons is often very detailed, which means that teachers don't have to spend a lot of time coming up with novel lesson ideas. The information for each chapter or lesson is also usually presented in a straightforward, chronological way, and most textbooks will come with supplementary teacher material that spells out the teaching procedures that should be used for each lesson.

4) Supplementary Materials

Another advantage of textbooks is that many now come with supplementary materials that complement the lessons a teacher uses. These supplementary materials could be DVDs that have video and audio clips of information relating to the topic of study, companion websites that provide additional information or links to other related web pages or study guides that present students with additional questions relating to the topic. These supplementary materials allow those students who learn in different ways to find their way to the topics of study and achieve learning success.¹⁷

¹⁷http://www.ehow.com/info_8002510_advantages-textbooks.html, Thursday, november, 15 2016 at 10:11am.

Based on the expert that the textbooks has so many advantages, it can be easier for teacher give the information and the student for receiver.

C. The Concept of Religious Value

1. Value

a. The Definition of Religious Value

Since the term of religious values included in many fields, it has various meanings according to the field which studies it. Researchers defined the term of religious values as follows:

The values are so remarkable in all aspects of human lives, so it becomes the title of the peoples' talks and their daily behavior. They occupy a great deal of the subjects of researches' social studies. The values are emphasized in religion, philosophy and arts. For this reason, the individuals and groups concentrate much on studying all titles of values under the umbrella of humanitarian and social science¹⁸.

Since the values are very crucial for all communities, we must pay much attention to every single idea written or presented to students. By doing so, we are ready to initiate the proper citizen who loves, respect, and obey the values of society. The students, especially, those

¹⁸ Al.Qomoul, M. D. S. The Islamic values implemented in the English language syllabuses for the first three grades in Jordan. *European Journal of Language, Linguistics and Literature*, 3(1), 2015. p.15-16.

who are in the basic stage, embrace practices and positive values are eager to reach the truth, definitely, this is the output of these positive values.¹⁹

According to Tiffany, religion is defined as an, "organized belief system that includes shared and institutionalized moral values, beliefs about God, and involvement in religious community,"²⁰

From some experts the writers conclude that value is level or standard that all people must know about it, must integrate the value in their ability or daily activities.

b. Type of Values

In this world, in our environment, so many values that people must know about it. Abo Al-Enein classified values into the following types:

1.Spiritual values:It implies love of Allah, faith in Allah and Jihad for the sake of Him.

2.Moral values: It includes justice, honesty, truthfulness, generosity and cooperation.

3.Mental values: It is the knowledge and ways to acquire experience and critical thinking.

4.Empathy and emotional values: It includes love, hatred and self-control .

¹⁹ Adeeb, S. A. *Foundation of Ethical Values in Kindergarten Stage*, The general Egyptian corporation for books, Cairo, Egypt p. 25. 2002

²⁰ Tiffany Nickles." *The Role of Religion and Spirituality in Counseling*" San Luis Obispo: California Polytechnic State University, p.3. 2011

5.Social values: It includes honoring parents, social solidarity and kindness of neighbors.

6.Material values: It is the material elements of body care and thrift.

7.Aesthetic values: It recognizes the aesthetic consistency in things and take in care of appearance, cleanliness and tidyness.

Moreover Dr. Muhammad Dayiq say that values take the following type, are²¹:

1. Social values: The man is a social being who is different from other living creatures with a social consciousness helps him to recognize surrounding nature. This consciousness is actually a humanitarian value which defined through its various domains the type of society in which a human being is living. The social values are characteristics which prescribe an individual and his relations with other members of the society.

2. Creation values: One of the most important characteristics of a human being is its thinking which represents his own self and leads him to do whatever he likes whenever he likes. Another characteristic of a human being is that he is the only creature who is responsible for his own behaviors in front of

²¹Al.Qomoul, M. D. S. (2015). The Islamic values implemented in the English language syllabuses for the first three grades in Jordan. *European Journal of Language, Linguistics and Literature*, 3(1), p.20-21.

others. All these activities are derived actually, from his own creation values which could be described as good values and good actions.

3. Values variation: Each society has its own values. They are different from one society to another. You may find multi-values in one society. These values could be shown in two forms: absolute values: such as embracing good deeds and being innocent, these are unchangeable values. Second, proportional values; which could be adopted by any human being for its benefit, not for its necessity; it could be prescribed as beneficial values²².

Furthermore, Phoenix classified values into six following types:

1. Material values: it helps the physical existence of man.
2. Social values : it helps to satisfy the social needs.
3. Mental values: it helps to realize the truth.
4. Moral values: it is a source of sense of responsibility.
5. Aesthetic values: it reflects the aesthetic individual interest.

²² Zyud, Z. (2001). *The Educational Values Implemented in the Contents of Science Syllabuses for the Preparatory Stage in Syria*, Unplished M.A. Thesis, University of Damascus, Syria, p. 37-38.

6. Spiritual or religious values: it expresses people's pertain to what is endless.²³

In a line type of value from some expert include religious value.

c. The Nature of Religious Value

The values that may be subject to change are context and location-specific and they depend upon socio-political environment. For example, values relating to communism and socialism, social welfare, democracy and authoritarianism may change. Democracy, secularism and social justice have been enshrined in our Constitution as the three most important national values. But democracy and secularism may not figure positively in authoritarian societies and in religion-based societies.

Above all, there are spiritual values, which are considered more important for the very survival and sustenance of societies. Spiritual values are also believed to be those that lay basic foundation for the development of character of individuals, stressing moral and ethical values such as sincerity, honesty and truthfulness. Spiritual values are considered above religious values. Rather, religious values draw their strength from spiritual values.

Accordingly, people may find it difficult to impart spiritual values without relating them to any religion. Only at higher levels,

²³Ashiba, A,A,S. *An Analysis of the Incorporated Values in English for Palestine* 12.2009, Unpublish Master Degree of Education, The Islamic University of Gaza, p. 43.

religious values may completely get submerged with spiritual values and lose their individual specific identity. So, in practice, imparting of spiritual values in many contexts takes place through religion. This is not necessarily an undesirable method of imparting values, unless certain religious values conflict with human and spiritual values.

Religious values define what people expect of themselves and of others based on the beliefs common to the religions they practice. Such values represent the core principles that guide daily decision making. They help people determine which actions to take, and to make judgments about right or wrong and good or bad. The world's most commonly practiced religions often have similar values, although variations exist in the way some values are prioritized over others.²⁴

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgment. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This

²⁴ Holiness Sri Balagangadaranath" an 'Ashirvachana'" Mahaswamiji, 71st Pontiff of Sri Adichunchanagiri Mahas stana Math

awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly²⁵.

The writers conclude that Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

d. The Significance of Religious Value

The reason and religion become mutually exclusive and irreconcilable. Both tend to reject each other. In these rational and religious discourses truth is lost irretrievably. The rationalists consider religion, as a major culprit and feel most of human problems can be solved only after getting rid of religion. The believers, on the other hand, tend to think that if religion is lost, world will turn into an evil place to live in and it will invite major disaster. The irony of this debate is that while rationalists put faith in reason the believers use reason to refute rationalist arguments.

Thus it will be seen that a human person can neither do without faith nor without reason. Also, one has to precisely define

²⁵LTS, "Religious and moral education: Principles and Practice" dalam www.curriculumforexcellencescotland.gov.uk diunduh pada 15 mei 2009.

what is meant by 'religion' 'religious faith' and what would be implications of leaving reason or human intellect free of all other constraints. Also the important question is: can faith be free of all rational inquiries and reason be free of faith? This is very vital question and has to be answered with all sense of responsibility.

In writer's opinion reason needs faith in values and faith needs to be controlled by critical inquiry. Reason without faith and faith without reason can turn into major problem for human beings. We should also understand that religion and faith are inseparable but religion is much more than faith. It is true religion revolves around axis of faith but religion in itself includes elements of social customs, traditions and institutions. Thus one has to distinguish between faith and religion too.

One can thus say that every faith finds expression in concrete historical and social conditions and one cannot appreciate religious institutions and beliefs without appreciating social and historical conditions. Even divinity can be expressed only through given social conditions and no divine thought can do without socially conditioned institutions. It is also important to note that any divine revelation is both response to social and historical conditions as well as provision for transcendent norms.

However, often the initial divine response to given socio-historical situation acquires permanency and eternal sanctity and its transcendent dimension is completely lost. First of all let us understand that religion has four important aspects: 1) institutional system; 2) thought system; 3) ritual system and 4) value-system. Institutional system and thought system are historically conditioned and represent divine response to the given historical situation.

Let us understand that the institutional and thought systems are important but one must take their historicity into account. To consider any religion lock, stock and barrel permanent is to misunderstand the divine response itself. Thought and institution systems are as much human as divine and must admit of change with changing conditions. Value system, being transcendent, is only of permanent nature and value system is common to all religions.

Ritual system, on the other hand, is means to attain the values and is thus means rather than the goal. However, given human nature, rituals often become goal and are performed for its own sake. Thus with the passage of time they loose all meaning and get delinked with values they are supposed to represent. It is

also important to note that though values are common to all religions, rituals are not.²⁶

From discussion above it would be seen that a truly religious person should be strongly committed to the core values, which are almost common in all religions. A truly religious person would never emphasise differences (which are there due to culture, social traditions and historical situation) but commonality between religions. A truly religious person would never accept status but would be committed to change it for better.

²⁶http://www.irfi.org/articles/articles_351_400/meaning_and_significance_of_reli.htm,
Thursday, november, 15 2016 at 10:11am.

CHAPTER III

RESEARCH METHODOLOGY

A. Background Description and Role of the Researcher

There are several research methods can be used an analysis of Religious value, either quantitative or qualitative. It is dependent the purpose of the researcher.

If there is a research concerns in influence of ability, sex, knowledge, teaching method toward English textbooks, it is included in quantitative research. In other hand, a research discusses about an analysis of Religious value, Religious values integrated in English textbook, Religious values involved in English textbooks, surely more concord using qualitative. In this case, the writer consider the importance of Religious value integrated in English textbooks. Going from this statement, the writer decide to apply qualitative research to analyze an Religious value found in English textbooks in Senior High School 1 Kotagajah.

This research is qualitative. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm. It is different from quantitative research which identically uses numeric language.

Christine griffin has argued qualitative research is usually concerned with a meaning, and in particular how people make sense of the world and how participants experience events from their perspective.²⁷

Qualitative research is in a narrow space with a low level of variation but has an infinite depth discussion.²⁸

In other hand Qualitative research is fundamentally interpretive. This means that the writer makes an interpretation of the data. This includes developing a description of an individual or setting, analyzing the data for themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally and theoretically, stating the lesson learned, and offering further questions to be asked. (Walcott).²⁹ Qualitative research takes place in the natural setting. The qualitative researcher often goes to the site (home, office) of the participant to conduct the research.³⁰ Or it can be said that by qualitative research, the writer will have more chance to do his research in many places he wants.

The type of this research is descriptive qualitative. Terminologically, descriptive means describing to the fact or interpreting and describing clearly circumstantiated.³¹ Descriptive can also be defined as statement of

²⁷ griffin, C. *The advantages and limitations of qualitative research in phsycology and education*. university of bath. UK. p.4

²⁸ Meutia, I. Sudarna, M. Triwuyono, I. *Qualitative Approach To Build The Concept Of SocialResponsibility Disclosures Based On Shari'ah Enterprise Theory*. University of Sriwijaya, Indonesia. 2010.

²⁹ John W. Creswell. *Research Design*. (USA: Sage Publication, Inc. 2003). the second edition. P 182

³⁰*Ibid.* p 181

what giving somebody or something is like and saying what somebody or something is like.

It is similar with terminologically explanation; descriptive qualitative research means “narrating and interpreting data related to the acts, variables and phenomena that occur during the research conducted, and then reporting based on the real. It is something that can be observed both attitudes and ways of thinking now days.” In other words, descriptive qualitative research will be more effectively make the researcher honest in conducting his research, because all datum related to his study should not be omitted or reduced.

Based on the best knowledge of main explanation of value in textbooks as the instrument of the research, the writer focused to analyze of Religious value. This research was directed to explore Religious value found in English textbooks in Senior High School.

B. Data Resources

In conducting the research, the writer selected some English textbooks in Senior High School 1 Kotagajah as the object of research. In many qualitative studies, inquirers collect multiple forms of data and spend a considerable time in the natural setting gathering information.³² For gathering the data, the writer used some instruments. Therefore, the writer offered instrument gathering the data are as follows:

³²*Ibid.* p 185

a. Documentation

During the process of creating the research, the writer may collect documents. This data source is relatively scientific data and easy to get. It is not reactive so that the subject can not hide something from the researcher.

Based on the statement above, the writer gets the data from English textbooks at Senior High School 1 Kotagajah.

b. Observation

The writer will take the English book at eleven class at Senior High School 1 Kotagajah. The qualitative observer may also engage in roles varying from a non-participant to a complete participant.³³ In this case the writer will directly organize observation in the library, and take the English book.

C. Data Validity Procedure

Quantitative researchers have statistics media that is often used to gain the validity aspect of the data. In qualitative research, there is also method usually used to approve that what the researcher found is real and suitable with the fact. The method usually used is triangulation.

Triangulation can be defined as combination of two or more methods to collect the data. The use of triangulation is to enrich data and make a more accurate conclusion. Triangulation is also used when the researcher is doubt of the data she has got.

³³*ibid.* p 189

There are some kinds of triangulation offered by Cohen and Manion, namely:³⁴

1. Place triangulation

By this triangulation, collecting data is conducted and use different place for one kind of data. In this case the writer takes data of more than one textbooks.

2. Theory triangulation

Here, the researcher collects the data based on different theory or analyze the same data by using the different theory.

3. Method triangulation

The researcher uses different methods for collecting one kind of data. The writer uses documentation and observation method to collect a data, namely about abstract.

D. Research Procedure

Case study is the method that the writer applied in this research. Because the writer aims at exploring the Religious value found in EnglishTextbooks used in SMA N 1 Kota Gajah

Through this research, the writer invites all readers to know deeply about the content and message included in the English textbooks.

The case(s) are bounded by time and activity, and the writer collects detail information using a variety of data collection procedures over a

³⁴*Ibid*, p.31

sustained period of time.³⁵ Tellins indicated that case study data is collected by various approaches based on some sources. This research is considered as research methodology to describe a phenomenon totally.³⁶ It can be known that using various data to gain the data based on different sources, can make the aspect of validity and reliability of the research more describing the reality of daily activities.

Because the writer use case study, the writer apply step by step procedures in gaining the result of the research. Then, the writer adopt the procedures generally as follows:

1. Determining focus of the research and formulating the questions. The writers focus to observe the english books.

2. Determining the case, collecting and analyzing the data

After finishing gaining data from the books, the writers determine the case that would be analyze.

3. Supplying collecting data instrument

The writers plan to determine instrument to collect the data, format and document the data.

4. Evaluating and analyzing the data

The writer evaluate the data, before she analyze and interpret the data. It is to ensure that data will complete.

³⁵ John W. Creswell. *Research Design*. (USA: Sage Publicati on, Inc. 2003). The second edition. p. 15

5. Making report

The writer created the report to simply the data. The report can be summary and formal.³⁷

E. Data Recording and Analysis Procedures

1. Data Recording

Before entering the field, the writer will plan her approach to data recording. This proposal identifies what the writer will record and the procedures for recording data.

The procedures that the writer used are:³⁸

a. *Observational protocol*

This is for recording the observational data. The writer engaged multiple observations during the course of qualitative study and uses a *protocol* or form recording information. In this research the writer used this record data he had observed.

b. *Documents and Visual materials*

The writer used this procedure to note reflect information about the document or other materials as well as key ideas in the documents. For documents, it was helpful to note whether the information represents primary material (information directly from the people or situation under the study) or secondary material (secondhand accounts of the people or situation written by the others).

³⁷*Ibid*, p. 290

³⁸*Ibid*, p. 188-190

2. Data Analysis

The process of data analysis can make sense out text and image data.

The writer would apply Miles and Huberman Model to analyze her data.

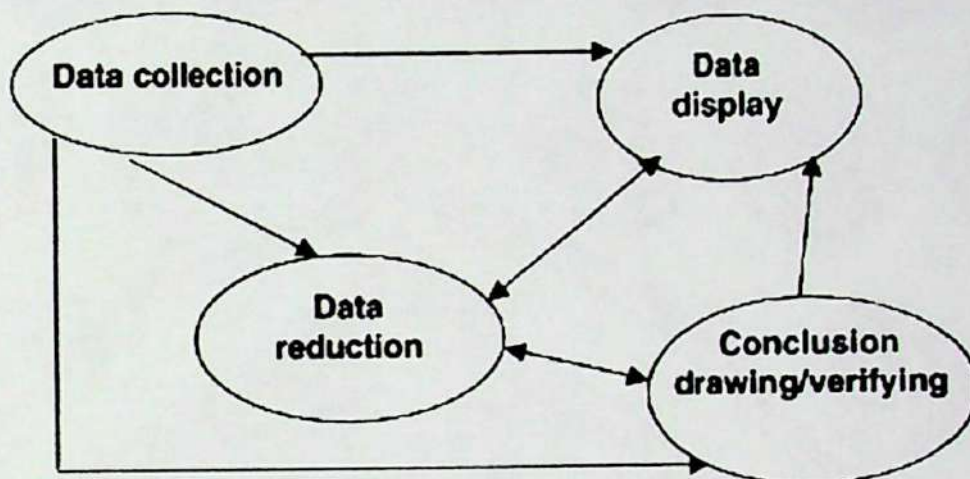


Figure II. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:

- 1) Data collection is the step when the writer gather all data which are used to complete the research.
- 2) The writer reduces the data she will get by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses **graphics, figures, or charts**.
The display should be able to describe the content entire the data.
- 4) Lastly, the researcher verifies her research by making conclusion of data findings³⁹.

³⁹ Milles B. Matthew, Huberman A. Michael. *An Expanded Source Qualitative Data Analysis Second Edition*. (USA: Sage Publication) P.12

CHAPTER IV

RESEARCH FINDINGS

A. A Brief History of School

Senior High School 1 Kotagajah Central Lampung is located in Raya Kotagajah street, Kotagajah, Central Lampung. Code mail : 34153. Phone: (0725)-48318. Since Senior High School 1 Kotagajah Central Lampung was established in 1979, Senior High School 1 Kotagajah has been led by the following principles:

1. Drs. R. Ahmad Matin	Period 1979 – 1987
2. Hi. Slamet Soeparman, BA	Period 1987 – 1996
3. Drs. Sukirman	Period 1996 – 1999
4. Drs. Hamim Hamzah	Period 1999 – 2000
5. Drs. Abdullah Makmur, HA	Period 2000 – 2002
6. Drs. Syatbi Tahmid, M.M	Period 2002 – 2012
7. Drs. Mashudi, M.Pd	Period 2012 – 2014
8. Drs. Maksum Yusup, M.Pd.I	Period 2014 – 2015
9. Drs. H Dasiyo P, M.Pd	Period 2015 – Sekarang

In the academic year 2015/2016, the teachers and staff in this school are 94 people. The 72 of them are teachers and the 22 of them work at the

office as staff. Then, there are 33 classrooms. Beside that, the students of Senior High School of 1 Kotagajah have many extracurricular to support their achievement. The extracurricular are English club, special troops of hoister flag, sport and many others. They often got the first winner in some competitions.

The vision of Senior High School 1 Kotagajah is to create a faithful, educate, cultured, and global insight graduate. The vision indicators are Active in social and religious activity, Able to compete in the selection of university, Creative a scientific work, Perceptive in the development of science and technology, Superior in the academic and non-academic activity, High disciplinary, tolerance and good moral, Environment Insight, and Able in the technology information.

Furthermore in accomplishing vision, it composes of some mission, namely implement effective teaching and guidance so that students can develop optimally in accordance with its potential, develop a spirit of excellence intensively to the entire school community, planting, understanding, and practice of the religious values, implement participatory management involving the whole school community, provide learning infrastructure, implement accurate management information system, create a culture of progress, interlaced cooperation among the institute/organization/others, increase the harmony among all people in the school as a mini society that has prominent harmony, develop the school that has an insight environment, and increase the religious percept in the school.

B. The Integration of Religious Value Into English Textbook

The textbook which is analyzed by the writer is *Be Smart in English* textbook for the ten grade of senior high school. The author is Ira Wijayanti, Nitya Jwalita, Kristin Ambarwati, and Mariyana, and the publisher is PT Wangsa Jatra Lestari. The book is composed in accordance with the standard of the English Language Course Content 2013.

The main purpose of the books is to improve the students' skill both in oral cycle (listening and speaking skill) and written cycle (reading and writing skill) by applying the scientific method in every chapter. By using this scientific method (observation, questioning, exploration, experimenting, and accessing) hopefully it can encourage the students to develop their competence in using English as well as their discourse and cultural levels. The element that investigate in this study is religious value. The religious value related to the types of value that the writer explained in chapter two. There are so many contents value in religious values, here the writer will analysis the value based on the classification from Abo Al-Enein. The analysis of religious value that is found in English textbook shows the result as below.

1. The finding of spiritual value in English Textbook

The writer finds that the spiritual value in English textbook. The first integration of spiritual value that writer finds in the book on page 63, the writer finds the explicit integration of spiritual value. There is in the sentence "Fortunately, I was still strong enough to finish the race,

thanks God". On page 119, there is a sentence "As God creature we have to show our gratitude to him". Then, on page 116. There is a sentence "I have and thank to God". It is the expression of thanking and realize to the God. As human being, never forget to give thanks to God because God always give the answers.

Second, on page 71. "I couldn't do anything but hope and pray. After several minutes, my wish came true". It means that the moeslim always believe in god and the wish is answered. As in surah Al-Insyirah verse 5-8 said "in every difficulty there is relief. So, never give up because we never know about the result. God will never leaves the people who never surrender.

Third, on page 75. It said "humans are created by god". Which means all of the partical in this world is created by god and we may not to be an arrogant. Then, on page 113, "God creates this world and many phenomenon inside it". It realize us that everything happened in this world is the desire of God.

Then, on page 147 said "human is also given feeling by god". Allah is the greatest, mercifull, and powerful. The small thing in this world is created by God, as human we don't need to be an arrogant.

The above quotations from the English textbook describe the finding of spiritual value in religious value. The form of those quotation are explicit mode. Then, there is no an illustration of religious value.

On page 122, there is an article about the floods, it said "floods are the most frequent type of disaster worldwide". Then, on page 141, it said "Tsunami always brings great damage. Most of the damage is caused by the huge mass of water". From those article we realize that God is the greatest one, he can do anything and all of the phenomenon that happened in this life is his desire.

2. The finding of moral value in English Textbook

The implicit mode, in the text entitle "The Purse of Gold", on page 5, "Being an honest man, the beggar came forward and...., i'm an honest man, in the court the judge patiently listened to both side", from the story that the writer has been read, there is a message from the story. It said, we have to be an honest, brave, and fair. As a moslem we have to be a good moslem and do as a good moslem.

On Page 6, there is a story told about a girl and her brother "Menur was very kind, diligent, patient, and always helped their parents. She always reminded her brother to behave well. She said to her brother, "Be patient juntur, I'm still cooking the food is not ready yet". When they left home, they didn't bring anything. Because they worked very hard. Here, i have some food. They have already forgiven juntur and amazingly juntur was cured. And as he promised, juntur became a well behaved man". From the story we know that, the first thing to make a person understand to behave well is to be an model for

them. Do not blame them and do not reign over to behave well, because it will be useless. Always remind others moslem to be a good moslem and obey the God's rule. Such as on Page 181, there is a sentence said "he was considerably heavier, but he was well-manered".

On page 9, the title of story is juha's wonder by sheikha al shukeili. There is an implicit form of story, it told about the queen had to left the palace and lived in the jungle.

On page 20, there is a material about the invitation, how to accept and how to rejected politely. We know that in Islam teach us to fullfil an invitation, it is a right for a moslem to others moslem.

Then, on page 21, there is a sentence "I have to ask my parents for permission".It is a good conversation that the book gives for example. As a children, they have to ask for permission when they go to somewhere. Asking for permission is very important because it will not give others people worry about something happen to you.

3. The finding of mental value in English Textbook

There is an explicit mode on page 39, it said "By experience, we will be better in facing many things, we cannot forget what happened in the past". A proverb said that an experience is the best teacher. It is true that an experience will teach you about something that you never get before. Then, it is good to have a new experience in your life.

4. The finding of empathy and emotional value in English Textbook

There is an illustration picture. It is about the bear and in the caption of the picture said "The little bear was kind hearted", on page 16. If an animal can do as a human, so as a human we have to be a good man and never doing a bad thing like an animal.

On page 30, there is a dialogue about condolences, it takes place in the classroom, the sympathy expression is "I'm sorry to hear that laode". Islam teach us to have a kind hearted and caring to others people. In the dialogue shows us about caring to others people.

On page 44, there is a story about the proclamation of Indonesia Independencelent his house for the drafting of declaration. There is a statement about Laksamana Maeda, it said Maeda agreeable to the idea of Indonesia's independence, and had lent his house for the drafting of the declaration. Laksamana maeda teach us how to be a generous man, and we have to imitate his generosity.

Then, on page 45, there is a story about a sparrow. There are an implicit and eksPLICIT mode on the text. The explicit mode said "there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning". The explicit mode, shows us about the kind hearted man and his wife, with a thankful sparrow. There is a take and give process here. Then, an

implicit mode, from all the story is do not be a greedy person. It is not give you a good effect to be a greedy.

On page 50. There is a story about hamengkubuwono and his wife. There is an explicit mode. The story talked about the faithfully story between hamengkubuwono and his wife.

On page 56, there is a picture series and talked about how to helping others. Then, the last of the empathy value, on page 41, on task 5 in the last paragraph, there is a sentence, it said "The battle was the heaviest single battle of the indonesian revolution". In Islam said hubbul wathan minal iman, in English we can say love the country. To love country and care for country is the obligation for all of the society.

5. The finding of social value in English Textbook

On page 80-81. The story about Dahlan Iskan, on paragraph two. It said that "rather than demanding CEO perks Dahlan drives his own car lives in his own house and asks for no bonuses. Furthermore, he was just entrusted with an even greater responsibility to be the minister stated-owens enterprises. Dahlan is civil servant with a golden heart. Then in the last sentences, the narration become a book, which was an instant best-seller in Indonesia that inspired people to face life's challenges and the younger generation to build their future".

Dahlan Iskan shows us to live unpretentious and like our prophet Muhammad SAW taught us to do not live pretentious. Because something that shows to much is not good.

Page 88, there is a quotation "Everybody has obligation in life. Sometimes, someone forgets to do it or doesn't know how to fulfil it. Then, other people may remind or show him/her what should be done. Reminding other people is a characteristic of pious person".

The story on page 11 about Lutung Kasarung, it is an implicit mode. "The story about the queen, her name is purbasari. She had to live in the jungle and she stayed with the animals.

Then there is a Lutung Kasarung planned to help purbasari. With all of the kindness of Lutung kasarung, purbasari can go back to the palace. Then, she forgave her ex fiance and purbarang then let them to stay in the palace". From the story, we can learn how to be patient to face the problem. Then, we can see the answer of the wish.

Next on page 35. There is a sentence "a taxi driver who witnessed the accident took my injured brother to the hospital and then called my parents". From the text we know that a taxi driver is responsible with his fault. He took the injured man to the hospital and called his family. As moslem we have to be a responsible people.

On page 35. In the text number 15. There is a story about manik angkeran. This is an implicit mode, but there is a sentences that shows us about the regret. The sentence said "Manik angkeran realized his fault and he said sorry. He promised not to gambling again.....,". From the text, we know about the people who regret about the mistake and admit never do it again.

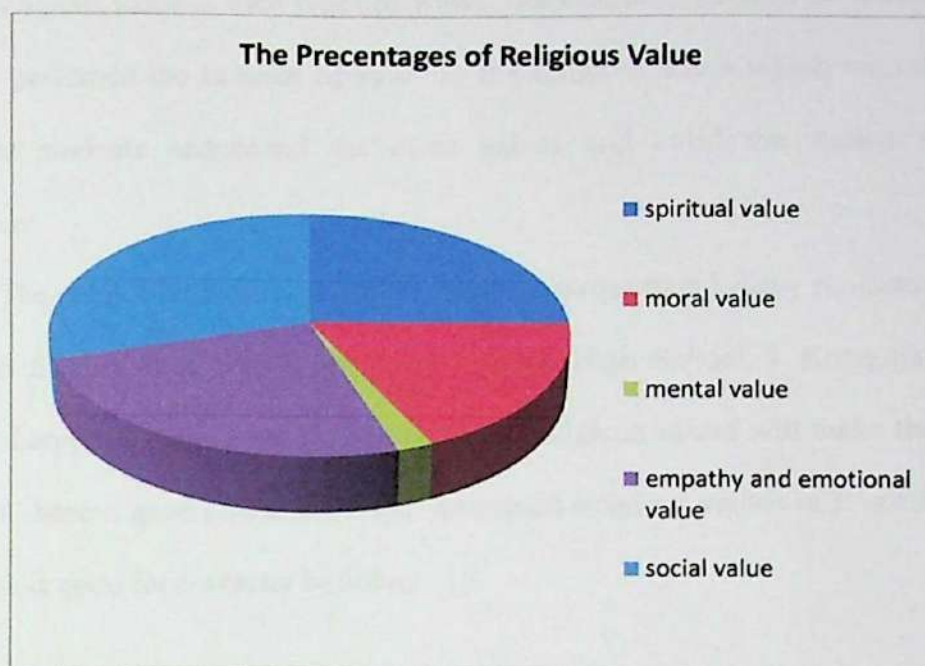
On Page 184, there is a quotation said Well there is only one piece of advice i can give you, said the wisest man. " The secret of happiness is to see all the marvels of the world and never to forget the drops oil on the spoon". If you want to be happy, just grateful for all you have and never insult a small thing. In some pages, there are names of Islam such as Aminah, Shafa, Absul, and others.

The last on page 199, there is a proverb quotation says that "a task well-planned is a task half-done. Besides, you have to believe that god will bless someone who plans a good deed".

C. Discussion

On the English textbook, there are so many story. There is fable, legend, an article, or others text. In all of the text, sometimes there is the value and many of value consists in the text. Then, it will involve beliefs, norms, attitudes, value, and behavior. In the discussion, the writer specifically analysed the phenomenon of the integration of religious value in the English textbook for the tenth grade at Senior High Shool 1 Kotagajah Central Lampung.

Beside it, from Abo Al-Enein classified values into the following type: spiritual values, moral values, mental values, cmpathy and emotional value, social value, material values, and aesthetic values, but the writer found 5 kinds of values, that has explained below:



The figure contains the information about the finding of religious value in the English textbook. From the data analysis above, it could be seen that all types of values integrated in the English textbook. The percentage of spiritual value have 25%, social value get 30%, it dominates the finding of religious value. It shows that the author of the textbook is more appreciate the social value than other value. Then the moral value have 18%, metal value get 2%, and empathy and emotional value 25 %.

The values that integrated in English textbook at ten grade of the Senior High School 1 Kotagajah Central Lampung are spiritual value, moral value, mental value, empathy and emotional value, and the social value. Those values integration in English textbook, in implicitly and explicitly way with written form.

Overall. The presence of the religious value in the English textbook seems to have not been based on the comprehensive consideration to involve

all the religious value in each types of value. The examined English textbook has not performed the balance of value in the religious value which would help the students understand the other values and build the student's character.

The result of the reaserch realizes that the writer found many religious valuesin English textbook at ten grade Senior High School 1 Kotagajar Central Lampung. The writer hopes that of the religious values will make the students' have a good character. Then, integrated religious values in English textbook is good for character building.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The integration of each value of religious value in English textbook are disseminated in different quantity. The percentage of spiritual value is 25%, the moral value 18%, the mental value is 2 %, and then it is followed by the empathy and emotional value is 25%, and the last social value is 30%. It means that the values in the religious value have not presented in the balanced way. The social value is the most salient value which is disseminated into English textbook.

Thus, the teachers need more effort to explore materials which is not disseminate well in the English textbook.

B. Suggestion

Through this research, the writer would like to constuctively give suggestions for the textbook authors. They need to integrate the value types in balanced way.

For the teachers and students, the writer hopes it will contribute an additional knowledge about English materials integrated religious value and contribute for the character building.

For the anothers researcher, the writer hopes it will be a considerationn to conduct furter studies.

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APPENDICES

CURRICULUM VITAE

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