

2. For the students, she/he must implement the Islamic values that they have learned, especially that contained in the books. Besides, students not only learn theory but also they have to apply it in everyday life.
3. For the other researcher, she/he can analyze Islamic values from different indicators, or the researcher can conduct content analysis from different textbook or variables.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher appears conclusion based on the analysis which contains analysis of Islamic values and give a best further research for the next researcher.

#### **C. Conclusions**

Based on the findings and discussions in the previous chapter, the conclusion of this research could be divided into two parts based on the research questions. The first part explains the finding of the Islamic values contained in the English Lesson 6 textbooks and the second part will explains the finding of the way of the Islamic values presented in the textbooks.

Based on Samsul Munir Amin's book, there are six types of the values of *Akhlak*. However, only four of them that contained in the English Lesson 6 textbooks. There were *Akhlak* towards Family, *Akhlak*

towards oneself, and *Akhlak* towards society, the value of *Aqidah* in this research found only two values, namely: belief in His God and belief in His Book, and the value of *Ibadah* is not found in the textbook. Then, the most commonly found in the English Lesson 6 textbooks there was the values of *Akhlak*, and a little is found in textbooks is the value of *Aqidah*.

Then, the researcher found four ways of the Islamic values contained in the English Lesson 6 textbooks, namely; title of chapter, reading passage, picture, and exercises, it all form sentences. It could be interpreted that almost all parts of the textbooks contained the Islamic values. Furthermore, Islamic values are not fully found in every chapter in the textbook, only a few chapters contained Islamic values in it. This happens maybe to compensate for other lessons for students, which lessons have been devoted to *Aqidah* (Worship) and *Akhlak* (Morals). Therefore, students (*santri*) are trained to practice all Islamic values in their daily lives, not only within the scope of the school but even at home or in other environments, so that they can be a good example.

#### **D. Suggestions**

Based on these conclusions, the researcher recommends several things for the teachers, for the students, and for other researchers.

1. For the teacher, In the process of teaching and learning, the English teacher can convey between the lines Islamic values contained in textbooks. Therefore, it can improve students' awareness of Islamic values. Because the value of *Ibadah* was not found in the textbook, it is better if the teacher can add the value of *Ibadah* in learning as an addition.

2. For the students, she/he must implement the Islamic values that they have learned, especially that contained in the books. Besides, students not only learn theory but also they have to apply it in everyday life.
3. For the other researcher, she/he can analyze Islamic values from different indicators, or the researcher can conduct content analysis from different textbook or variables.