

TABLE OF CONTENTS

DECLARATION OF AUTHENTICITY	i
ABSTRACT	ii
PREFACE	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS	1
LIST OF TABLES	xii
LIST OF FIGURES	xiii
GLOSSARY	xiv
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Research	1
1.2 Research Questions	8
1.3 Purpose of the Study	8
1.4 Scope of the Study	9
1.5 Contribution of the Study	9
1.5.1 Theoretical Contribution	9
1.5.2 Practical Contribution	10
CHAPTER II	12
LITERATURE REVIEW	12
2.1 National Characters	12
2.2 Integrating National Character in English Language Teaching (ELT)	14
2.2.1 Character Education in Schools	15
2.3 Islamic Values	17
2.3.1 The Role of Islamic Values in Character Building	22
2.4 Integrating Islamic Values in English Learning Teaching (ELT)	23
2.5 Integrated Islamic School	25
2.6 English Language Teaching at an Integrated Islamic School	28

2.7	ELT Approaches and Pedagogies in Islamic Education	30
2.7.1	Cultural and Religious Sensitivity in ELT	31
2.8	Strategies for Integrating National Characters and Islamic Values in ELT	33
2.8.1	Content-Based Instruction (CBI) and Value Integration	34
2.8.2	Story-telling and Islamic Literature in ELT.....	35
2.8.2	Project-Based Learning (PBL) with Ethical Themes	37
2.8.3	Role-Playing and Scenario-Based Discussions.....	38
2.9	Challenges in Integrating National Character and Islamic Values in ELT	39
2.9.1	Balancing Language Goals with Moral and Character Education	40
2.9.2	Teacher Preparedness and Training	41
2.9.3	Resource Availability and Curriculum Constraints	42
2.10	Benefits of Integrating National Character and Islamic Values in ELT	44
2.10.1	Holistic Student Development	45
2.10.2	Enhance Engagement and Relevance in Language Learning	46
2.10.3	Support for National Identity and Cultural Awareness.....	47
2.11	Research Gap	48
	CHAPTER III	50
	RESEARCH METHODOLOGY.....	50
3.1	Research Design.....	50
3.2	Research Setting and Participants	54
3.3	Research Data Collection	56
3.3.1	Material	57
3.3.2	The Interview Protocols	57
3.3.3	Observation Checklist	57
3.4	Procedure	58
3.4.1	The Recruitment Process	58
3.4.2	The Scheduling of Interviews and Observation	59
3.5	Data Analysis Technique	60
3.6	Research Ethics	63

3.7	Summary	64
	CHAPTER IV	65
	FINDINGS AND DISCUSSIONS.....	65
4.1	Implementing Strategies in Integrating National Characters and Islamic Values.....	66
4.1.1	Interview-Based Data.....	66
4.1.2	Class Observation-based Discoveries	71
4.1.3	Triangulation Data	75
4.2	Challenges and Benefits of Integrating National Characters and Islamic Values in ELT	80
4.2.1	Interview-Based Data.....	80
4.2.1.1	Teacher's Challenges in Integrating National Character and Islamic Values	80
4.2.1.2	Teachers Benefits in Integrating National Characters and Islamic Values in ELT	85
4.2.1.3	Classroom Observation Data: Teachers' Challenges of Integrating National Characters and Islamic Values in ELT	89
4.2.1.4	Classroom Observation: Benefits of Integration of National Characters and Islamic Values in ELT	92
4.3	Triangulation Data	94
4.4	Islamic Values in Classroom Practice: Perspective from As-Syifa's English Teachers	95
4.5	Discussion	100
4.5.1	Strategies of Integration of National Characters and Islamic Values in ELT	101
4.5.2	Challenges in Integrating National Characters and Islamic Values in ELT	106
4.5.3	Benefits of Integrating National Characters and Islamic Values in ELT	112
	CHAPTER V.....	116
	CONCLUSION	116
5.1	Conclusion	116
5.2	Limitation of the Study	118

5.3	Recommendations	118
REFERENCES.....		120
APPENDICES		137
BIOGRAPHY		144

