Restoring Moslem identity by integrating Islamic values in English speaking class

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Abstract
Culture and language are like two sides of a coin, it cannot be separated witheach other. Therefore, when we learn a language, we cannot ignore the culture underpaining the language. However, the problem happened, when the culture of the language being learned is contradicted with our culture. English is a language mostly spoken by western people that has different culture from us (moslems). Thus, there should be a way to protect the language learners from negative foreign culture. One of ways to solve that problem is intergrating Islamic values in English language learning. Finally, this research was case study that was conducted in IAIM NU Metro Lampung, especially first semester students of English departement in speaking class. Moreover, the data obtained from interview with the lecturer, observation of teaching and learning process as well as document analysis. The interactive data analysis used to analysis the

obtained data. Moreover, the integration of islamic values was conducted by adding islamic terms, place, name, expression in teaching and learning process.

Keywords: integrating, Islamic values, speaking class

Abstrak

Budaya dan bahasa ibarat dua sisi mata uang yang tidak dapat dipisahkan satu dengan yang lainnya. Oleh karena itu, ketika kita belajar suatu bahasa, kita tidak dapat meninggalkan budaya bahasa yang kita pelajari. Kemudian, yang menjadi permasalahan adalah, ketika budaya dari bahasa yang kita pelajari tidak sesuai atau bertentangan dengan identitas atau budaya kita. Dalam hal ini adalah pembelajaran bahasa Inggris, bahasa yang notabene berasal dari budaya barat yang tetunya berbeda dengan nilai-nilai budaya kita khususnya budaya atau nilai-nilai Islam. Sehingga, harus ada jalan tengah agar para pembelajar bahasa Inggris tidak kehilangan identitasnya ketika mempelajari bahasa tersebut. Salah satu cara untuk mengatasi hal tesebut dengan mengintegrasikan nilai-nilai keislaman dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif khususnya studi kasus yang dilaksanakan di IAIM NU Metro Lampung, khususnya pada mahasiswa semester satu Prodi Pendidikan bahasa Inggris pada matakuliah speaking1. Data diperoleh melalui wawancara dengan dosen pengampu matakulaiah speaking1, observasi pelaksanaan pembalajaran, serta analisa dokumen. Kemudian, data yang diperoleh dianalisa menggunakan analisa data interaktif. Sehingga ditemukan bahwa pengintegrasiaan nilai-nilai keislaman pada pembelajaran speaking dilakukan dengan menambahkan istilah-istilah, tempat, nama, ekspresi-ekspresi keislaman.

Kata kunci: *integrasi, nilai-nilai keislaman, mata kuliah speaking*

Introduction

Language and culture are related with each other. Culture and language are like two sides of coin both of them cannot be separated. The consequent of language is part of culture requires the learner and teacher as well as lecturer not to ignore the cultural awareness when teaching and learning process happened. In the other hand, some target language cultural backgrounds have different value from the learners' cultural background. It arises cultural clash between them.

The first English speakers are mostly dominant in western world. Therefore, mostly western people use English as their daily communication and the dominant culture in those countries is western culture. Moreover, English as the global language is borderless. It is stated by Umam (2014: 228) that the use of English language today is becoming very widespread and it is used in all aspects of life. It will become a problem when English as foreign language is though and learned in non-native English speaker especially in Islamic cultural group such as in Indonesia, the cultural clash can be happened. There are two possibilities such as; the learners loss their cultural identity or they cope with their identity.

The worst effect of cultural clash is cultural degradation, it is obviously in English language learners in Indonesia especially muslim. It comes in to the disappearing of the identity of the learners. In this case is muslim identity, the words such as *Masjid*, *Al-qur'an* and *sholat* are not

necessary to translate in to English. Those words are the identity of muslim, translating such words can decrease the value of the words.

The cultural conflict between target language being learned with the language learner should be solved. The alternative way to solve the problem is integrating Islamic values to the teaching and learning process. Therefore, this research focuses on countering inappropriate western culture brought together with English. It aims at protecting Islamic cultural identity of the learners.

Language and Culture

Language and culture are like two sides of coin both of them cannot be separated.Historically, a particular language is connected with a particular culture; it is because the language provides the explanation to the associated cultures. Mahadi and Jafari (2012:224) inform that the languages themselves cannot be fully understood otherwise than in the context of the cultures in which they are inextricably embedded; subsequently, language and culture complate with each other.

Pertaining with English as second and Foreign language that is learned by language learner, as English to be major languages of western country which is sometimes not appropriate with the learners' culture. However, English is mostly been used in the administration of a group of great cultural diversity. English is spoken as a first language by members of many different ethnic groups, religions, which are live in many parts of the world. It is used by scientist, anthropologists, missioners, writers and etc.

Therefore, language and culture cannot be separated, learning certain language is learning its culture. Moreover, dealing with English as a major language in the Europe, of course the major culture stated in the language is Europe culture. It sometimes inappropriate with the ESL and EFL learner's cultural background.

Islamic Values

Generally, value is a belief and a culture of a person. Belief and culture can be considered as and may differ among people and cultures. In addition, the values that can be developed and chnaged overtime is called personal values meanwhile society even if their personal values may differed is called cultural values.

Islamic values are values that are written in the Qur'an and the practice of *nabi Muhammad peace be upon Him* (Yusouf et al, 2015: 97). They can be considered as the cultural values as Muslim communities way of life. The Islamic values such as ways of communicating, interacting and socializing with family members, friends, neighbors, young people, and elderly such as teachers, employers and leaders that are specifically designed by Allah to build spiritually healthy individual and society can be realized if the Muslim put them in to practice.

Teaching Speaking

Mastering speaking is very important for English language learners. It is because of speaking is obvious skill that can be use as the benchmark of a

learner's English proficiency. It is stated by Richard that learners evaluate their success in language learning by considering their spoken proficiency (Richard, 2006:3). For that reason, teaching speaking is very important.

However, before conducting or teaching English speaking skill, teacher should understand pre-condition of the learners that consist of age, background knowledge and goal of the learners. This activity is done to decide the teaching and learning process in the classroom. Moreover, when the pre-condition is identified, teacher can use types of speaking performance in the classroom such as, imitative, intensive, responsive, transactional, interpersonal and extensive. Therefore, by conducting that steps teacher is able to increase student's speaking skill.

Therefore to ease the teacher or lecturer conducting activities in speaking class, Richard (2006:3) proposes some level of speaking activities based on its function namely; talk as interaction, talk as transaction and talk as performance. Talk as interaction is a social communication, it is happen when someone interacts with each other. It emerges communication between them that can be called as conversation. Moreover, talk as interaction has several features such as; social function, role relationship, speaker identity, formal or casual, uses conversational convention, degrees of politeness, generic words, conversational register and jointly constructed. In addition, the skill should be owned by the speaker in this interaction are; opening and closing conversation, selecting topic, making small talk, recounting personal incident and experience, turn taking, using adjacency pairs, interrupting and reacting to others.

The Goal of Teaching Speaking

The goal of teaching English is to encourage student to use English for communication as well as a tool for furthering their studies (Oradee, 2012: 533). Furthermore, besides three other skills of English namely, reading, writing and listening, speaking skill is the most visible skill. Additionally, Oradee (2012: 533) also add that mostly people judge one master English when he or she can speak in English.Hughes (2003: 113) states that the goal of teaching spoken language are the development of the ability to interact succesfully in the language that involves comprehension and production. In line with Hughes, Brown (2001: 267) states that language acquisition is considered succesful if someone can demonstrate his or her ability to speak in that language. In short, the goal of teaching speaking is to enable students to interact with others.

Therefore, Nation and Newton (2009: 17) inform that, before conducting speaking course to the beginners, teacher should know the age, purpose and educational background of the learners. Moreover, after understanding the age, goal and background of the learner, teacher should decide the appropriate type activity in the classroom. Those types are proposed by Brown (2001: 271), he proposes six types of classroom speaking performance that can be carried out by the student in teaching and learning process. Moreover, those types are imitative, intensive, responsive, transactional, interpersonal, and extensive.

Furthermore, Brown (2001: 271) explains, the first type is Imitative, it deals with drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." Or "Can you help me?") for clarity and accuracy. The second is intensive; it is also drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences. Moreover, the third is responsive; it is short replies to teacher or learner questions or comments, such as a series of answers to yes or no questions.

In addition, Brown (2001: 273) add that, the next type is transactional, it is dialogue which is conducted to the purpose of information exchange, such as information gathering interviews, role plays, or debates. The fifth is interpersonal, it is dialogues that are used to establish or maintain social relationships, such as personal interviews or casual conversation role plays. The last type is extensive; it is extended monologues such as short speeches, oral reports, or oral summaries. Moreover, that type of performance is not sequential; it can be implemented as student's need.

Hence, before conducting or teaching English speaking skill, teacher should understand pre-condition of the learners that consist of age, background knowledge and goal of the learners. This activity is done to decide the teaching and learning process in the classroom. Moreover, when the pre-condition is identified, teacher can use types of speaking performance in the classroom such as, imitative, intensive, responsive,

transactional, interpersonal and extensive. Therefore, by conducting that steps teacher is able to increase student's speaking skill.

Teaching Speaking to Adult

Teaching Speaking to adult is challenging, due to they have ability to manage language well. Therefore, they are expected to be success in learning a certain language. Moreover, A speaker's skills and speech habits have an impact on the success of any exchange (Richards, 2006:3). Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting. For example, a learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service.

According to Brown (2012:217) other skills and knowledge that instruction might address include the following: 1) producing the sounds, stress patterns, rhythmic structures, and intonations of the language; 2) using grammar structures accurately; 3) assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in

perspectives; 4) selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; 5) applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension; 6) using gestures or body language; and 7) paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.

Aspect of Speaking

Moreover, to performgood speaking skill, it is required for students to master the elements or aspects that build up speaking skills. There are many situations that can occur in real life communication in which different aspects of speaking skills are required to cope with the interaction. When the students are able to master speaking aspects, they will be able to speak fluently and accurately in any situations. This is supported by Harmer (2007: 343), if students want to be able to speak English fluently, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. He also adds that students have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. In addition, they will need to be able to survive in typical functional exchanges too.

Pertaining with the speaking aspects mentioned above, many experts try to mention and determine what particular sub-skills and knowledge of speaking should be mastered. A list of microskills and macroskills of speaking provided by Brown in previous sub-chapter is an example of this. He lists the skills systematically, starting from the easiest one to the most complicated one. In the same book, he then mentions six aspects that should be considered in determining oral proficiency or speaking ability which include Grammar, Vocabulary, Comprehension, Fluency, Pronounciation, and Task (Brown, 2012: 172-173). A similar aspects are also mentioned by Weir (1998: 147-148) who mentions appropriateness, vocabulary, grammar, pronunciation, fluency, and content as the aspects of oral competence.

Another eexplanation of speaking aspects is provided by Florez (1999: 2). She explains that students must be able to anticipate and then produce the expected patterns of specific discourse situations. And also, there are other skills and knowledge that they need to pose, include the following: 1) Producing the sounds, stress patterns, rhythmic structures, and intonations of the language; 2) Using grammar structures accurately; 3) Assessing characteristics of the target audience, including shared knowledge or shared pointsof reference, status and power relations of participants, interest levels, or differences in perspectives; 4) Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; 5) Applying strategies to enhance comprehensibility, such as emphasizing key

words, rephrasing, or checking for listener comprehension; 6) Using gestures or body language; and 7) Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.

Based on several quotations from some experts mentioned above, it can be summarized that in order to speak fluently and accurately, one should beforehand master the aspects of speaking which will help them to deal with any possible discourse situations.

Techniques in Teaching Speaking

Many of classroom speaking activities which are currently used are:

Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves (Jeremy Harmer, 2002: 271). This frequently involves them in coming out to the front of the class.

Communication games

Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.

Discussion

One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations (Mcdonough, 2003: 272).

Prepared talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be

extremely interesting for both speaker and listener.

Questionnaires

Questionnaires are useful because by being pre planed they ensure that both questioner and respondent have something to say each other. Depending on how tightly design they are, they may well encourage the natural use of certain receptive language pattern and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process

Simulation and role-play

Many students derive greet benefit from simulation and roleplay. Students simulate a real life encounter as if they were doing so in the real world. A

simulation and role-play can be used to encourage general oral fluency to train students for specific situation.

Debate

Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue (O' Mallay: 1996: 87). All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

Characteristics of Spoken Language

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown (2001: 270-271) says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:

Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like,* etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

Interaction

Learning to produce waves of language in a vacuum –without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation. This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

Macro and Micro skills of Speaking

It is sometimes difficult to decide the objective of teaching speaking. Moreover, thedifficulties are often found in deciding which speaking sub-

skills need to teach earlier and which sub-skills need to teach later. When such problem is encountered, a list of microskills and macroskills by Brown (2012) can be used as refference in making decision as it arranges those skills systematically with the purpose of serving as taxonomy of skills. The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. While the macroskills imply the speaker's focus on the larger element: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option. A total of 16 skills make up for the list as listed below:

Microskills; a) Produce differences among English phonemes and allophonic variants; b) Produce chunks of language of different lengths; c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours; d) Produce reduced forms of words and phrases; e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes; d) Produce fluent speech at different rates of delivery; e) Monitor one's own oral production and use various strategic devices – pauses, fillers, self corrections, backtracking – to enhance the clarity of the message; f) Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, and plurality), word order, patterns, rules, and elliptical forms; g) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents; f) Express a particular meaning in different grammatical forms; g) Use cohesive devices in spoken discourse.

Macroskills; a) Appropriately accomplish communicative functions according to situations, participants, and goals; b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations; c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification; d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language; e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Research Method

This Research was case study. It was conducted at the first semester in the academic year 2016/2017 of speaking class. The data was obtained from the interview from the lecturer and observation of teaching and learning process as well as document analysis. The analysing data technique used interactive data analysis such as; data reduction, data display, and verification (Miles&Hubernman, 2012:12)**.**

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusion can be drawn and verified. In this phase, the obtained data were sorted out and

classified based on the research problems. Not all data collected were displayed in the report. Only the relevant and appropriate data to answer the research problems were chosen to display.

Data display refers to the activity of assembling organized information into an immediately accessible compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis. In this phase all sorted data which were related to the research problems were put on the same table to help the researcher find and/or examine the similarities and differences and also the regularity of the pattern shared among the data from the first observation till the end.

Conclusion drawing was the last step of data analysis. The above steps, starting from data collection to displaying data, were applied each time the researcher obtained data from the first meeting till he could find a pattern used by the teacher in her conducting English learning-teaching process which is integrated with the Islamic values. Based on these activities, the researcher made a temporal conclusion which was needed to come to a more focused attention in the next data collection.

These three types of analysis activity and the activity of data collection formed an interactive cyclical process. The researcher steadily moved among these four activities during data collection and then shuttled among data reduction, data display, and conclusion drawing for the reminder of the study.

After all processes of data analysis were conducted and the researcher found the fix regularity or pattern dealing with the teaching of speaking integrated with the Islamic values, the researcher then came to the explanation of the findings of the study by describing and interpreting the data and made conclusion of the implementation of the teaching of speaking at the first semester IAIM NU Metro Lampung.

Finding and Discussion

There are 12 topics/materials of speaking 1 that should be learned by first semester of English department student of IAIM NU Metro Lampung. More over, the objective of speaking 1 is to encouraging the students in using and pronouncing English expression correctly, spontanously and enabling them to modify and using variation of expressions. The following are the topics learned by students in speaking 1;

Jurusan/Prodi	: Pendidikan Bahasa Inggris	Jenis Mata kuliah	: Wajib
Nama Matakuliah..*)	: Speaking I	Prasyrat.... *)	:
Kode Matakuliah...*)	: 3083	Dosen	:
Semester/SKS	: I		

Meeting	Topic
1 and 2	Greeting, introducing oneself and others
3	Expressing likes /dislikes / pleasure / displeasure
4	Asking for and giving factual information
5	Telling good / bad news
6	Stating / enquiring whether one knows or does not know a person, thing or fact
7	Reminding some one
8	Expressing ability and inability
9	Expressing wants/desires

10	Expressing and enquiring happiness / unhappiness
11	Expressing gratitude
12	Making and accepting Apology
13	Telephoning
14	Dealing with communication problems

Table 1. Topic of speaking 1

There are 12 topics/materials of speaking 1 that should be learned by first semester of English department student of IAIM NU Metro Lampung. More over, the objective of speaking 1 is to encouraging the students in expressing the materials correctly, spontanously and enabling them to modify and using variation of expressions. The first and the second material is introducing oneself and others. In these meetings, the topic is called *me and my friends*, students are expected to be able to use expressions of introducing theirself and friends as well as their variations spotanously.

The third meeting is about like and dislike. In this meeting students are axpected to be able to express like and dislike as well as its variation. Moreover, to make the materials more contextual, it is presented by the topic entitled *my favorite things.* In addition, fourth meeting concerns about asking and giving information. This topic encourages students to be able to use several variation of expression of asking and giving information and use the expressions spontanously and correctly. Therefore, the topic of this meeting is *lost in USA.*

The fifth meeting is telling good and bad news, it aims at enabling the students to response and express of good and bad news. Moreover, the

theme of this meeting is *iam happy but my friend is sad.* The topic of sixth meeting is *do you know...?,* it deals with stating or enquiring whether one knows or does not know a person, thing or fact. The seventh meeting is about reminding some one. The topic of that meeting is *do you remember....?.* The eight meeting talks about expressing abilitya and inability. The topic of this meeting is *I can do it.*

The ninth meeting is about expressing wants and desires. The topic of this meeting is *I want to be a teacher.* It is expected by joining in this meeting, students are able to use the expression of desire and want as well as using its variation. The tenth meeting is about happines and unhappiness, the students are boosted to use expression of happiness and unhappines in their daily life. Therefore, the topic of the meeting is *she is happy.*

The eleventh meeting is expressing gratitude. The topic of the meeting is *helping friends.* The twelevth meeting is apology, therefore the topic is *I am sorry.* The last meeting is telephoning, it is exppected that the students are able to express telephone conversation. Moreover, the theme of the meeting is integrated with twelfth meeting so the topic is *I am sorry.*

The integration of Islamic values in speaking class on these meetings is represented by the activities of the class. The lecturers starting the class with greeting by saying *Assalamualaikum* and followed by *good morning/ good after noon/ evening.* Then, the students response the lecturer by saying *walaikum salam.* The lecturer also emphasise the athics of socialising amongs students. The communication between male and

female students is conducted based on islamic values, students need to be reminded about the islamic rule about corporating between different gender. Moreover, in the classroom, the female and male students sit based on their gender.

In addition, the integrating of Islamic values was also represented in the students activity (role play). The students were making conversation based on the topic given, they must use islamic terms in their converstions. The following is the example of the students activity (role play) and the dialogue transcript.

Picture 1. Students are doing role play

The conversation of the role play above can be seen in the following conversation transcript. The following trancript was made by group 1, here is the detail;

Qurotul Uyun meets Adam and Akbar in the market.	
Uyun:	*Assalamualaikum*, good morning, Adam.
Adam:	*Waalaikum Salam*, good morning, Uyun. How are you?
Uyun:	*Alhamdulillah*, I'm fine thanks, and you?
Adam:	*Alhamdulillah*, not too bad. Uyun, this is my friend, Akbar. Well, Akbar, this is Uyun my classmate.
Uyun:	Pleased to meet you.
Akbar:	Pleased to meet you too. Are you from Lampung, Uyun?
Uyun:	Yes, East Lampung, from *Sekampung*. And you, are you from Lampung?
Akbar:	No, I'm from West Sumatra, but I live in Metro now.
Uyun:	Well, goodbye Adam and Akbar, it was nice to see you.*Assalamualaikum*
Adam:	Yes, goodbye. *Waalaikum Salam*
Conversation Transcript of Group 1	

Table 2. Conversation transcript of group 1

In summary, the integration of Islamic values are conducted by inserting the Islamic names of person, place and event. It was also using Islamic expression in the conversation, the following table informs the detail;

Islamic names of person	*Akbar, Adam, Khabibah, Aisyah and etc*
Islamic Place	*Masjid*
Islamic Expression	*Alhamdulillah*
	MasyaAllah
	Assalamualaikum
	Waalaikum Salam

Table 3. Islamic Values

Conclusion

The integration of islamic values was done by (1) inserting the Islamic names of person, place and event; and (2) by mixing the Islamic expressions with the relevant English expressions within the main materials. However, the integration of Islamic values was done partially because it was not stated in the syllabus and lesson plan. Thus it is needed for researcher to conduct a research on developing English curriculum and media that integrate islamic values in it.

To follow up the findings of the study, some recommendations are formulated. The recommendations are especially addressed to the Moslem English Lecturers teaching Moslem students, the policy makers, the textbooks writers, and the future researchers.

To the Moslems English Lecturers, especially who teach Moslem students or at the Islamic schools, it is recommended to integrate the teaching of English with the Islamic values. By doing so, it is expected that there will be no dichotomy anymore between into "religious" and "non-religious" knowledge because both religion and knowledge relate to the human life.

To the policy makers such as the Minister of Religious Affairs and supervisors, it is recommended that they make a policy stressing the necessity of integrating the teaching of English (Speaking), as well as the other subjects, with the Islamic values. Besides, it is recommended that they make a guideline for such a thing so that the teachers will get adequate easiness in implementing the policy.

It is recommended that English (speaking) textbook writers (lecturer) write English (speaking) textbooks specifically designed for the integration of the teaching English (speaking) with the Islamic values as the content of the lesson for such a book is really needed by the Moslem English lecturer and students of Islamic schools. By doing so, the Moslem English lecturer and Moslem students will get easiness to find the Islamic English (speaking) textbooks to be used in the learning-teaching process.

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