



INTEGRATION OF ISLAMIC VALUES IN ENGLISH SPEAKING CLASSES THROUGH CONTEXTUAL TEACHING AND LEARNING

Maya Astria*

Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri
Sumatera Utara, Medan, 20371, INDONESIA

*Corresponding author, email: mayaastria73@gmail.com

Abstract

This study aims to investigate the integration of Islamic values into English language learning, particularly in speaking classes, through the Contextual Teaching and Learning (CTL) approach. A qualitative approach was employed, using questionnaires and interviews as data collection techniques. The participants of this study consisted of English teachers and students. Questionnaire data were used to identify students' perceptions regarding the impact of integrating Islamic values into English learning, while interviews were conducted to explore students' experiences and teachers' perspectives in greater depth. The findings indicate that the integration of Islamic values into English language learning through the CTL approach helps students become more polite and contributes to character development. It also enhanced students' self-confidence and strengthened their understanding of religious values. Furthermore, the use of the CTL approach, combined with Islamic topics that are relevant to students' daily lives, facilitates meaningful learning and improves students' comprehension of learning materials. This study concludes that integrating Islamic values through a contextual learning approach is an effective and relevant strategy that not only develops students' speaking skills but also fosters their character and personality holistically, enabling them to apply these values in their everyday lives.

Keywords: Character education; contextual teaching and learning; Islamic values; speaking skills.





Introduction

In the era of globalization, speaking skills have become an essential competency for students in both formal and informal communication contexts. Effective speaking requires not only mastery of grammar, vocabulary, and fluency but also the ability to communicate appropriately according to the social and cultural context of interaction (Erniwati et al., 2024). English proficiency is no longer merely a tool for expressing ideas and concepts; it has become a means for students to engage with the global community and actively participate in discussions concerning social justice, human rights, technological advancements, and other contemporary issues.

Despite the growing importance of English, some communities still perceive it as a product of Western culture that may not align with local religious values. This perception creates challenges for Islamic educational institutions in integrating Islamic values into English language instruction. Consequently, educators are required to bridge English learning materials with the Islamic values that students encounter in their daily lives. According to Ilma & Susilawati (2024), values such as *Siddiq* (truthfulness), *Amanah* (trustworthiness), *Tabligh* (communicativeness), and *Fathanah* (wisdom) serve as important pillars in character development. Religious value-based education can influence students' behavior positively, producing individuals who are not only intellectually capable but also possess noble character and strong moral integrity.

The integration of values into language education has been widely recognized as an important aspect of holistic learning. Language classrooms provide opportunities for students to develop not only linguistic competence but also intercultural awareness, ethical understanding, and social responsibility (Byram, 2008). Research has also emphasized that language learning should incorporate meaningful social and cultural contexts that enable learners to connect academic content with their personal beliefs and experiences (Liddicoat & Scarino, 2013). Furthermore, values-based education contributes significantly to students' character formation and supports the development of responsible citizenship in diverse societies (Berkowitz & Bier, 2005; Nucci & Narvaez, 2008). Recent studies have further demonstrated that integrating meaningful and contextually relevant content into language instruction enhances learner engagement, motivation, and communicative competence by making learning more personally significant (Derakhshan et al., 2022).

These challenges require an instructional approach that not only helps students achieve linguistic competence but also supports the development of character and moral values in their



daily lives. One approach considered suitable for addressing this challenge is Contextual Teaching and Learning (CTL). CTL is an instructional approach that helps students connect academic content with real-world situations, enabling them to understand and apply knowledge in meaningful contexts (Hudson & Whisler, 2008; Lestari, 2017). Rather than focusing solely on theoretical knowledge, CTL encourages learners to relate classroom learning to their own experiences and social environments.

Johnson (2002) explains that CTL enables students to construct knowledge actively by linking learning materials to real-life experiences. Through this process, students can recognize the relevance and usefulness of what they learn. Previous studies have shown that contextual learning can improve students' engagement, motivation, and learning outcomes because learning activities are closely connected to their everyday realities (Berns & Erickson, 2001; Prince, 2004). In English language learning, CTL provides opportunities for students to practice language skills in authentic contexts that reflect their social and cultural backgrounds. Empirical evidence also indicates that contextualized and student-centered learning environments promote higher levels of motivation, participation, and meaningful language use among learners (Mercer & Dörnyei, 2020). This is also supported by Harahap et al. (2019), who reported that student-centered learning approaches significantly improve learning achievement and active participation through meaningful learning experiences.

Within the context of Islamic education, CTL offers a practical framework for integrating Islamic values into English-speaking activities. Teachers can incorporate religious themes into dialogues, role plays, discussions, and communicative tasks that are relevant to students' experiences and religious lives. Through such activities, students not only develop their speaking skills but also strengthen their understanding and practice of Islamic values in everyday communication (Mulyati & Kultsum, 2021). Similar results were reported by Nasution (2024), who found that interactive and contextual learning media encourage students' engagement and facilitate more meaningful learning experiences.

Therefore, this study aims to describe the integration of Islamic values in teaching English speaking skills through the Contextual Teaching and Learning (CTL) approach. The implementation of CTL in English speaking classes has the potential to serve as a pedagogical strategy that not only improves students' speaking competence but also promotes character development by connecting English learning with meaningful real-life experiences and Islamic values.

Literature Review

Speaking Skills

English language proficiency has become increasingly important in today's globalized world, particularly in educational settings. English is widely used not only in international forums but also in daily communication, making it essential for students to develop strong language skills. Proficiency in English enables learners to access global knowledge, expand career opportunities, and support academic development. Despite its status as an international language, many students still encounter difficulties in learning English due to anxiety, limited vocabulary, insufficient grammatical knowledge, and a lack of confidence (Burns, 2012). These challenges often lead to low participation, limited feedback opportunities, passive classroom environments, and insufficient language practice outside the classroom.

To address these challenges, Pratiwi et al. (2021) proposed six important components that contribute to the development of speaking skills: self-confidence, fluency and accuracy, appropriate word choice, responsiveness to conversational partners, audience engagement, and natural speech production. Effective speaking requires learners to apply language actively in meaningful situations rather than merely memorizing linguistic rules.

According to Brown (2001), speaking is a productive skill that involves actively constructing and producing language. Among the four language skills, listening, speaking, reading, and writing, speaking is often regarded as one of the most important because it enables individuals to communicate ideas, opinions, and feelings directly. Nunan (1999) and Burkart & Sheppard (2004) argue that successful communication in everyday conversations is one of the most significant indicators of language proficiency.

In the twenty-first century, speaking is not merely the ability to pronounce words correctly but also the ability to communicate effectively in various social and technological contexts (Rivers, 1981). Furthermore, speaking competence involves several important components, including pronunciation, grammar, vocabulary, fluency, and comprehension (Scarcella & Oxford, 1994). Pronunciation plays a crucial role in ensuring that messages are understood accurately, while grammatical and lexical accuracy support effective communication (Skehan, 1996). Fluency refers to the ability to produce language continuously and naturally without excessive hesitation (Skehan, 2002).

Recent studies have emphasized that speaking instruction should promote authentic communication and meaningful interaction rather than focusing solely on linguistic forms (Derakhshan et al., 2016; Leong & Ahmadi, 2017). Research has also shown that learners'

willingness to communicate and self-confidence significantly influence speaking performance (MacIntyre et al., 1998; Khajavy et al., 2018). Therefore, English learning methods should be designed to provide students with meaningful opportunities to practice speaking in authentic situations (Melia et al., 2022). Creating supportive learning environments where students can practice English anytime and anywhere is essential for improving speaking competence and enabling learners to apply their language skills in real-life contexts.

Contextual Teaching and Learning (CTL) as a Learning Approach

Contextual Teaching and Learning (CTL) is an instructional approach that connects learning materials with students' real-life experiences and situations (Satriani, Emilia, & Gunawan, 2012). Through this approach, students actively engage with the content by relating new knowledge to their personal experiences. According to Forneris & Peden (2006), contextual learning enables students to apply knowledge acquired in school to solve problems encountered in real-life situations.

The CTL approach is particularly relevant in contemporary education because it encourages learners to connect academic concepts with meaningful contexts. Yildiz & Baltaci (2016) explain that CTL not only helps students understand theoretical concepts but also supports them in applying those concepts to real-life situations. This approach allows learners from diverse backgrounds to utilize their knowledge and skills in authentic contexts.

Students are expected not only to receive information but also to actively construct knowledge and apply it in their daily lives (Nartani, Hidayat, & Sumiyati, 2015). In language learning, particularly speaking instruction, students need opportunities to use language in meaningful situations rather than merely learning grammatical rules and pronunciation. Johnson (2002) argues that contextual learning helps students understand the significance of learning by connecting classroom materials with their everyday lives.

Numerous studies have demonstrated that contextual learning promotes student engagement, critical thinking, and meaningful learning outcomes (Berns & Erickson, 2001). Furthermore, contextualized instruction has been shown to increase students' motivation and facilitate deeper understanding because learners can directly observe the relevance of what they learn to their personal experiences (Rahayu & Putri, 2022).

The primary objective of implementing CTL in speaking instruction is to encourage students to express ideas, opinions, and experiences based on authentic situations they have

encountered. As a result, speaking activities become more meaningful and relevant to learners' lives.

Principles of Contextual Teaching and Learning (CTL)

According to Ruhimat (2012), CTL consists of seven major principles:

a. Constructivism

Constructivism emphasizes that learning is an active process in which learners build their own understanding based on experiences and prior knowledge. Brown (2001) explains that meaningful learning occurs when new information is connected to existing knowledge and applied in real-life situations rather than merely memorized.

b. Inquiry

Inquiry refers to the process through which students discover knowledge independently by observing, questioning, analyzing information, and drawing conclusions. Through inquiry-based learning, students become active participants in constructing their own understanding (Joyce et al., 2009).

c. Questioning

Questioning plays a crucial role in developing students' critical thinking skills. Questions stimulate curiosity, encourage participation, and help both teachers and students monitor the learning process effectively.

d. Learning Community

Learning communities encourage collaboration among learners. Through interaction with peers and teachers, students can share knowledge, solve problems collaboratively, and develop interpersonal skills necessary for future professional and social environments (Parker, 2009).

e. Modeling

Modeling is a central concept in Bandura's (1977) social learning theory. According to this theory, students learn new behaviors, skills, and attitudes by observing others. Teachers can provide examples of appropriate language use and communication practices for students to emulate.

f. Reflection

Reflection is the process of reviewing and evaluating previous experiences to improve future performance. Reflective activities help students assess their learning progress, identify strengths and weaknesses, and develop greater self-awareness (Gibbs, 2010).

g. Authentic Assessment

Authentic assessment evaluates students' knowledge and skills through meaningful tasks that reflect real-world applications. In contextual learning, assessment should measure not only academic achievement but also students' ability to apply knowledge and skills in authentic situations.

Integration of Islamic Values in Language Learning

English has become a global language that plays a significant role in education, business, technology, and international communication. Mastery of English provides access to information, knowledge, and educational opportunities worldwide. Consequently, English proficiency has become an essential skill for students in the modern era (Rahmawati Mega, 2025).

In Islamic educational contexts, English learning should not merely focus on linguistic competence but also contribute to students' moral and spiritual development. One strategy for achieving this objective is integrating Islamic values into English language instruction. Such integration allows students to develop language proficiency while simultaneously strengthening their religious understanding and moral character.

Islamic values are grounded in faith (iman), worship (ibadah), and moral conduct (akhlaq) (Elkarimah, 2017). Sakrani (2023) emphasizes that Islamic education should be both normative and scientific, enabling students to understand religious teachings while applying them in real-life situations. The integration of Islamic values into English learning aims to develop students' understanding, tolerance, ethical awareness, and moral responsibility.

Research has shown that values-based education contributes significantly to character formation and social responsibility among students (Berkowitz & Bier, 2005; Nucci & Narvaez, 2008). In addition, integrating cultural and religious values into language instruction can enhance learners' identity development and intercultural competence (Byram, 2008; Liddicoat & Scarino, 2013).

Nevertheless, integrating Islamic values into English instruction presents challenges. Students are expected to balance foreign language acquisition with adherence to religious principles. Moreover, some English learning materials contain cultural elements that may not fully align with Indonesian Islamic educational contexts (Assingkily & Rangkuti, 2020). Therefore, appropriate pedagogical approaches are required to ensure that English instruction remains culturally and religiously relevant.

1. Communication Ethics in Islam

Islam emphasizes ethical communication characterized by honesty, kindness, respect, and empathy. Therefore, English language learning should encourage students to communicate politely and responsibly while avoiding harmful language and negative expressions. Integrating Islamic communication ethics into English learning helps students use language effectively while maintaining moral standards.

2. Learning Materials Based on Islamic Teachings

Islamic-based learning materials can incorporate texts and activities that promote values such as honesty, responsibility, compassion, and social awareness. Such materials not only improve language proficiency but also contribute to character development and moral education.

3. Character Building through Language

Language serves not only as a communication tool but also as a medium for character development. Through language use, students learn honesty, politeness, respect, and responsibility. Integrating Islamic values into English learning enables students to develop both communicative competence and positive character traits.

4. Language as a Tool for Da'wah

Language can function as a medium for conveying Islamic teachings and promoting positive values. In English learning, students can develop the ability to communicate messages of kindness, wisdom, and social responsibility. This perspective encourages learners to view language as a tool for spreading beneficial knowledge while respecting diverse audiences.

Integration of Islamic Values through CTL in English Learning

English has long been taught as a foreign language in Indonesia across various educational levels (Anderson & Anderson, 2003). However, many learners still experience difficulties applying English in everyday communication, particularly in speaking. Since speaking involves authentic communication in diverse contexts, contextual approaches are needed to make language learning more meaningful.

The CTL approach is considered highly suitable for developing speaking skills because it encourages students to express ideas based on real experiences and authentic situations (Maghfiroh, 2024). Through dialogues, discussions, role plays, and problem-solving activities related to students' lives, learners become more motivated to communicate and participate actively in classroom interactions.

Previous studies have demonstrated that CTL improves speaking achievement, student engagement, and classroom participation (Fauziyah et al., 2024). Furthermore, contextual learning helps students connect grammatical knowledge with practical language use, making learning more meaningful and reducing boredom and confusion (Fithriyani & Anggraeni, 2025).

The integration of Islamic values within the CTL framework enables students to connect religious principles with authentic communication practices. For example, speaking activities may involve discussing Islamic values, explaining religious practices, or reflecting on moral issues encountered in daily life. Through these activities, students simultaneously develop speaking competence and strengthen their understanding of Islamic teachings.

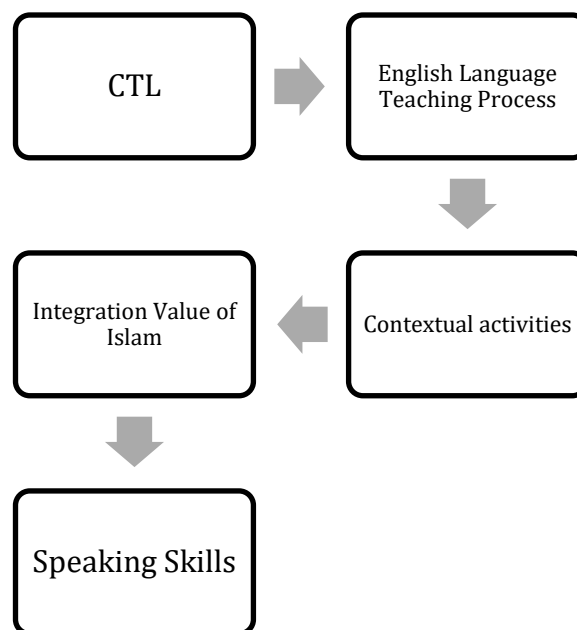


Figure 1. Conceptual framework of contextual teaching and learning (CTL) with Islamic values integration in enhancing students' speaking skills.

This conceptual framework demonstrates that CTL is a relevant approach for integrating Islamic values into English language learning. By connecting learning materials with students' real-life experiences, teachers can incorporate values such as honesty, politeness, responsibility, and social awareness into speaking activities. Consequently, Islamic values become an integral component of the learning process rather than merely supplementary content.

Although previous studies have examined the effectiveness of CTL in improving speaking skills, research focusing specifically on the integration of Islamic values within CTL-



based speaking instruction remains limited, particularly in Islamic educational institutions. Moreover, empirical studies that explicitly connect speaking practice with religious character development are still relatively scarce. Therefore, this study seeks to address this research gap by examining the integration of Islamic values in English speaking classes through the Contextual Teaching and Learning approach.

Methods

This study employed a qualitative descriptive research design. This method was selected because the researcher sought to describe the process of integrating Islamic values into English language learning, particularly speaking instruction, through a Contextual Teaching and Learning (CTL) approach in the classroom.

Data were collected through questionnaires and interviews. The questionnaire was distributed online using Google Forms and was designed to examine students' perceptions regarding the integration of Islamic values into English language learning. The study involved 15 students who completed the questionnaire and three English teachers who participated in semi-structured interviews. The relatively small number of participants is consistent with the exploratory nature of qualitative research, which prioritizes depth of understanding rather than statistical generalization. The questionnaire consisted of respondent information and statements related to the implementation of Islamic values in English speaking activities through the CTL approach. Responses were measured using a three-point Likert scale consisting of Agree, Neutral, and Disagree.

The research process began with a needs analysis, including a review of relevant literature, identification of the research problem, and selection of participants. The next stage involved the development and preparation of research instruments, including the design of questionnaire items and interview guidelines. Following instrument preparation, the questionnaires were distributed to the participants, and the collected data were analyzed to obtain research findings.

Two instruments were employed in this study: (1) a questionnaire containing both closed-ended and open-ended questions and (2) semi-structured interviews. The interviews were conducted with several students and teachers to obtain more detailed information regarding their responses and experiences related to the integration of Islamic values in English learning. The interviews were conducted via WhatsApp after obtaining participants' informed consent.

To ensure the credibility of the findings, data triangulation was applied by comparing information obtained from questionnaires and interviews. Data analysis followed the procedures proposed by Miles & Huberman (2014), including data reduction, data display, and conclusion drawing/verification. Throughout the study, the researcher maintained participants' confidentiality by using pseudonyms and ensuring that all collected information was used solely for research purposes.

Results and Discussion

Table 1 presents students' perceptions regarding the integration of Islamic values into English speaking classes through the Contextual Teaching and Learning (CTL) approach.

Table 1. Students' perceptions regarding the integration of Islamic values into English speaking classes.

Questions	Agree	Disagree	Neutral
Islamic values help me speak more politely and ethically	87%	-	13%
The integration of Islamic values into speaking materials helped me not only learn the language but also strengthened my understanding of how to behave according to religious teachings.	90%	-	10%
Discussing Islamic topics using the CTL approach makes me feel more confident in speaking because the material is familiar to my daily life.	80%	5%	15%
Speaking lessons that integrate Islamic values make me more interested in learning English.	50%	10%	40%
This learning helped shape my attitudes and morals	85%	5%	10%

These findings were obtained from questionnaires distributed to students of Class X MPLB. The questionnaire aimed to explore students' perceptions of integrating Islamic values into English speaking instruction through the CTL approach. The results are presented in percentages and supported by interview data.

Islamic Values and Polite Speaking Behavior

The data indicate that 87% of students agreed that Islamic values helped them speak more politely and ethically. This finding suggests that the integration of Islamic values positively influences students' communication behavior, particularly in English speaking classes. Students reported learning how to communicate appropriately according to Islamic teachings, including using polite expressions, respectful language, and appropriate intonation when interacting with others.



One student stated:

“My teacher made me realize the importance of adhering to Islamic values in my speech etiquette. This helped me become more able to use polite language with others, and I learned how to respect others through my words. Without realizing it, we also incorporated Islamic values into our conversations with our friends.” (M1)

Another student explained:

“Integrating Islamic values into our conversations encouraged me to choose appropriate and respectful words, words that do not hurt my friends.” (M2)

Integration of Islamic Values and Moral Understanding

The questionnaire results revealed that 90% of students agreed that integrating Islamic values into English speaking materials enhanced their understanding of both language and appropriate behavior. This finding indicates that language learning integrated with religious values contributes to students' moral awareness and character development.

Students reported that they learned not only linguistic knowledge but also ethical principles such as honesty, respect, and responsibility in communication.

One student stated:

“Combining Islamic values with learning materials helped me develop both moral awareness and honest communication skills.” (S1)

Another student commented:

“The material related to religious contexts helped me understand the lesson better, so I learned how to convey appropriate words and maintain a good attitude toward my friends.” (S2)

The Use of CTL and Real-Life Topics to Increase Speaking Confidence

A total of 80% of students agreed that discussing Islamic topics through the CTL approach increased their confidence in speaking English. Students explained that familiar topics related to their daily experiences enabled them to express their opinions more comfortably and confidently.

One participant stated:

“Using the CTL approach made me feel more comfortable expressing my thoughts because the learning context was closely related to my real-life experiences.” (B1)

This finding suggests that contextualized learning environments help reduce students' anxiety and encourage active participation in speaking activities.

Interest in Learning English

The questionnaire results show that 50% of students agreed that integrating Islamic values into speaking lessons increased their interest in learning English. Although many students reported positive experiences, the findings also indicate that motivation levels varied among students.

Two students explained:

"I like learning about religion because I am a Muslim, but the use of English still makes it difficult for me, so I am not very interested." (A1)

"I enjoy studying religious topics in English, so I feel more interested in learning."
(E1)

These responses suggest that while value-based content may enhance motivation for some learners, language proficiency challenges may still affect students' engagement.

Shaping Students' Character

The findings show that 85% of students agreed that learning through the integration of Islamic values contributed to character formation. Students reported becoming more polite, respectful, and honest in their communication with others.

One student stated:

"I now understand that learning English is not only about grammar but also about how to communicate with a good attitude toward others." (A2)

Another student remarked:

"What I learn is a reflection of my personality and the way I speak." (F1)

These findings indicate that integrating Islamic values within English speaking instruction may contribute to the development of positive character traits among students.

Interviews with English Teachers

1. How do you integrate Islamic values into English speaking lessons through the CTL approach?

"I chose to integrate Islamic values into speaking materials through the CTL approach because this approach allows students to connect learning materials with

their personal experiences, enabling them to express themselves more effectively.”

(MA, 28 years old)

2. What Islamic values are most frequently integrated into speaking activities, and why?

“Speaking is closely related to etiquette, such as politeness, honesty, respect, and responsibility. Therefore, I often integrate these values into speaking activities because students already practice them in their daily lives.” (NG, 53 years old)

3. How does the use of CTL and Islamic-based topics affect students’ confidence and participation?

“Students usually become more confident when the materials are closely related to their daily experiences because it becomes easier for them to express their ideas.”

(AG, 57 years old)

4. What challenges do you face in integrating Islamic values into English speaking classes, and how do you address them?

“I use simple strategies to integrate religious values into English learning, such as introducing simple expressions and incorporating da’wah-related themes into speaking activities.” (AU, 31 years old)

Integration of Islamic Values and Students’ Speaking Ethics

The findings demonstrate that integrating Islamic values into English speaking instruction contributes positively to students’ communication ethics. Most students reported becoming more polite and respectful in their interactions after participating in learning activities that incorporated Islamic values. This finding suggests that speaking instruction can serve not only as a means of developing linguistic competence but also as a medium for cultivating ethical communication and character development.

These results support previous studies indicating that values-based education contributes to the development of students’ moral awareness and social responsibility (Berkowitz & Bier, 2005). Furthermore, the findings align with Ilma and Susilawati (2024), who emphasized that Islamic values such as honesty, trustworthiness, and respect can strengthen students’ character formation. In language learning contexts, ethical communication has been recognized as an important dimension of communicative competence because language use reflects both linguistic knowledge and social values (Byram, 2008; Liddicoat & Scarino, 2013). This finding is also consistent with Walidin et al. (2026), who found that integrating Islamic educational

values into English instruction contributes to students' positive attitudes and ethical behavior during language learning activities.

Strengthening Understanding of Islamic Values Through Speaking Activities

The results indicate that integrating Islamic values into speaking activities helps students understand religious teachings more deeply while simultaneously developing language skills. Students reported that learning materials related to Islamic values enabled them to connect English learning with moral and religious principles they already practiced in their daily lives.

This finding is consistent with the principles of contextual learning proposed by Johnson (2002), which emphasize the importance of connecting learning materials to learners' real-life experiences. Previous research has also demonstrated that values-based learning promotes holistic development by integrating cognitive, affective, and behavioral dimensions of learning (Nucci & Narvaez, 2008). Moreover, incorporating culturally and religiously relevant content can increase learners' engagement and facilitate meaningful learning experiences (Liddicoat & Scarino, 2013). Similar evidence was reported by Mulyati and Kultsum (2021), who demonstrated that the integration of Islamic and cultural values in English language teaching promoted meaningful learning by connecting language content with learners' belief systems and everyday experiences.

The Role of CTL in Enhancing Speaking Confidence

The findings show that the CTL approach contributed to students' confidence in speaking English. The use of familiar topics enabled students to communicate more comfortably because they were discussing experiences and situations they already understood.

This result supports previous studies indicating that contextualized learning environments reduce communication anxiety and promote active participation (Fauziyah et al., 2024). Similarly, Khajavy et al. (2018) found that supportive classroom environments positively influence students' willingness to communicate. Derakhshan, Khalili, and Beheshti (2016) further argue that authentic communication opportunities contribute significantly to speaking development because learners are more motivated to express meaningful ideas. Therefore, integrating Islamic topics through the CTL approach appears to create a supportive environment that enhances students' confidence and participation. Furthermore, Inayatullah et al. (2025) showed that students participate more actively in classroom communication when



instructional practices allow them to connect language use with familiar social and cultural contexts.

Character Formation Through Speaking Instruction

Another important finding is that speaking instruction integrated with Islamic values contributes to students' character formation. Students reported improvements in politeness, honesty, respect, and responsibility in communication. These findings suggest that language learning can function as a vehicle for character education when learning activities incorporate moral and religious values.

This result supports Sakrani (2023), who argues that religious education should foster both intellectual and moral development. It is also consistent with research showing that character education can be effectively integrated into classroom instruction through meaningful learning experiences and value-oriented activities (Berkowitz & Bier, 2005). Consequently, English speaking classes can serve not only as spaces for language development but also as environments that promote ethical behavior and positive character formation.

Conclusion

Based on the findings and discussion, it can be concluded that the integration of Islamic values into English speaking instruction through the Contextual Teaching and Learning (CTL) approach has a positive impact on students' linguistic development and character formation. The questionnaire and interview results indicate that integrating Islamic values into contextual speaking activities helps students communicate more politely, confidently, and responsibly while strengthening their understanding of religious teachings.

The findings further suggest that contextual learning activities connected to students' real-life experiences enable learners to express ideas more effectively and meaningfully. Through this approach, students not only develop speaking skills but also learn to communicate honestly, respectfully, and ethically in accordance with Islamic values.

Therefore, integrating Islamic values into English speaking instruction through the CTL approach represents an effective and pedagogically relevant strategy. It supports the development of students' speaking competence while simultaneously fostering character development and moral awareness in a holistic manner.



References

- Anderson, M., & Anderson, K. (2003). *Text types in English*. Macmillan.
- Assingkiy, M. S., & Rangkuti, M. (2020). Urgensitas pendidikan akhlak bagi anak usia dasar (studi era darurat COVID-19). *Tazkiya: Jurnal Pendidikan Islam*, 9(2), 92–107. <https://jurnaltarbiyah.uinsu.ac.id/index.php/tazkiya/article/view/836>
- Berkowitz, M. W., & Bier, M. C. (2005). What works in character education. *Journal of Research in Character Education*, 5(1), 29–48. <https://doi.org/10.1108/CE-02-2007-0002>
- Berns, R. G., & Erickson, P. M. (2001). *Contextual teaching and learning: Preparing students for the new economy* (Vol. 5). National Dissemination Center for Career and Technical Education. <https://eric.ed.gov/?id=ED452376>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Addison Wesley Longman.
- Burkart, G., & Sheppard, K. (2004). *Content-ESL across the USA: A training packet*.
- Burns, A. (2012). A holistic approach to teaching speaking in the language classroom. *Symposium Proceedings*, 165–178.
- Byram, M. (2008). *From foreign language education to education for intercultural citizenship*. Multilingual Matters.
- Derakhshan, A., Fathi, J., Pawlak, M., & Kruk, M. (2022). Classroom social climate, growth language mindset, and student engagement: The mediating role of foreign language enjoyment. *System*, 108, 102821. <https://doi.org/10.1016/j.system.2022.102821>
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learners' speaking ability, accuracy and fluency. *English Language and Literature Studies*, 6(2), 177–186. <https://doi.org/10.5539/ells.v6n2p177>
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410613349>
- Elkarimah, M. F. (2017). Strategi pendidikan agama Islam pada pembelajaran akidah: Pencegahan dan penanggulangan penyebaran aliran sesat. *SAP (Susunan Artikel Pendidikan)*, 2(1). <https://doi.org/10.30998/sap.v2i1.1729>
- Erniwati, E., Mertosono, S. R., & Gunawan, M. G. (2024). A systematic literature review of contextual teaching and learning approach in EFL speaking skills. *Journal of English Language Teaching Studies*. <https://doi.org/10.5281/zenodo.13187079>



- Fauziyah, F., Royani, I., Triawan, A., Nabil, M. I., & Ungu, N. K. (2024). Implementation contextual teaching learning to improve students' speaking skill. *Journal of Language Education (JoLE)*, 2(4), 328–332. <https://doi.org/10.69820/jole.v2i4.177>
- Fithriyani, H. Y., & Anggraeni, P. D. (2025). Contextual teaching and learning: A practical approach to improving hospitality students' speaking skills. *Sintaksis: Publikasi Para Ahli Bahasa dan Sastra Inggris*, 3(2), 31–42. <https://doi.org/10.61132/sintaksis.v3i2.1514>
- Forneris, S. G., & Peden-McAlpine, C. J. (2006). Contextual learning: A reflective learning intervention for nursing education. *International Journal of Nursing Education Scholarship*, 3(1).
- Gibbs, G. (2010). *Using assessment to support student learning*. Leeds Met Press.
- Harahap, F., Nasution, N. E. A., & Manurung, B. (2019). The effect of blended learning on students' learning achievement and science process skills in plant tissue culture course. *International Journal of Instruction*, 12(1), 521–538. <https://doi.org/10.29333/iji.2019.12134a>
- Hudson, C. C., & Whisler, V. R. (2008). Contextual teaching and learning for practitioners. *Journal of Systemics, Cybernetics and Informatics*, 6(4), 54–58. <http://www.iiisci.org/journal/sci/FullText.asp?var=&id=E668PS>
- Ilma, F., & Susilawati, S. (2024). Transformation of Islamic cultural history learning through Wordwall media: Interactive solutions to improve student motivation and learning outcomes in the digital era. *Educazione: Journal of Education and Learning*, 2(1), 38–51. <https://doi.org/10.61987/educazione.v2i1.544>
- Inayatullah, A., Daulay, S. H., & Purnomo, M. D. (2025). Students' code-mixing practices in bilingual classroom interaction. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(3), 730–739. <https://doi.org/10.54069/attadrib.v8i3.1083>
- Johnson, E. B. (2002). *Contextual teaching and learning: What it is and why it's here to stay*. Corwin Press.
- Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Allyn & Bacon.
- Khajavy, G. H., MacIntyre, P. D., & Barabadi, E. (2018). Role of the emotions and classroom environment in willingness to communicate. *Studies in Second Language Acquisition*, 40(3), 605–624. <https://doi.org/10.1017/S0272263117000304>
- Lestari, A. (2017). Penerapan contextual teaching and learning pada pembelajaran pendidikan agama Islam (upaya untuk peningkatan kualitas lulusan siswa SD Negeri No. 136917 Kota Tanjungbalai). *EDU-RILIGIA: Jurnal Ilmu Pendidikan Islam dan Keagamaan*, 1(3). <https://doi.org/10.47006/er.v1i3.1060>



- Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2. *The Modern Language Journal*, 82(4), 545–562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- Maghfiroh, U. L. (2024). Implementasi model contextual teaching and learning pada pembelajaran pendidikan agama Islam. *Al-Adabiyah: Jurnal Pendidikan Agama Islam*, 5(2), 180–198. <https://doi.org/10.35719/adabiyah.v5i2.980>
- Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge University Press. <https://doi.org/10.1017/9781009024563>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage.
- Melia, S., Yanto, E. S., & Kamil, A. B. (2022). Exploring English education students' experience in enhancing English speaking skill. *JiIP: Jurnal Ilmiah Ilmu Pendidikan*, 5(9), 3692–3696. <https://doi.org/10.54371/jiip.v5i9.910>
- Mulyati, Y. F., & Kultsum, U. (2021). The integration of Islamic and cultural values in English language teaching. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*. <https://doi.org/10.24256/ideas.v11i1.3942>
- Nartani, C. I., Hidayat, R. A., & Sumiyati, Y. (2015). Communication in mathematics contextual. *International Journal of Innovation and Research in Educational Sciences*, 2(4), 284–287.
- Nasution, N. E. A. (2024). Development of a digital escape room-assisted e-book in environmental science courses. *Indonesian Journal of Mathematics and Natural Science Education*, 5(2), 104–121. <https://doi.org/10.35719/mass.v5i2.210>
- Nucci, L., & Narvaez, D. (Eds.). (2008). *Handbook of moral and character education*. Routledge. <https://doi.org/10.4324/9780203931431>
- Nunan, D. (1999). *Second language teaching and learning*. Heinle & Heinle.
- Pratiwi, A., Ufairah, N., & Sopiah, R. S. (2021). Utilizing TikTok application as media for learning English pronunciation. *IConnects Proceedings*. <https://doi.org/10.35194/cp.v0i0.1374>



- Parker, R. (2009). A learning community approach to doctoral education in the social sciences. *Teaching in Higher Education*, 14(1), 43–54. <https://doi.org/10.1080/13562510802602533>
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223–231. <https://doi.org/10.1002/j.2168-9830.2004.tb00809.x>
- Rahmawati, I. M. (2025). *English with values: Learning language through Islamic perspectives for junior high school*. Media Penerbit Indonesia.
- Rivers, W. M. (1981). *Teaching foreign language skills* (2nd ed.). University of Chicago Press.
- Ruhimat, T. (2012). *Kurikulum dan pembelajaran*. RajaGrafindo Persada.
- Sakrani, A. (2023). Integrasi nilai-nilai Islam dalam pembelajaran bahasa Inggris di MI Al-Islamiyah Bebidas. *Al-Mujahidah*, 4(1), 70–81. <https://doi.org/10.51806/al-mujahidah.v4i1.72>
- Satriani, I., Emilia, E., & Gunawan, M. H. (2012). Contextual teaching and learning approach to teaching writing. *Indonesian Journal of Applied Linguistics*, 2(1), 10–22. <https://doi.org/10.17509/ijal.v2i1.70>
- Scarcella, R. C., & Oxford, R. L. (1994). Second language pronunciation: State of the art in instruction. *System*, 22(2), 221–230. [https://doi.org/10.1016/0346-251X\(94\)90058-2](https://doi.org/10.1016/0346-251X(94)90058-2)
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38–62. <https://doi.org/10.1093/applin/17.1.38>
- Skehan, P. (2002). A non-marginal role of tasks. *ELT Journal*, 56(3), 289–295. <https://doi.org/10.1093/elt/56.3.289>
- Walidin, B., Purnomo, M. D., Daulay, S. H., & Mardhiah, A. (2026). Applying an Islamic boarding school's English vocabulary teaching model at a boarding based vocational school. *Journal of Educational Sciences*, 10(1), 1302–1314. <https://doi.org/10.31258/jes.10.1.p.1302-1314>
- Wijayati, W., Mamonto, M. F., & Mokodenseho, S. (2025). Integrasi nilai-nilai Islam dalam pembelajaran bahasa Inggris untuk penguatan pendidikan karakter. *Journal of Educational and Religious Perspectives*, 1(2), 72–79. <https://jurnal-muqaddimah.or.id/index.php/Al-Muqaddimah/article/view/20>
- Yildiz, A., & Baltaci, S. (2016). Reflections from the analytic geometry courses based on contextual teaching and learning through GeoGebra software. *Online Submission*, 6(4), 155–166. <https://eric.ed.gov/?id=ED569230>