

APPENDICES

Appendix I: Translations of Quran

NO	Name of the Surah	Indonesia	English
10	AN-NAHL, 125 أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ	Serulah (manusia) ke jalan Tuhanmu dengan hikmah dan pengajaran yang baik serta debatlah mereka dengan cara yang lebih baik. Sesungguhnya Tuhanmu Dialah yang paling tahu siapa yang tersesat dari jalan-Nya dan Dia (pula) yang paling tahu siapa yang mendapat petunjuk.	Call (people) to the way of your Lord with wisdom and good teaching and debate them in a better way. Verily your Lord is the One who knows best who strays from His path and He knows best who is guided.

Appendix II: Interview Results from English Teacher and Students

Participant I :English Teacher

No	Question	The result of interview
1	1. what is your view on whether it is necessary for Islamic values to be included in English learning, for example, such as religious vocabulary and the like, which are needed in the Islamic boarding school? and why?	1. Necessary, because of the Islamic value of helping students understand religious contexts in English and improving communication skills in religious talk.
2	2. so far, has the curriculum of the English program there covered the specific needs of students related to religion?	2. So far, the curriculum here is still insufficient to meet the needs of religious learning in the English program.
3	3. do you feel the need to provide a special module that teaches religious vocabulary along with its activities in English learning? reasons?	3. yes, I think a special module is very necessary, considering the previous point that religious learning in our English program is still very minimal.
4	4. what learning methods do you use to integrate Islamic values in English teaching?	4. so far there has been no special lesson method used, we only do familiarization in English learning that

		intersects with religious values.
5	5. do you feel there are enough learning resources to support Islamic-based English learning?	5. in this program I also feel that it is still minimal because of the limited supporting facilities for Islamic-based English.
6	6. what are your recommendations for creating more effective English learning activities in instilling Islamic values?	in my opinion, among others a. making presentations of Islamic figures using English. b. developing English vocabulary by playing games/quizzes with religious themes. c. discuss/debate with friends on religious topics using English.
7	What are the specific English language learning needs of boarding school students that you need in relation to their religious practices?	a. English vocabulary with religious themes such as: terms in the Koran and hadith and terms in the book of fiqh b. English religious reading texts such as English interpretation

		of the Koran, English hadith commentary and discussing stories of Islamic figures in English.
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Participant II :English Teacher

No	Question	The result of interview
1	what is your view on whether it is necessary for Islamic values to be included in English learning, for example, such as religious vocabulary and the like, which are needed in the Islamic boarding school? and why?	necessary, because the daily activities here certainly always lead to the realm of things about religion, for example praying, reading the Koran, etc.
2	so far, has the curriculum of the English program there covered the specific needs of students related to religion?	there is, but it is still a little because so far it is still lacking in terms of planting the religious value in the English language material here.
3	do you feel the need to provide a special module that teaches religious vocabulary along with its activities in English learning? reasons?	necessary, because the realm of our environment is religion so of course we really need a special module,

		because so far our cottage is the opposite which rarely discusses Islamic values in vocabulary, listening, and others.
4	what learning methods do you use to integrate Islamic values in English teaching?	For example, from speaking presentations, we as teachers must give titles that deal with Islamic issues or the history of the prophet and his companions, and text learning examples that usually use names in general can be changed to the names of the prophet's companions.
5	do you feel there are enough learning resources to support Islamic-based English learning?	still lacking, here most of them are still English which we relate to the outside world not with Islamic values, both from reading listening and writing.
6	what are your recommendations for creating more effective English learning activities in	a. listening using lectures from English

	instilling Islamic values?	speaking religious figures such as Dr. Zakir Nait in his English lectures b. reading about Islamic history but in English
7	What are the specific English language learning needs of boarding school students that you need in relation to their religious practices?	a. reading text about Islamic history but using English. b. audio listening about religious lectures

Participant III :English Teacher

No	Question	The result of interview
1	what is your view on whether it is necessary for Islamic values to be included in English learning, for example, such as religious vocabulary and the like, which are needed in the Islamic boarding school? and why?	quite necessary, because for daily life I see from the experience of the previous program also that the most difficult is in the vocab that contains Islamic values because they still use the Arabic language but not the indo version.
2	so far, has the curriculum of the English	It is still lacking and

	program there covered the specific needs of students related to religion?	still uses a curriculum that teaches vocabulary in general that is learned in other schools which means there is no religious value in the curriculum.
3	do you feel the need to provide a special module that teaches religious vocabulary along with its activities in English learning? reasons?	quite necessary, because it can affect the development of their faith-based speaking because here they often discuss religion when presenting their speaking and the second problem is that here they are still listening using English songs not conversations and such so after this interview I intend to include listening files of lectures in English for them.
4	what learning methods do you use to integrate Islamic values in English teaching?	speaking speeches about religion such as about patience,

		<p>humility. or describing people or tools that have religious elements. and I thought about translating the books in the hut into English to train their writing and reading as well.</p>
5	do you feel there are enough learning resources to support Islamic-based English learning?	<p>still lacking, here only a dictionary can help in this case because the students here are diligent there are also lazy to open the dictionary to find the material.</p>
6	what are your recommendations for creating more effective English learning activities in instilling Islamic values?	<p>learning activities such as vocabulary with Islamic values, listening to the sheikh's lectures in English, converting to Islamic themes, and reading English articles with religious values in them.</p>
7	What are the specific English language learning needs of boarding school students that you need in relation to their religious	<p>audio speech files about religious lectures, then text</p>

	practices?	articles based on religion for reading, then vocabulary that contains elements of religion that are commonly discussed.
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Participant I : Student

No	Question	The Result of Interview
1	do you feel that the English subject matter at the boarding school already contains Islamic values?	not yet
2	What English vocabulary do you often need to support religious activities, such as reading the book or preaching?	as we often say such as reward, sin, and so on. the point is what I need is to support conversation activities that contain religious values while in this cottage
3	what type of English learning activities do you think are most relevant to reinforcing Islamic values?	so far, English speeches/lectures with themes about religious values.
4	Do you feel that learning English with Islamic topics increases your motivation to learn as a student?	of course, because I as a student here feel that this is very relevant or commonplace with the

		name of religion and where we as humans how do we follow globalization which uses the world language
5	what do you think about using prophet stories and Islamic history as English learning materials?	Of course I support it, from there we can get to know the prophet and know the history of Islam and how the struggle of Islamic heroes and we can also find out the necessary vocabulary which is certainly a lot of new religious value vocabulary that will be obtained.

Participant II : Student

No	Question	The Result of Interview
1	do you feel that the English subject matter at the boarding school already contains Islamic values?	quite a lot, for example, speeches/lectures in English with Islamic themes, such as speeches on how to be a patient person or how to be filial to parents, etc.
2	What English vocabulary do you often need to support religious activities, such as	Vocabulary in the form of invitations in religious

	reading the book or preaching?	matters where for example let's pray zuhur in congregation at the mosque, let's recite the Quran together in class well examples like this are vocabulary that we often need, or also in the form of prohibitions.
3	what type of English learning activities do you think are most relevant to reinforcing Islamic values?	English speeches with Islamic religious themes are very relevant to strengthen the value of Islamic values in English in Islamic boarding schools.
4	Do you feel that learning English with Islamic topics increases your motivation to learn as a student?	it is enough to increase my motivation as a student because I feel that I can spread the Islamic religion widely with the English language which is used outside Indonesia.
5	what do you think about using prophet stories and Islamic history as English learning materials?	in my opinion it is quite good, because if the story of the prophet and the history of the prophet as material for learning English, Islam will not







		only develop in Indonesia but also outside Indonesia.
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Participant III : Student

No	Question	The Result of Interview
1	do you feel that the English subject matter at the boarding school already contains Islamic values?	there is but only speech discussing about Islam both in terms of history and Islamic law.
2	What English vocabulary do you often need to support religious activities, such as reading the book or preaching?	whatever it is, we need vocabulary with a religious theme.
3	what type of English learning activities do you think are most relevant to reinforcing Islamic values?	usually here, the speaking teacher will tell us to present in front of our friends where the theme has been prepared with a religious theme.
4	Do you feel that learning English with Islamic topics increases your motivation to learn as a student?	yes, it is very motivating because it supports our daily activities here.
5	what do you think about using prophet stories and Islamic history as English learning materials?	there are 2 points first: improving grammar second: getting good examples or good role models from history

Appendix III: Consultation Notes

CONSULTATION NOTES

Day/Date	Notes	Signature
26 th November 2024 (Afifah Linda Sari, M, Pd)	<ul style="list-style-type: none"> - Revision background - Changing research question 	
2 nd December 2024 (Afifah Linda Sari, M, Pd)	<ul style="list-style-type: none"> - Revision of design & request for research permit signature 	
3 rd December 2024 (Afifah Linda Sari, M, Pd)	<ul style="list-style-type: none"> - Chapter 4 (progress on finding) 	
19 th December 2024 (Afifah Linda Sari, M, Pd)	<ul style="list-style-type: none"> - Consultation data 	
23 rd December 2024 (Afifah Linda Sari, M, Pd)	<ul style="list-style-type: none"> - Revision finding & discussion 	
30 th December 2024 (Afifah Linda Sari, M, Pd)	<ul style="list-style-type: none"> - Checking the results of thesis writing from chapter 1 to 5 - Get the approval 	

Appendix IV: Research Permit Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 1872 /Un.14/III.1/PP.00.9/12/2024
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

09 Desember 2024

Yth. Kepala Pondok Pesantren Alfalah Putera Banjarbaru
Kota Banjarbaru

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : M.Izam Roiddin
NIM : 210101030124
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl.Manunggal gang.7 kompleks Bina Brata Kota Banjarmasin
No HP : 081528639732

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 09 Desember 2024

Wakil Dekan Bidang Akademik dan Kelembagaan,



Ahmad Muradi
Prof. Dr. Ahmad Muradi, M.Ag.
NIP 197808082005011006

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

Appendix V: Letter of Having Conducted research

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Muhammad Aulia Rasyid

Jabatan : Ketua Program Bahasa Inggris Al-Falah Putera Banjarbaru

Dengan ini menyatakan bahwa mahasiswa yang beridentitas:

Nama : M. Izam Roiddin

NIM : 210101030124

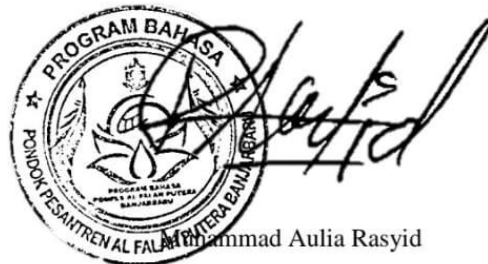
Program Studi : Tadris Bahasa Inggris

Telah selesai melakukan penelitian dan pengambilan data penelitian di English Learning Foundation di Al-Falah putera Banjarbaru terhitung 1 september s/d 30 november 2024 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul **“Need Analysis on Islamic Values as Supplementary Materials in Teaching EFL for Islamic Boarding School Students”**

Demikian surat keterangan ini di buat dan di berikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

28 Desember 2024

Ketua Program Bahasa Inggris



Muhammad Aulia Rasyid

CURRICULUM VITAE

1. Full Name : M. IZAM ROIDDIN
2. SRN : 210101030124
3. Place and Date of Birth : Alabio, November 30th 2002
4. Nationality : Indonesia
5. Address : Jl.Patih Rumbih no.16 Kab. Kuala Kapuas,
Kalimantan Selatan
6. Phone Number : 081528639732
7. Email : izamroiddin040208@gmail.com
8. Organization/Work experience :
 - a. 2022-2024 : Musyrif of the 4thdormitory of UIN Antasari Banjarmasin
9. Academic Achievement :
 - a. -
10. Non-Academic Achievement :
 - a. Create an English Grammar Book (for intermediate level)
11. List of Scientific Works :
 - a. -

Banjarmasin, December 31st 2024



M. Izam Roiddin