

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

South Kalimantan, known for its strong Islamic traditions, is home to many Islamic boarding schools where the integration of Islamic values is central to daily life and education. In these institutions, religious instruction is woven into all subjects, including English as a Foreign Language (EFL). However, there is often a disconnect between the language materials provided in EFL textbooks and the cultural and religious context of Islamic boarding school students. Standard English learning materials seldom reflect the Islamic values central to the lives of these students, which creates a gap between the learners' everyday experiences and the content they are required to master.

This disconnect becomes evident when considering how Islamic values, particularly vocabulary related to religious practices, are underrepresented in EFL materials. For instance, while students in Islamic boarding schools regularly encounter terms such as "ablution," "prayer mat," or "minaret" in their daily lives, these words are often absent or opportunities for students to learn English vocabulary that aligns with their religious practices and surroundings, making it more challenging for them to see the relevance of the language in their everyday contexts. By incorporating culturally and religiously significant vocabulary, EFL materials can provide a more meaningful learning experience for Islamic

boarding school students. This approach not only supports language acquisition but also ensures that the content reflects and resonates with their daily lives and religious practices.

Islam places significant emphasis on adopting an educational approach that is grounded in wisdom and relevance to the learners' context. As stated in the Quran, Surah An-Nahl, verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

This verse underscores the importance of designing teaching methods and materials that align with the needs and experiences of learners. In the context of teaching English as a Foreign Language (EFL) in Islamic boarding schools, such an approach involves integrating Islamic values into the learning content. By aligning English lessons with students' spiritual and cultural identities, educators can help ensure that the material not only enhances academic progress but also resonates with the learners' everyday lives. This integration encourages meaningful and relevant learning experiences while adhering to Islamic principles that emphasize wisdom and kindness in education.

Previous studies have explored the intersection of Islamic values and language education. Maesaroh et al. (2022), for instance, examined the use of Islamic stories as supplementary materials for teaching English in Islamic elementary schools. However, their study focused more on narrative content

rather than on specific vocabulary related to Islamic practices. Irawan (2020) discussed strategies for integrating Islamic values into English language learning in Indonesia but did not focus on any particular region or educational setting. These studies highlight the potential for incorporating Islamic values but do not address the specific needs of Islamic boarding school students in South Kalimantan or the importance of religious vocabulary within EFL instruction. This research, therefore, seeks to fill that gap by focusing on the integration of Islamic values into English learning materials for Islamic boarding school students, specifically through the inclusion of vocabulary that reflects the students' religious and cultural practices.

Moreover, Hidayati (2017) emphasized the importance of aligning language education with cultural identity, particularly in a diverse country like Indonesia, where there is often a conflict between the cultural elements in EFL materials and the students' own cultural identities. This study builds on that perspective by focusing on how Islamic values can be integrated into EFL teaching materials in ways that respect and reflect the cultural and religious context of Islamic boarding school students in South Kalimantan.

However, this issue is particularly evident in Al-Falah Islamic Boarding School Banjarbaru, where English materials are predominantly similar to those used in general educational contexts and lack integration with Islamic values. The materials focus on standard topics commonly por religious vocabulary. For example, lessons seldom include discussions or

vocabulary related to Islamic traditions, such as “ablution,” “mosque activities,” or “Islamic etiquette.” This raises concerns about whether the materials support students’ spiritual and cultural development alongside their academic progress. Such an approach risks alienating students from the learning process, as the content feels disconnected from their religious and cultural experiences.

This research, therefore, seeks to address this gap by focusing on the integration of Islamic values into English learning materials for Islamic boarding school students, particularly in Al-Falah Islamic Boarding School Banjarbaru. The study aims to conduct a needs analysis to understand how Islamic values, especially those reflected in religious vocabulary, can be effectively integrated into supplementary EFL materials. The research explores how this integration can support students’ holistic development spiritually, academically, and culturally while fostering more meaningful and contextually relevant English language learning

The aim of this research is to conduct a needs analysis to understand how Islamic values, especially those reflected in religious vocabulary, can be effectively integrated into supplementary EFL materials for Islamic boarding school students. The research explores how this integration can support students' holistic development spiritually, academically, and culturally while fostering more meaningful and contextually relevant English language learning.

## **B. Definition of Key Terms**

### **1. Islamic values**

Islamic values in this research refer to the inclusion of Islamic principles, particularly vocabulary related to religious practices, in EFL learning materials. For example, students in Islamic boarding schools are familiar with terms such as ablution, mosque, or qibla as part of their daily lives, and they often need to express these concepts in English.

### **2. Supplementary Materials**

Supplementary materials mean textbooks, articles, audio and other instructional materials, which are used alongside the main curriculum to enhance learning activities. Along with the fact that the researcher obtained from the preliminary study conducted, this study focuses on textbook and audio visual as supplementary material which used by the Islamic boarding school students.

### **3. Islamic Boarding School students**

The Islamic Boarding School students the researcher is referring to are from Al-Falah Islamic Boarding School in Banjarbaru which describes the environment and characteristics of Islamic boarding school students, including the unique challenges, needs, and potentials that should be considered in developing an English curriculum that integrates Islamic values.

## **C. Research Questions**

1. What are the specific English language learning needs of Islamic boarding school students in relation to their religious practices?
2. What types of activities which are suitable for embedding Islamic values in learning English for EFL students?

#### **D. Research Objectives**

1. To identify the specific English language learning needs of Islamic boarding school students in relation to their religious practices.
2. To create suitable activities and strategies for embedding Islamic values into EFL instruction for Islamic boarding school students.

#### **E. Research Significances**

1. The findings provide valuable insights for EFL educators and curriculum designers in Islamic boarding school to develop tailored learning materials that align with the unique religious of Islamic boarding school students.
2. This research can serve as a guide for designing innovative teaching strategies that address both academic and spiritual growth, thereby benefiting educators and students in Islamic education.