

CHAPTER IV

FINDING AND DISSCUSSION

A. FINDING

This study delves deeply into integrating Islamic values into supplementary EFL (English as a Foreign Language) materials for Islamic boarding school students, with a specific focus on Al-Falah Islamic Boarding School in Banjarbaru, South Kalimantan. Through the collection and analysis of data from interviews, observations, and documentation, the research addresses the specific English language learning needs of Islamic boarding school students in relation to their religious practices. Additionally, it explores the types of activities that are effective in embedding Islamic values into English language learning for these students.

A. The Specific English Language needs of Islamic Boarding School students in relation to their religious practices

The specific English language needs of Islamic boarding school students in relation to their religious practices revolve around the integration of vocabulary, topics, and activities that reflect their daily religious and cultural experiences. These students require English learning materials that include terminology commonly encountered in their Islamic practices, such as ablution, prayer mat, call to prayer, and sermon. These terms are essential for students to express their religious routines and explain their practices to

English-speaking audiences, whether in academic, social, or professional contexts.

Furthermore, students require opportunities to participate in contextual discussions and readings about the Islamic environment, such as reliving their Ramadan experiences, debating the significance of zakat, or describing the etiquette of visiting someone's home in an Islamic setting. They also benefit from storytelling activities that focus on Islamic history and contemporary figures, such as recounting Ustadz Abdul Somad's inspiring teachings on the importance of sincerity in worship, or Ustadz Anan Attaki's efforts to empower youth and foster a deep understanding of faith. Stories about these scientists' contributions to information dissemination and community leadership give an excellent environment for developing vocabulary while instilling moral ideals.

Listening and speaking activities should include scenarios relevant to their religious life, such as giving short speeches on moral ideals, explaining Islamic etiquette, addressing Islamic customs, or narrating Islamic stories in their own words. Writing exercises, on the other hand, should include tasks such as writing essays about lessons learned from Islamic history, summarizing sermons or Islamic lectures, creating their own short stories inspired by the prophets' teachings, or translating excerpts from religious book into English, which will help students improve their language skills while deepening their understanding of classical Islamic teachings.

These specific language needs not only enhance vocabulary acquisition but also create a meaningful and relatable learning experience. Addressing these needs ensures that the students can confidently use English in a way that resonates with their cultural and spiritual identities, enabling them to navigate both their local and global contexts without losing touch with their values and beliefs.

The findings suggest that a different set of linguistic requirements should be addressed to improve students' learning process. These criteria arise from students' religious beliefs, which have a significant impact on their approach to English language acquisition. The needs stated in the paragraphs that follow emphasize their importance.

1. Specialized books that include Islamic vocabulary

One of the most pressing issues highlighted was a shortage of specialist publications or materials that provide Islamic terminology, which would greatly assist students in learning terms pertaining to their religious activities. This includes everyday routine phrases like ablution, prayer mat, and call to prayer, as well as vocabulary used in Islamic lectures, sermons, and speeches.

According to interviews with English teachers at Al-Falah Islamic boarding school, pupils continue to confront difficulty due to a lack of reading materials that provide strong references for Islamic language in English. According to one teacher, "They still lack reading materials that can be used as a reference for Islamic vocabulary." This resource deficit

impedes students' capacity to talk convincingly about Islamic themes in English, whether in formal speeches or informal chats about their religious beliefs.

Therefore, the creation or provision of specialized books covering Islamic vocabulary is seen as an important step in meeting students' specific learning needs. Such resources will not only enhance their vocabulary but also empower them to engage in Islamic-themed speeches, lectures and discussions more easily, fostering language proficiency and a deeper understanding of their faith in an English-speaking context.

2. Audio files for listening practice

Another specific English language learning need identified at Al-Falah Islamic Boarding School is the need for audio files for listening practice. These audio resources would be great listening tools for students, especially given the school's tight restrictions prohibiting the use of mobile phones and laptop computers. According to teacher and student interviews, "So far, the listening materials provided in the English program only use foreign pop songs, which means students have never been exposed to listening exercises involving conversations or speeches, especially those related to Islamic topics."

Given these limitations, the students expressed a strong need for Islamic speeches or lectures in English, such as those by renowned speakers like Dr. Zakir Naik, who discusses Islamic values in English.

These types of materials would not only help students improve their listening skills but also deepen their understanding of Islamic teachings. The students and teachers believe that having access to audio resources, particularly those that feature English-language Islamic content, would greatly support their language learning process while also aligning with the school's educational objectives.

Considering the school's regulations, which allow only speakers to be used for listening exercises, delivering a set of Islamic speaking audio files would be a realistic option to meet this requirement. These resources might be played through the available speakers and included into the students' regular learning activities, allowing them to engage with the English language in a way that is meaningful and relevant to their religious and cultural context.

3. Lesson Plan or Teaching Module

Al-Falah Islamic Boarding School has identified a specific English language learning need: lesson plans or teaching modules that include Islamic themes into English language learning activities. These lesson plans should include a variety of activities such as presenting Islamic figures, having discussions about religious matters or Islamic etiquette, practicing speeches or presentations on Islamic topics, describing religious personalities, and even playing educational games or quizzes with religious themes.

According to a conversation with the English teacher at Al-Falah, “So far, the school has not provided any teaching modules or lesson plans for English lessons.” The lack of structured learning resources has thus resulted in the achievement of learning objectives in the English curriculum being less effective. In the absence of such materials, students are unable to interact with English properly in contexts relevant to their religious and cultural backgrounds.

As a result, the implementation of lesson plans or teaching modules that include activities such as Islamic-themed presentations, discussions, and games would significantly improve students' capacity to utilize English in a meaningful way while also aligning their learning with religious beliefs. Providing these tools would contribute to a more disciplined and effective English language curriculum, allowing children to improve their language skills and comprehension of their faith.

4. printed materials

The fourth specific English learning need highlighted by students and teachers of English program at Al-Falah is for language teaching media in the form of printed materials. Reading resources can be in the form of articles on the history of religious figures, religious laws, Sufism, and other Islamic studies issues. Such printed materials would be a useful reading resource for the students, helping them

improve their reading skills while also delivering content related to their religious environment.

According to discussions with teachers and students, “We lack adequate reading materials,” mainly due to the school policy that restricts students from bringing mobile phones or other digital devices. This restriction makes it difficult for students to access internet resources or digital reading materials. As a result, providing printed information on religious issues can be a viable option. These materials will not only improve students' language skills, but will also match their learning with their cultural and religious values, allowing them to engage more deeply with their studies and English.

B. Innovative Activities suitable for Integrating Islamic Values in learning English for EFL students in Al-Falah Islamic Boarding School

Identifying effective activities for integrating Islamic values into English language learning for EFL students requires a thoughtful approach that aligns with both language development objectives and the cultural-religious context of Islamic boarding schools. These activities must not only promote language skills but also reinforce the ethical and spiritual teachings that are central to students' lives. By incorporating tasks such as using religiously relevant vocabulary, exploring Islamic stories, and facilitating discussions on faith-driven topics, educators can create a bridge between linguistic proficiency and religious identity. This approach ensures a

comprehensive learning experience that addresses both the academic and spiritual needs of EFL students in Islamic educational settings.

Following this, we can explore a variety of specific activities designed to embed these values within the English learning process.

1. Storytelling with Islamic Narratives

Storytelling is an effective way to teach language skills while conveying moral and religious lessons. Islamic narratives, such as stories about Prophets, companions, or significant Islamic figures, can be used to teach vocabulary, narrative structure, and cultural values. These stories also provide students with relatable content that reflects their religious beliefs.

Alimi (2018) *Muslims through storytelling: Islamic law, culture, and reasoning in South Sulawesi* offers valuable insights for this research on storytelling with Islamic narratives. Alimi highlights how storytelling in South Sulawesi is used not only as a cultural and religious practice but also as an effective tool for expressing Islamic identity and challenging the formalization of Shari'a. This aligns with how Islamic narratives, such as stories about Prophets and significant figures, can teach language skills and convey moral and religious lessons. Alimi's research shows that storytelling is a means of communicating values and social beliefs, illustrating its role in both transmitting knowledge and shaping identity.

For instance, the story of Prophet Muhammad's (PBUH) patience in the face of adversity can be taught using past tense verbs and adjectives. Students could read or listen to a simplified version of the story in English,

where they learn vocabulary such as “kind,” “patient,” “persevere,” and phrases like “he forgave them”. To deepen their understanding and practice language skills, students could then engage in role play, where they act out parts of the story, practicing the vocabulary in context. Additionally, after reading the story, students can work in groups to identify and discuss key words and phrases, using them to create new sentences or short stories. Finally, a reflection session could allow students to discuss the moral of the story and its relevance to their own lives, fostering both language acquisition and a deeper connection to Islamic values.

Lesson plan : Prophet Muhammad’s (PBUH) Patience in Ta’if

Grade level : intermediate

Duration : 60 minutes

Objectives :

- a. To improve students' listening, speaking, reading, and writing skills.
- b. To introduce and discuss the concept of patience through the story of Prophet Muhammad’s (PBUH) experience in Ta’if.
- c. To encourage critical thinking and personal reflection on patience and forgiveness by integrating Islamic values in English learning activities.

Materials:

- a. Whiteboard and markers
- b. Handouts with the story of Prophet Muhammad’s (PBUH) experience in Ta’if
- c. Audio clips or videos about Prophet Muhammad (PBUH) or related topics

d. Worksheets for comprehension and vocabulary exercises

Activities:

Table 4.1 Activities embedding Islamic Values

No.	Activity	Description of Activity	Time
1.	Warm-up Discussion	The lesson begins with a brief introduction to the story of Prophet Muhammad's (PBUH) patience in Ta'if. Students are prompted to share what they know about patience and forgiveness in Islam. This serves as an icebreaker and helps set the tone for the lesson.	5 minut es
2.	Read Aloud the Story	The teacher provides the handout of the story of Prophet Muhammad's (PBUH) experience in Ta'if. And the story is read aloud, with emphasis on his patience and kindness. Students are encouraged to listen attentively, paying close attention to the key moments in the story.	10 minut es
3.	Comprehension Questions	After the story, a series of questions are asked to ensure students understand the key events and lessons. Example questions: "How did the Prophet respond to being	8 minut es

		<p>stoned?"</p> <p>"Why is patience important?"</p> <p>This reinforces their understanding of the moral lessons.</p>	
4.	Group Discussion	Students are divided into small groups to discuss the story's events and the character traits of Prophet Muhammad (PBUH). The focus is on qualities such as patience, kindness, and forgiveness, and how these can be applied in their lives.	10 minutes
5.	Character Analysis of Prophet	The class reconvenes to analyze the key traits of Prophet Muhammad (PBUH), discussing his patience, forgiveness, and kindness as seen in the story. Students are encouraged to share how they can incorporate these qualities into their own actions.	8 minutes
6.	Story Retelling	Students are asked to retell the story in their own words, either orally or in writing, with a focus on the key themes of patience and forgiveness. This activity strengthens their storytelling and comprehension skills.	8 minutes

7.	Reflection and Personal Application	Students reflect on the story's lessons and consider how they can apply patience and forgiveness in their own lives. They write down or share one personal way they plan to practice these values in the future.	7 minutes
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Assessment::

- a. participation in discussions and group activities.
- b. Comprehension questions and vocabulary usage during activities.
- c. .Reflective writing assignment based on students' personal insights on patience and forgiveness.

2. Presenting Islamic Procedures in Steps

The activity "Presenting Islamic Procedures in Steps" aims to improve students' speaking, organization, and presentation skills while also familiarizing them with important Islamic practices. Students will explain the phases of various Islamic rituals (such as ablution, prayer, fasting, and zakat) in English. This task helps students enhance their fluency, develop their vocabulary, and gain a thorough understanding of Islamic principles. It promotes clear communication and emphasizes the necessity of following Islamic rituals correctly.

Ramdhanayah et al (2023) conducted a study on the incorporation of Islamic principles into Indonesian procedural text material for grade VII SMP/MTs, which is quite similar to the objectives of this research's "Presenting Islamic Procedures in Steps". Both aim to improve students' awareness of Islamic customs while also boosting their academic skills. While Ramdhanayah's research focuses on incorporating Islamic principles into the framework of Indonesian procedural texts, my research activity focuses on providing Islamic rites in simple, step-by-step instructions, particularly in English. Both techniques seek to teach moral and religious values in students, ensuring that they not only enhance their language skills but also gain a deeper grasp of key Islamic customs. To implement this, students will begin by reading simplified versions of procedural texts in English about Islamic rituals, such as the steps of ablution or the prayer. They will then be tasked with presenting these steps to the class in a clear and organized manner, using proper sequencing words like "first," "next," "then," and "finally." To further practice their speaking skills, students can pair up and take turns explaining the steps to one another, focusing on fluency and accuracy. Additionally, after each presentation, the class can engage in a brief Q&A session, allowing students to reinforce their understanding of the steps involved and clarify any confusion. This activity encourages both language development and reinforces the importance of performing Islamic rituals correctly.

Lesson Plan: Presenting Islamic Procedures in Steps (ablution)

Grade Level: Intermediate level

Duration: 60 minutes

Objectives:

- a. To improve students' speaking, listening, and presentation skills by explaining the procedure of ablution in English.
- b. To enhance students' understanding of Islamic practices (specifically ablution) and their spiritual significance.
- c. To encourage students to use new vocabulary related to Islamic rituals while improving fluency and confidence in speaking.
- d. To develop critical thinking by reflecting on the importance of ablution in Islam and its relevance to daily life.

Materials:

- a. Whiteboard & Markers
- b. Handouts with a step-by-step procedure of ablution in English
- c. Audio clips or videos demonstrating ablution
- d. Visual aids (such as pictures or diagrams) showing the steps of ablution
- e. Worksheets for vocabulary exercises and comprehension questions
- f. Timer for managing the debate time

Activity:

Table 4.2 Activities embedding Islamic Values

No	Activity	Description of Activity	Time
1.	Introduction to ablution	The teacher explains the significance of ablution in Islam, emphasizing the importance of cleanliness and the steps involved. Key vocabulary such as "purify," "ablution," and "sequence" is introduced.	10 minutes
2.	Explaining the Procedure	<p>The teacher explains the procedure of ablution, detailing each action involved using the following instructions:</p> <ol style="list-style-type: none"> 1. The first step: Wash your hands up to the wrists. 2. The second step: Rinse your mouth with water. 3. The third step: Clean your nose by sniffing water and blowing it out. 4. The fourth step: Make intention in your heart (before you wash your face). 5. The fifth step: Wash your face 	15 minutes

		<p>thoroughly.</p> <p>6. The sixth step: Wash your arms up to the elbows.</p> <p>7. The seventh step: Wipe your head with wet hands.</p> <p>8. The eighth step: Wash your feet up to the ankles.</p>	
3.	Group Practice	Students are divided into small groups or pairs. They practice recalling the steps of ablution in English, ensuring that the actions are in order. Each group uses the correct vocabulary and sequence.	10 minutes
4.	Group Presentations	Each group presents the procedure of ablution in English, explaining each action clearly in sequence. Visual aids like diagrams are encouraged for clarification.	15 minutes
5.	Feedback & Reflection	The teacher provides feedback on clarity, accuracy, and pronunciation. Students reflect on the importance of ablution in daily life and how it connects to their religious practice.	10 minutes

Assessment:

- a. Active participation during group discussions and the presentation of
ablution
- b. Correct use of vocabulary related to ablution during group presentations.
- c. Comprehension of the steps of ablution during the follow-up Q&A
session
- d. Reflective feedback based on their understanding of the significance of
ablution and its importance in Islamic practice.

3. Islamic Vocabulary Quiz Game

Engaging pupils in interactive games is a great approach to promote language acquisition while also improving their knowledge of Islamic principles. Students can test their understanding of important Islamic terminology in a fun and competitive setting with the Islamic Vocabulary Quiz Game. Students' vocabulary grows as a result of this exercise, and they also develop a deeper understanding of Islamic customs and principles. This game promotes active engagement by fusing enjoyment and competitiveness, which aids students in remembering new vocabulary and using it with assurance in authentic situations.

The research conducted by Roseandree et al (2024) on implementing digital game-based learning for Qur'anic Arabic learning demonstrates the potential of serious games to enhance vocabulary acquisition while fostering a deeper connection with religious teachings. Their study shows that incorporating serious game development methods can successfully engage Muslim youth in learning Qur'anic Arabic, addressing the challenges of language barriers and the need for deeper understanding in the digital era. This concept aligns closely with the Islamic Vocabulary Quiz Game, which also aims to enhance vocabulary acquisition but in a more interactive and competitive format.

The Islamic Vocabulary Quiz Game can be implemented in a classroom setting through several steps. First, the teacher prepares a list of Islamic terms in English, such as "charity," "pilgrimage," "ablution," and "fasting," along with their meanings. The class is then divided into small groups, and each group competes to answer vocabulary questions correctly. The quiz can be organized in different rounds, such as multiple-choice questions, guess the word, or matching words with definitions. To add more excitement, the teacher can use a timer to limit response time and award points for correct answers.

Additionally, students can take turns acting as quiz hosts, further improving their speaking and presentation skills. After the game, the teacher can conduct a reflection session to discuss the meanings and significance of the Islamic terms used in the quiz, ensuring students not

only memorize the words but also understand their religious context. This interactive approach ensures students stay engaged while enhancing their vocabulary and comprehension of Islamic customs.

Lesson Plan : Islamic Vocabulary Quiz Game

Grade Level : Intermediate Level

Duration : 60 Minutes

Objectives:

- a. To improve students' vocabulary related to Islamic practices.
- b. To engage students in a competitive and interactive environment, enhancing their retention of Islamic terms.
- c. To encourage students to use new vocabulary in context through sentence formation.

Materials:

- a. Digital platform (e.g., Kahoot, Quizlet) or physical flashcards
- b. Projector or Smartboard (for digital platforms)
- c. Printed flashcards (if using physical cards)

Activity:

Table 4.3 Activities embedding Islamic Values

No	Activity	Description of Activity	Time
1.	Introduction & Vocabulary Review	Begin by introducing the quiz game format and briefly reviewing the vocabulary related to Islamic practices (e.g., mosque, zakat, ablution,	10 minutes

		pilgrimage). This will refresh students' memory of key terms before starting the game.	
2.	Islamic Vocabulary Quiz Game	Organize a quiz using Kahoot or Quizlet (or physical flashcards). Divide the class into teams and present definitions, pictures, or clues related to Islamic terms. Teams compete to guess the correct word and earn points for correct answers.	30 minutes
3.	Sentence Formation	After the quiz, ask each team or individual student to create a sentence using one or more of the vocabulary words from the game. For example, "The mosque is a peaceful place for prayer," or "Zakat is an essential pillar of Islam." This helps reinforce the meaning of the words in context.	10 min
4.	Group Discussion & Reflection	Engage students in a brief discussion about their experience with the game and how they feel about the vocabulary learned. Encourage them to reflect on the importance of these terms in the context of Islamic practices and how they can	5 minutes

		incorporate them in daily life.	
5.	Wrap-up & Conclusion	Conclude the lesson by summarizing the key vocabulary and lessons learned. Optionally, ask a few students to share their sentences aloud with the class. End with a final thought on how these Islamic terms connect to real-world practices.	5 minutes

Assessment:

- a. Participation in the quiz game and interaction with peers.
- b. Accuracy in guessing the correct vocabulary words.
- c. Sentence formation using the vocabulary words to ensure understanding and practical application.

4. Islamic-themed Role-playing Activities

Students can enhance their comprehension of Islamic identity and practices while practicing real-life English interactions through role-playing. Students are given the chance to use language in relevant circumstances by replicating real-world situations, which improves their speaking and cultural awareness. As students gain the ability to explain, these exercises also promote critical thinking and good communication.

According to research by Tabroni & Sari (2023), 40% of students score below the KKM, indicating that they struggle with

Islamic Religious Education content. Their research investigates how the role-playing technique can enhance learning results. This approach complements my research's Islamic-themed role-playing exercises, which help students better grasp Islamic customs while practicing real-world English discussions. Similar to the results of Tabroni and Sari's study, students improve their language proficiency and cultural awareness by mimicking scenarios such as describing Ramadan or Islamic customs. This directly supports the goal of increasing comprehension and involvement in Islamic Religious Education.

In practice, Islamic-themed Role-playing Activities can be implemented in several stages. First, the teacher provides students with specific scenarios related to Islamic customs, such as explaining how to perform ablution, describing the meaning of Eid al-Fitr, or giving a brief presentation about the significance of Ramadan. Students work in pairs or groups to prepare their dialogues, ensuring they include key vocabulary and proper sentence structures.

For example, one student can act as a tour guide, explaining Islamic traditions to a foreign visitor, while another student plays the role of the visitor asking questions. Other scenarios could include role-playing a conversation about giving zakat, or explaining the five daily prayers in a casual discussion. After each role-play session, the teacher provides feedback on students' use of language and their ability to convey Islamic concepts accurately.

To make the activity more interactive, the role-plays can be recorded or presented in front of the class, followed by a group discussion to reflect on the key Islamic values highlighted in each scenario. This reflection allows students to connect the language practice with a deeper understanding of Islamic teachings, ensuring they remember both the vocabulary and the moral lessons.

By simulating real-life situations, Islamic-themed role-playing activities make learning more engaging and practical. These activities foster both language acquisition and cultural awareness, helping students become more confident in expressing their Islamic identity in English while promoting meaningful connections with their faith.

Lesson Plan: Islamic-themed Role-playing Activities

Grade Level: Intermediate level

Duration: 60 Minutes

Objectives:

- a. To improve speaking and listening skills through interactive role-playing scenarios.
- b. To help students express key Islamic practices in English with moderate fluency.
- c. To enhance students' writing skills by creating dialogue scripts based on Islamic themes and real-life scenarios.

Materials:

- a. Whiteboard and markers

- b. Handouts with dialogue prompts
- c. Worksheets for writing scripts
- d. Pictures or video clips related to Ramadan or other Islamic practices
(optional)

Activity:

Table 4.4 Activities embedding Islamic Values

No	Activity	Description of Activity	Time
1.	Introduction to Role-playing & Vocabulary	Introduce the activity by explaining the role-playing concept and its importance in practicing English. Briefly introduce key vocabulary terms related to Ramadan (e.g., fasting, suhoor, iftar) and provide real-life examples to clarify meanings.	10 minutes
2.	Role-playing Scenario	Divide the class into pairs. One student plays the role of a non-Muslim, and the other plays a Muslim explaining Ramadan. Provide prompts like: “Why do Muslims fast during Ramadan?” or “What is suhoor, and when do Muslims break their fast?”	20 minutes
3.	Dialogue Script Writing	After role-playing, ask students to write a dialogue script based on their interaction. Students should incorporate vocabulary learned during the activity. They should also	15 minutes

		write their scripts using proper grammar and sentence structure.	
4.	Class Discussion & Reflection	Students share their dialogue scripts with the class. Engage in a group discussion about the importance of explaining Islamic practices in an accurate and clear manner. Students should reflect on the cultural significance of Ramadan and other practices.	10 minutes
5.	Wrap-up & Review	Summarize the key vocabulary and Islamic concepts from the lesson. Provide additional context if necessary and end with a recap on the importance of role-playing to improve English communication.	5 minutes

Assessment:

- a. Participation: Students' active involvement in role-playing activities and use of prompts.
- b. Vocabulary: Correct use of key Islamic vocabulary such as "fasting," "legitimate," and "iftar."
- c. Writing Skills: Quality and accuracy of dialogue scripts, including proper use of grammar and vocabulary.

d. Reflection: Ability to reflect and explain Islamic practices clearly in a post-activity discussion.

5. Islamic Debate Series

The Islamic Debate Series aims to engage students with current concerns and Islamic teachings while fostering their critical thinking, public speaking, and language abilities. Through this activity, students debate issues related to Islamic principles, morals, and societal challenges, allowing them to develop language and analytical skills. This activity encourages students to investigate various viewpoints, employ arguments supported by facts, and practice speaking English fluently in a structured debate format.

One example of a debate topic is “Honesty vs. Lying for Good Intentions”. This topic challenges students to reflect on the value of honesty in Islam while considering scenarios where lying might be justified to achieve a positive outcome. This debate encourages students to think critically about ethical dilemmas, consider different perspectives, and apply Islamic teachings to real-world situations.

Otman et al (2015) found that debate activities significantly improved critical thinking skills among second language learners. Their study showed that students participating in organized discussions became more proficient in analyzing arguments and presenting ideas logically. Similarly, the Islamic Debate Series aims to improve students’ critical thinking, public speaking, and language skills while fostering

their understanding of Islamic principles. Engaging students in debates on topics like honesty vs. lying helps them argue rationally, analyze different perspectives, and communicate effectively in English.

Lesson Plan: Islamic Debate Series - Honesty vs Lying for Good Intentions

Grade Level: Intermediate/Advanced

Duration: 60-75 minutes

Objective:

- a. To enhance students' critical thinking and public speaking skills.
- b. To encourage students to explore and understand Islamic views on honesty and the permissibility of lying in certain circumstances.
- c. To engage students in debating, analyzing real-life scenarios, and applying Islamic teachings in practical situations.

Materials:

- a. Whiteboard & markers
- b. Handouts with Qur'an and Hadith references related to honesty and lying
- c. Timer
- d. Debate guidelines

Activities:

Table 4.5 Activities embedding Islamic Values

No	Activity	Description	Time
1.	Introduction to	Introduce the topic: "Is it better to lie for the	5-10

	Debate Topic	sake of good intentions, or is honesty always the best policy, even when it may hurt others?" Provide a brief overview of Islamic teachings related to honesty and lying.	minutes
2.	Preparation for Debate	Divide students into two teams (Pro and Con). Provide Qur'an and Hadith examples on honesty and permissibility of lying in certain situations (e.g., during war or for peace-making). Ask students to think of real-life scenarios where honesty vs. lying could be discussed.	15-20 minutes
4.	Debate Session	<p>1. Opening Statements (3-5 minutes per team): Pro side argues for lying for a greater good, Con side for honesty.</p> <p>2. Rebuttal Round (5 minutes per team): Teams challenge each other's arguments.</p> <p>3. Open Discussion (5-10 minutes): Students ask questions and share personal reflections.</p> <p>4. Closing Statements (2 minutes per team): Teams summarize their</p>	30 minutes

		argument and restate their position..	
5.	Feedback and Reflection	Provide feedback on students' arguments. Reflect on how these lessons can be applied in real-life situations. Discuss how honesty and lying affect personal relationships and community life in Islam.	10 minutes

Assessment:

- a. Active participation and the quality of arguments during the debate.
- b. Use of Islamic teachings (Qur'an, Hadith) in the debate.
- c. Reflective feedback on the moral implications of honesty versus lying.

B. DISCUSSION

This discussion interprets the findings of this study regarding the specific English language learning needs of students at Al-Falah Islamic Boarding School, particularly in relation to their religious practices. The results reveal that students face challenges in connecting their English language learning with Islamic values due to the limited availability of resources that incorporate religious content. These findings also highlight the gap in integrating Islamic practices into English language instruction,

which affects their ability to express religious concepts in English. In the following sections, we will further explore these issues and connect the findings to relevant literature, as well as propose suitable activities for embedding Islamic values in English learning.

A. The Specific English Language Needs of Islamic Boarding School Students

This study emphasizes the unique English language learning needs of students at Al-Falah Islamic Boarding School, which stem from their religious and cultural environment. As highlighted in the findings, these students face limited access to resources that reflect their cultural and spiritual identity, which hinders their ability to describe Islamic practices in English. The specialized books that include Islamic vocabulary are crucial for addressing this gap, as terms like “ablution, prayer mat, and sermon are seldom integrated into general EFL curricula. This difficulty in connecting English learning with religious experiences is consistent with Alimi’s (2018) findings, which emphasize the need for culturally relevant resources to preserve identity while enhancing language skills.

Further supporting this need, audio resources for listening practice are essential. Students at Al-Falah Islamic Boarding School currently lack access to Islamic-themed listening materials due to a ban on digital devices. This limits their exposure to relevant content that connects English with their religious practices. Providing audio materials, such as English-

language Islamic lectures or speeches, would not only improve listening comprehension but also deepen students' understanding of Islamic principles, in line with the findings of Roseandree et al. (2024).

Moreover, the lack of structured lesson plans or teaching modules designed with Islamic themes further complicates effective teaching. Structured plans that incorporate religious figure presentations, Islamic-themed debates, and discussions on Islamic history would make lessons more relevant and meaningful for students. This aligns with the findings of Otman et al. (2015), which show that well-designed educational activities, such as debates, enhance critical thinking and language acquisition.

Additionally, printed materials that include Islamic content should be integrated into the curriculum to bridge the gap between language learning and religious identity. These materials would provide students with the opportunity to engage with English in a way that is both academically enriching and culturally affirming.

B. Innovative Activities Suitable for Integrating Islamic Values in English Learning

Incorporating innovative activities into English language instruction is key to engaging students and making learning both culturally relevant and enjoyable. One effective method identified in this study is storytelling with Islamic narratives. By sharing stories about prophets and Islamic figures, students not only practice English but also learn moral values. For example,

recounting Prophet Muhammad's patience during the Ta'if incident allows students to practice the past tense while reflecting on perseverance and compassion. This approach aligns with Alimi's (2018) suggestion that stories are dual-purpose tools for both language learning and moral teaching.

Another innovative activity is presenting Islamic procedures in steps through role-playing. For example, students can practice describing the procedure of wudhu or fasting in English, enhancing both their language skills and cultural knowledge. These activities are consistent with Tabroni & Sari (2023), who found that role-playing improves language proficiency and cultural understanding. By participating in such activities, students build fluency while reinforcing their religious practices.

The use of Islamic vocabulary quiz games also proved beneficial in making the learning process more interactive. These activities engage students in learning essential terminology while fostering collaboration and competition. Roseandree et al. (2024) also found that gamified learning methods significantly improved student engagement and language acquisition. By integrating enjoyment with learning, these activities help students retain language skills and confidently apply them in real-world situations.

Additionally, Islamic-themed role-playing activities were found to be valuable in allowing students to practice English in realistic scenarios

related to their faith. For instance, students could role-play explaining the steps of prayer or giving a sermon in English, which helps them apply language skills in context. These activities promote confidence in using English while expressing cultural customs, reinforcing language proficiency and cultural identity.

Lastly, Islamic debate series in English can be an excellent way to encourage critical thinking and enhance language skills. Debating Islamic themes, such as historical events or moral teachings, allows students to engage deeply with their culture while improving their ability to communicate effectively in English. Ramdhaniyah et al. (2023) highlighted the effectiveness of integrating Islamic ideas into learning materials, which significantly boosts student engagement and understanding.