

CHAPTER V

CLOSURE

A. Conclusion

This study identified a significant gap in the integration of Islamic values, particularly religious terminology, in English as a Foreign Language (EFL) materials for Islamic boarding schools. Common religious terms such as “ablution,” “prayer mat,” and “minaret,” which are part of students’ daily lives, are often missing or underemphasized in standard textbooks. This omission limits students’ ability to learn English vocabulary relevant to their religious practices, making it harder for them to connect the language with their cultural and spiritual context.

The research focused on Al-Falah Islamic Boarding school Banjarbaru to explore the specific English language needs of Islamic boarding school students and to develop suitable activities for embedding Islamic values into EFL instruction. Through a phenomenological approach that included interviews, classroom observations, and analysis of existing materials, this study aimed to identify practical strategies for creating culturally responsive learning activities. The findings highlight the importance of integrating Islamic values into English teaching to enhance students’ academic, spiritual, and cultural development, making EFL learning more relevant and meaningful within an Islamic educational environment.

B. Suggestion

Along with the results mentioned earlier, the researcher has also provided the following recommendations for future investigation. For English teachers, it is suggested that they consider incorporating culturally and religiously relevant vocabulary into their lesson plans, particularly those terms that align with students' daily religious practices, such as "ablution," "prayer mat," and "minaret." By integrating Islamic values and terminology into EFL instruction, teachers can make lessons more meaningful and relatable for Islamic boarding school students. This approach will not only enhance their language skills but also deepen their connection to both the English language and their cultural-religious context.

For students, the researcher encourages active engagement with supplementary EFL materials that reflect their cultural and spiritual values. By embracing learning resources that integrate Islamic vocabulary and teachings, students can improve their English proficiency while feeling a stronger sense of relevance and connection to the subject matter. It is important for students to recognize the value of both academic growth and spiritual development through the integration of language and religious values, enhancing the learning experience overall.

Finally, for other researchers, it is recommended to further explore the intersection of language learning and religious values in different cultural contexts. Future studies could examine how the integration of cultural and religious elements into EFL materials impacts not only

language proficiency but also students' motivation, engagement, and overall academic performance. This line of research can help to develop more culturally responsive teaching strategies in diverse educational settings, contributing to the global discourse on inclusive and context-sensitive language teaching