

## APPENDICES

### Appendix I. Translation of Al-Qur'an

No.	Name of The Surah	Indonesian	English
1.	<p>Al-Kahf verse: 66</p> <p>قَالَ لَهُ مُوسَى هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عُلِّمْتَ رُشْدًا</p>	<p>Musa berkata kepadanya, “Bolehkah aku mengikutimu agar engkau mengajarkan kepadaku (ilmu yang benar) yang telah diajarkan kepadamu (untuk menjadi) petunjuk?”</p>	<p>Musa (Moses) said to him (Khidr) “May I follow you so that you teach me something of that knowledge (guidance and true path) which you have been taught (by Allah)?”</p>
2.	<p>Al-Hujurat verse: 13</p> <p>يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا</p>	<p>Wahai manusia! Sungguh, Kami telah menciptakan kamu dari seorang laki-laki dan seorang</p>	<p>O mankind, indeed We have created you from male and female and made you peoples and tribes</p>

	<p>وَقَبَائِلَ لِّتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ</p> <p>اللَّهِ أَتْقَاهُ إِنَّ اللَّهَ عَلِيمٌ</p> <p>خَيْرٌ</p>	<p>perempuan,</p> <p>kemudian Kami</p> <p>jadikan kamu</p> <p>berbangsa-bangsa</p> <p>dan bersuku-suku</p> <p>agar kamu saling</p> <p>mengenal.</p> <p>Sungguh, yang</p> <p>paling mulia di</p> <p>antara kamu di sisi</p> <p>Allah ialah orang</p> <p>yang paling</p> <p>bertakwa.</p> <p>Sungguh, Allah</p> <p>Maha</p> <p>Mengetahui,</p> <p>Maha Teliti.</p>	<p>that you may</p> <p>know one another.</p> <p>Indeed, the most</p> <p>noble of you in the</p> <p>sight of Allah is</p> <p>the most righteous</p> <p>of you. Indeed,</p> <p>Allah is Knowing</p> <p>and Acquainted.</p>
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## Appendix II. Research Instruments

### TEACHER PRACTICES ON INTEGRATING LOCAL CULTURE IN TEACHING EFL

#### Observation Guideline

Field notes of integrating local culture in teaching EFL by (Putra & Musigrungsi, 2022), (Raturi, 2014), (Czura, 2016), (Ena & Romrome, 2022), (Wengan & Yaya, 2013), (Aminullah et al., 2019), and (Nguyen, 2017).

#### Section 1: Planning

**Objective:** Preparation and strategies to integrate local culture into teaching materials.

No.	Observation Aspect	Indicators	Notes/Comments
1.	Identify learning objectives	The teacher includes local cultural elements in the learning objectives.	
2.	Selection of teaching materials	a. Teaching materials include text, images, or stories that represent local culture. b. The teacher identifies specific local cultural elements to include in the lesson plan. c. Materials are adapted to suit students' proficiency levels and needs.	
3.	Planning learning activities	The teacher design activities that involve local cultures, such as discussions, games, or presentations.	
4.	Conformity to the curriculum	The learning plan is in accordance with the applicable curriculum and support student competence in EFL	
5.	Providing media and learning resources	a. The teacher use media that is relevant to local culture, such as videos, songs, or visual materials. b. Materials are adapted to suit students with local culture.	

Notes:

### Section 2: Action

**Objective:** observe the implementation of local culture in teaching English.

No.	Observation Aspect	Indicators	Notes/Comments
1.	Delivery of material	a. The teacher explains the material by explicitly integrating local cultural elements. b. Does the teacher use teaching methods that involve local culture (e.g. discussions, games).	
2.	Student involvement	a. Students are involved in discussions or activities that involve local cultural elements. b. Students actively participate in learning that involves local culture.	
3.	Providing cultural context	The teacher explains the relationship between local culture and the topic of English learning.	
4.	Use of media and learning resources	The teacher use media/teaching materials that have been planned to introduce local culture.	
5.	Time and activity management	The teacher can manage time for each activity so that all elements of local culture can be explained well.	

Notes:

### Section 3: Evaluation

**Objective:** Observe how the teacher reflect the implementation of local culture in teaching.

No.	Observation Aspect	Indicators	Notes/Comments
1.	Reflection on success	The teacher evaluates whether students understand the material well through local culture.	
2.	Identification of challenges	a. The teacher identify obstacles faced in integrating local culture into teaching. b. The teacher reflects on the success and challenges of integrating local culture and identifies areas for improvement.	
3.	Improvements for the next lesson	The teacher provides solutions or alternatives for future improvements	
4.	Feedback from students	a. The teacher collects feedback from students regarding the local culture-based material being taught. b. Students express interest or positive feedback regarding the inclusion of local culture.	
5.	Documentation of learning outcomes	The teacher document learning outcomes (e. g. student work, learning notes, or activity recordings).	

Notes:

### Interview Protocol

Interview protocol for the teacher and students on the benefits they got from integrating local culture as English teaching material by (Sellami, 2021), (Ena & Romrome, 2022), (Alakrash et al., 2021), (Ratmaningsih et al., 2020), and (Pedersen, 1995).

Interview for the students.

Aspect	Question	Participant's Feedback

1. Learning experience with local culture	a. What do you think about the interesting local culture in English lessons?	
	b. Do you feel that local culture has ever been used in English lessons? If so, can you give me an example?	
	c. What elements of local culture have you encouraged in learning English (e.g., folklore, customs, regional song)?	
	d. How do you feel when learning English using local culture-based materials?	
2. Perceive benefits	a. Does local culture-based material help you understand English lessons more easily? Can you explain?	
	b. Do you think learning English in local culture helps you improve your speaking, writing, or reading skills? If so, can you explain how?	
	c. Does using local culture make you more enthusiastic or enthusiastic about learning English? If so, can you give me an example?	
	d. Do you feel more confident speaking or using English when learning through local cultural materials?	

	e. Are you more interested in communicating in English after knowing more about local culture? Why?	
	f. How do you feel when learning English learning material is related to local culture?	
	g. Do you feel more motivated to learn English when local culture is used in teaching material? Why?	
3. Comprehension and communication skills	a. Do you feel learning about local culture helps you understand how to speak or communicate in English?	
	b. Are there any expressions or vocabulary you learned through local culture that help you communicate better with friends or other people?	
4. Relevance	a. Do you think learning material that uses local culture is more relevant to your daily life? Why?	
	b. How does local culture in your learning help you understand how English is used in society?	
5. Challenge and suggestions	a. Do you feel there are difficulties in learning English through local	

	culture? If so, what are the difficulties?	
	b. What are your hopes for the use of local culture in English lessons in the future?	

### Interview for the teacher

Aspect	Question	Participant's Feedback
1. Use of Local Culture in Teaching	a. What elements of local culture do you usually use in learning English? b. How do you choose relevant local cultural elements to use in English teaching materials? c. What is your reason for choosing to use local culture in teaching? d. To what extent do you feel local culture helps in improving students' understanding of English?	
2. Benefits of Using Local Culture	a. In your opinion, do materials based on local culture help students better understand the learning material? Can you explain? b. How does local culture influence	



	<p>students' English skills (speaking, reading, writing, listening)?</p> <p>c. Do you see an increase in student motivation and enthusiasm when local culture is used in learning? Can you explain an example?</p> <p>d. Does a local culture-based approach increase students' confidence in using English? If yes, in what way?</p> <p>e. What benefits do you see for students when local culture is taught alongside English in a learning context?</p>	
3. Contextual Learning and Student Attitudes	<p>a. How does using local culture create learning experiences that are more relevant to students' daily lives?</p> <p>b. Have you noticed any changes in students' attitudes or study habits after using local culture in teaching?</p> <p>c. To what extent do you see that students are more tolerant of cultural differences after they learn about local and foreign cultures?</p> <p>d. What impact do you expect from using local culture in improving students'</p>	

	attitudes towards other cultures?	
4. Impact on Teachers	<ul style="list-style-type: none"> <li>a. How does local culture help you as a teacher in creating more effective teaching strategies?</li> <li>b. What challenges do you face in integrating local culture into English language teaching?</li> </ul>	
5. Reducing Culture Shock	<ul style="list-style-type: none"> <li>a. Do you see that an introduction to local culture can help students adapt more easily to foreign cultures? In what situations have you seen this happen?</li> <li>b. How often do you discuss students' experiences regarding local and foreign cultures in the learning context?</li> </ul>	
6. Encouraging Interest and Motivation	<ul style="list-style-type: none"> <li>a. How does integrating local culture affect students' motivation to learn English?</li> <li>b. Has there been a change in students' attitudes towards English since you integrated local culture in learning?</li> </ul>	

### Appendix III. Research Letter



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Sifat : Penting  
Lampiran : 1 (Satu) Berkas  
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17 Februari 2025

Yth.Kepala SMPN 4 Banjarmasin  
Kota Banjarmasin

*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 :

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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, 17 Februari 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,



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Tembusan :  
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NIM	:	210101030650
Semester	:	VIII (Delapan)
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Judul	:	Teacher Reflection On Integrating In Teaching EFL

Telah melaksanakan penelitian untuk memenuhi tugas skripsi, terhitung tanggal 18 Februari – 20 Maret 2025 dengan mengambil data dari:

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 20 Maret 2025

Kepala  
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## Appendix IV. Photograph

### Observation in Class





### Interview with students and the teacher









## Appendix V

## Appendix V

### Appendix V. Consultation Schedule and Notes

#### CONSULTATION NOTES

NAME OF ADVISOR: Dr. Hj. Raida Asfihana, M.Pd

No.	Day/Date	Notes	Signature
1.	Friday, 14 February 2025 (Offline)	Checking the revision and instruments.	
2.	Thursday, 20 February 2025 (Online)	Consultation regarding the observation and interview to be conducted.	
3.	Friday, 25 April 2025 (Offline)	Consulting about the result of the interview and observation.	
4.	Friday, 2 June 2025 (Online)	Consulting about Chapters 1-4.	
5.	Wednesday, 11 June 2025 (Online)	Consulting about the findings, the Discussion, and the Abstract.	
6.	Thursday, 12 June 2025 (Online)	Consulting about the abstract and Chapter 5.	

## Appendix VI. REPORT TEXT (*BATIMUNG*)

### Report Text (*Batimung*)

*Batimung* is a traditional steam bath or sauna from the Banjar people in South Kalimantan, Indonesia. It is a cultural treasure that carries noble values of local wisdom. This ritual is commonly performed as a preparation for weddings, both for the bride and groom. The bridal *Batimung*, also known as "pangantin" or "pangenten," is a process where the couple undergoes a fragrant steam bath. The process involves sitting on a small chair, wearing only a sarong, while their bodies are exposed to steam from boiling water mixed with flowers and spices typical of Banjar. This steam cleanses the body by removing sweat and leaves a pleasant fragrance. The main purpose of *Batimung* is to make the bride and groom feel fresh, smell good, and look radiant on their wedding day. It is also believed to ensure smoothness in the wedding procession. Beyond weddings, *Batimung* has therapeutic uses. It is used to treat illnesses caused by poison or "*wisa sangga*". In severe cases, alternative treatments like corpse baths or sun baths may also be practiced. The *Batimung* tradition reflects the harmonious relationship between people and nature. It also holds a strong spiritual and religious significance for the Banjar community, showcasing their respect for local wisdom and cultural heritage.

1. What is the best title for the text above?
2. What is the main idea of paragraph three?
3. Which of the words in the text means a small therapeutic hot room?
4. Can typhoid be cured with *Batimung*?



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Banjarmasin, 11<sup>th</sup> June 2025



Mariyana Sukma Elisa Wati