INTEGRATING ISLAMIC CULTURE IN TEACHING ENGLISH AT MADRASAH ALIYAH

(A Case Study at The Tenth Grade of Harsallakum Boarding School Kota Bengkulu Academic Year 2018/2019)

THESIS

Submitted as A Partial Requirement for "Sarjana Degree" (S.Pd) in Study Program of   English Education

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(IAIN) BENGKULU

2019

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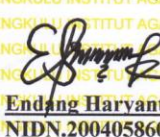
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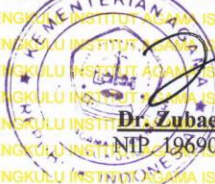NIP.196901291999031001

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MOTTO

If you are ***not briliant*** enough to reach what you want . you have other
opportunity through ***hard work***.

Smart Work/Hard Work

"Ade Saputra"

DEDICATION

This thesis dedicated to.

1. Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.

2. Thanks for my lectures in IAIN Bengkulu.

3. Thank for my Mother, my Father, my elder Sisters (Yuli Yulyanti, Rahayu Junita) , my big Brother (Irawan Nv), my Gang (The Hunggers) and special one my kecok (Indah Kurnia) thank you for giving me support.

ABSTRACT

Ade Saputra. 2019. *Integrating Islamic Culture in Teaching English atMadrasahAliyah Students (An Ethnography Research at the Tenth Grade Studens of Harsallakum Boarding School Kota Bengkulu Academic Year 2018/02019).* Thesis. Tarbiyah and Tadris Faculty. Advisor 1: Dr. Ali Akbarjono, M.Pd; Advisor 2: Endang Haryanto, M.Pd.

**Key Word   :*Integrating, Islamic Culture, Teaching English.*

The objectives of this research were to describe and investigate the goals of the integrating Islamiculture in teaching English at the tenth grade students of Harsallakum Bording School in academic year 2018/2019. This research appliedCase Study with qualitative approach.It had been conducted at Harsallakum Boarding School Kota Bengkulu. Sources of data were all elements that related to integration Islamic culture in teaching English at the tenth grade of Harsallakum Bording School that covers: the English teacher, students who consists of 17 students, and learning and teaching activities in English classroom as well as outside practices. Data were collected through observation, interview, and documentation. The result showed that the English teacher integrated Islamic culture activities in teaching English in Harsallaum Boarding school in form of *Muhadara, Mufrodat, Kultum, and Marrawis*. These activities were conducted by integrating English and Arabic in Islamic public speaking to give religious guidance to society about Islamic laws and tradition (Muhadara); memorizing English vocabularies with correct pronunciation (Mufrodat); seven minute speech in religious values in English (Kultum); and Islamic art through singing Islamic religious songs (Marrawis). The teacher integrated these Islamic cultural activities in order to improve some aspects of students' English proficiency; motivating students to learn English in Islamic and fun ways; and to build students' confidence in performing English through Islamic art in the public.

ABSTRACT

Ade Saputra. 2019. *Integrasi Budaya Islam dalam Pengajaran Bahasa Inggris pada Siswa Madrasah Aliyah (Ethnography pada elas Sepuluh Siswa Pesantren Arsallaum ota Bengulu Tahun Ajaran 2018/2019)*. Skripsi. Fakultas Tarbiyah dan Tadris. Pembimbing 1: Dr. Ali Akbarjono, M.Pd.; Pembimbing 2: Endang Haryanto, M.Pd.

Kata Kunci   :Integrasi, Budaya Islam, Pengajaran Bahasa Inggris

Tujuan penelitian ini adalah untuk mendeskripsikan dan menyelidiki keberhasilan pengintegrasian budaya Islam dalam pengajaran bahasa Inggris pada kelas sepuluh Peseantren Harsallakum tahun ajaran 2018/2019. Penelitian ini menggunakan metode studi kasus dengan pendekatan kualitatif. Penelitian ini dilaksanakan pada pesantren Harsallakum Kota Bengkulu. Sumber data berasal dari seluruh elemn yang berkaitan dengan integrasi budaya Islam dalam pengajaran bahasa Inggris pada kelas sepulu Pesantern Pancasila Bengkulu yang meliputi: guru bahasa Inggris, siswa yang terdiri dari 17 siswa, dan aktivitas selama proses belajar mengajar bahasa Inggris di kelas dan praktek di luar kelas. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru bahasa Inggris mengintegrasikan budaya Islam dalam pengajaran bahasa Inggris pada Pesantren Harsallakum dalam bentuk: *Muhadara, Mufrodat, Kultum, dan Marrawis*. Kegiatan ini dilaksanakan dengan mengintegrasikan bahasa Inggris dan bahasa Arab dalam bentuk berbicara di depan umum bernuansa Islami untuk memberikan pencerahan tentang Islam terhadap masyarakat berupa hukum syara' dan tradisi Islam (Muhadara); menghafal kosa kata bahasa Inggris dengan pengucapan yang benar (Mufrodat); ceramah dengan durasi tujuh menit mengenai nilai-nilai religius (Kultum); dan seni Islam melalui menyanyikan lagu-l;agu religi berbahasa Inggris (Marrawis). Guru bahasa Inggris mengintegrasikan aktivitas budaya Islami ini untuk meningkatkan beberapa aspek kemampuan Bahasa Inggris siswa; memotivasi siswa untuk mempelajari bahasa Inggris dengan cara yang Islami dan cara yang menyenangkan; dan membangun kepercayaan diri siswa dalam performa bahasa Inggris melalui seni Islami dan *public speaking* Islami.

PRONOUNCEMENT

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I hereby sincerely state that thesis entitled :" **Integrating Islamic Culture in Teaching English at Madrasah Aliyah Students**(An Ethnography Research at the Tenth Grade of Harsallakum Boarding School Kota Bengkulu Academic Year 2018/2019)"is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, january 2019

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ACKNOWLEDGMENT

In the name of Allah the beneficent, the Merficul in the name of Allah the most Gracious and Merficul. Alhamdulilah, all praise be to allah the most graceful and the Merficul, after such a hard work , finally the writer could finish research and finish the report in the form of the minor thesis (skripsi), entitled **"Integrating Islamic Culture in Teaching English at Madrasah Aliyah Students (An Ethnography Research at the Tenth Grade Students of Harsallakum Boarding School Kota Bengkulu in Academic Year 2018/2019).**

1. Prof. Dr.H. Siradjudin M., M.Ag, M.H as Rector of the IAIN Bengkulu.

2. Dr. Zubaedi, M.Ag M.Pd As The Dean of Tarbiyah and Tadris faculty of IAIN Bengkulu.

3. Feny Martina, M.Pd as the chief of English Study Program IAIN Bengkulu.

4. Dr.H. Ali Akbarjono,M.Pd as fisrt Supervisor.

5. Endang Haryanto, M.Pd as Second Supervisor.

Finally the words are not enough to be expressed, except praise is to Allah the worlds for blessing and guidence, May their good deeds be accepted by Allah subhanahuWata"ala Amin.

Bengkulu, November 2019

<u>Ade Saputra</u>
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CHAPTER I

INTRODUCTION

A. Background of the Study

The position of English in Indonesia education system is as foreign language, however, it is taught and used as the first foreign language. Therefore, in Indonesian curriculum, English is one of subject must be learned by students from junior high schools and senior high schools as compulasory subject. It is also underlined that English becomes one of compulsory subjects in determining students' graduation. English becomes one of subject tested in students' final exam at school. It means that English is important lesson that must be learned by the students seriously.

Education in Indonesia had adopted Curriculum 2013 . In this curriculum, English is described in detail about the output and competencies. In Curriculum 2013, students are expected to master English in order to be able to have competence in global and get wider knowledge[1]. It means that the success of teaching foreign language is indicated by at least two aspects, communicative aspect and intercultural aspect where the second aspect requires the learners to have cultural insight that should be taught in the targeted language teaching.

In terms of education, Indonesia have two separate governing system with ministry of national education (MONE) regulates general, not to call

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[1] Mohammad Fadil. Student' Speaking Skill in English Immersion School, Pancaran Pendidikan Journal, Vol.7, 2018, P.36

secular, eduaction and ministry of religious affair (MORA) manages islamic education (Madrasah, Pesantren and other Islamic education institutions)[2]. Although being regulared by two differen mineistries, both education instituations are part of Indonesian national education system and have a lot in commom. In fact, Madrasah or pessantren is equal to general school and is running the some different curriculum[3]. It means that the students who study in Madrasah or Pesantren, there are some islamic lesson and culture included into the curriculum, included English lesson is somtimes influenced by the content of Islamic academic culture.

In learning English, high school studentsin Indonesiafocus on learning English four skills, namely: Listening, Speaking, Reading and Writing. In Boarding Schools,the studentsalso focus in English four skills,but they have different ways to English learning focus., and they also have more time to learn English outside classroom, included religion and Islamic culture in English lesson too[4]. Buttjes stated thatthe best way to teach language is integrating culture in teaching and learnnig process[5]. In boarding school the teacher integrating Islamic culture in teaching Englis. According to E.B. Taylor, Islamic academic culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.

[2]Tuti Hidayati.English Lnguage Teaching in Islamic Education in Indonesia:Challenges and Opportunities, *Jurnal Englisia*, vol. 3, no 2, 2018, P.67.

[3]Muchtarom. Islamic Education in The Context of Indonesia National Education, *Surabaya. International J. Soc. & Education,* 2012, P. 4

[4]Tuti Hidayati.English Lnguage Teaching in Islamic Education in Indonesia:Challenges and Opportunities, *Jurnal Englisia*, vol. 3, no 2, 2018, P.40.

[5]Buttjest. 1990. *Routledge Encyclopedia Of Language Teaching And Learning*, Oxford : Oxford University Press.

Peter Naibei states Culture is everything that individuals get from society, including beliefs, customs, artistic norms, eating habits, expertise acquired not from their own creativity[6]. From definition above reseacher conclude that *Islamic Culture* is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts in Islamic life activities. In this research the islamic culture focus on Islamic activities.

Related to culture, in Boarding School has a unique English learning culture, where the students and the English teachers spend their time outside the formal classroom to integrate Islamic culture in teaching and learning English because the students stay in Boarding School during their educational process. The students applicate the Islamic values by using English in their daily activities of Islamic academi culture. It is one of effort to make students familiar in English language practice.

It is widely known that in intergrating Islamic culture in teaching English, the teacher in Boarding School focus on Islamic activities as extaculicular program in boarding school, the activites such as: Mudhahara, Course of Grammar (Mufrodat), Religious Lectures (Kultum) and Marawis. These are the weekly activities done by students in boarding schoool. The English teacher use these activities as the extra-time to teach satudents English practice[7].

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[6]Peter Naibei. Culture And Sustainable Development, *Jurnal Englisia*, Vol. 3, No 2, 2018, P.32.
[7]Titin Rafida Existence Of English Language Education System In NU Boarding School On Paringgonan At Modern Era, 2015, p.6

To know about the integration of Islamic culture in Harsalakum Boarding School, one of Boarding Schools in Kota Bengkulu, the researcher conducted observation. Based on the observation on January 27, 2019, the researcher found that the tenth grade students of Harsallakum Boarding School Bengkulu in Academic Year 2018/2019 were doing *Muhadhara* (See Appendix 1)[8].

Then, after the activity, researcher interviewed the teacher about the activity.Based on the interview with the English teacher, he said that *Muhadharah* is one of a real activities of integrating Islamic cultures in teaching English in Boarding School that became a routine activity held every once a week followed by students of junior high school and senior high school in Bording School. Muhadhara is an Islamaic activity to trainstudents to have speech (da'wa). in Bording School. The teachers adopted *Muhadhara* as a way to teach language. They depelove Muhadhara and emphize the use of three languages, they are: Bahasa Indonesia, English and Arabic[9].

In addition, the teacher said that the students' ability in English, especially speaking, students needed more improvement. One of the way to improve their English skills, especially speaking, is integrating English in Islamic culture activities. The most problems faced by the students in learning English vocabulary mastery, language structure, pronunciation, and learning motivation, Lack of opportunities in meeting.Therefore, active Islamic culture activities can be solution for them to involve actively practice their English.

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[8]Observation of Students' Activities at Harsallakum Boarding School done on 23rd May 2019 at 08:00 P.M.
[9]Murni, a teacher in Harsallakum Boarding School Interview done on January 27th 2019 at 08:00. A.M.

And the teacher use this activities to slove it, the results students profiency in English is improving, the cuality of students profiency in Englis to be good, it proof from the achivepment of the students, have ever the winner in any English competitions (See Appendix 2)[10].

From the result of observation and interview above, it is clear that the teacher in Boarding School HarsallakumKota Bengkulu integrated Islamic culture in teaching English to encourage students to be active in practicing their English skills. Then, these activities can be helpful for students to practice their English in a real Islamic activities[11]. It is similar opinion with Muchtarom that Studies on the relationship of the religion and teaching Englishhave been widely conducted in boarding schools in Indonesia[12]. In learning English in this context is learners' most important backgrounds is the religion because it shapes human' behavior. However, the challenge in this teaching process of putting religious values in the instruction is no problem as long as the sight that one of the necessary factors to be involved in learning design is their ethno-religious backgrounds[13]. In short, all religion activities are possible to be incorporated into the teaching of all subjects, included English.

From the explanation above, researcher concludes that the most Islamic culture that is integrated by boardingschools to teach English are the combination between English and Islamic culture that bring good effect for

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[10]Nurlayla, an English Teacher in Harsallakum Bording School Interview done on January 27th 2019 at 08:00 P.M.

[11]Observation of Students' Activities at Harsallakum Boarding School done on 23rd May 2019 at 08:00 P.M.

[12]Muchtarom. Islamic Education in the Context of Indonesia National Education, *Matra Pembaruan Jurnal,* vol. 28, no.2, 2013, p.324.

[13]Zulianti Rohmah. Incorporating Islamic Message in the English Teaching in the Indonesia Contet, *International J. Soc. & Education,* vol.2, 2012,p.158

students. From those cases, researcher is very interested in doing research because this case in unique this just happened in this school, because that researcer very interesting doing the research with the title *Integrating Islamic Culture in Teaching English at Madrasah Aliyah Students (A Case Study at the Tenth Grade Students of Harsallakum Boarding School Kota Bengkulu in Academic Year 2018/2019).*

B. Limitation of the Problem

From the explanation above, the researcher limited the problem on finding out the Integrating Islamic Culture in teaching English at Madrash Aliyah Students at Harsallakum Bording School, especially at the tenth grade students in academic year 2019. This research focus on the teaching process at out the class.

C. Research Questions

Based on the explanation above, the reseach problems can be formulated as the folloing questions:

1. How do the teacher integrate Islamic cultures in teaching English at out the class in Harsallakum Boarding School ?

2. Why do the teacher integrate Islamic culture in teaching English at out the class in Harsallakum Boarding School ?

D. Research Objectives

The result of this research is expected to give important information for students, English teacher, and the next researcers. The significances can be:

1. To describe the integrating Islamic culture in teaching English at out the class in Harsallakum Bording school in academic year 2019.

2. To investigate the goals of the integrating Islamic culture in teaching English at out the class in Harsallakum Boarding School Kota Bengkulu in Academic Year 2019)

F. Significance of the Study

The result of this research is expected to give important information for students, English teacher, and the next researcers. The significances can be:

1. **For students**

   a. To introduce students, especially the ones who study in Boarding Schools, that integrating Islamic culture in learning English is a positive activity that encourage them to practice English.

   b. Islamic culture activities make students familair in using English in daily life.

   c. To encourage students to be active involving in English activities in a real life situation.

2. **For Teachers**

   a. To inform English teachers that integrating Islami culture activities in teaching English gives good effect for students' English skill.

   b. To give solution for teacher to overcome students' problems in teaching English.

c. As reference source of teacher to improve they strategy in teaching English, especially in encouraging students to be active in involving in English real life activities.

3. For the Next Researchers

a. The result of this research is expected to be a useful reference for the next researchers to do research.

b. It is important to the next researchers to explore the best strategy to learn English in Boarding Schools that included Islamic culture in it.

c. To inspire the next researchers to do research at the same field and explore broader scoope of the research.

E. Definition of Key Terms

To know about the description of important key terms of the research, it is important to define the following terms in this research:

1. *Islamic Culture* is everything that individuals get from society, including beliefs, customs, artisticand norms, and other habits that are often studied by humans as part of society[14]

From the definition above researcher concludes that *islamic culture* is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts in Islamic life activities. In this research the islamic culture focus on Islamic activities.

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[14] (Lowie, 2009: 23).

2. *Integrating* is   to make up, combine or complete to produce a whole or a larger unit, as parts do [15]

3. *Teaching* is a process of sharing of knowledge and experience, which is usually organized within a discipline and the provision of stimulus to the psychological and intellectual Englishlanguage growth of a person by another person [16]

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[15] (Oxford Dictionary, 2015: 326).
[16] (Ur, 1999: 16).

CHAPTER II

LITERATURE REVIEW

A. English Teaching

English as an international language has always been included in Indonesia school curriculum because it is considered very important for developing science, commerce, and technology. There have been a lot of efforts and finances invested to support the English teaching programs all over the country. The government has been changing the methods of teaching English in order to get better results. However, we always hear complaints about the unsatisfactory results of the English teaching in Indonesian schools.

Teaching is a form of interpersonal influence that is changing the behavior of the potential of another person. Teaching is interactive process, mainly involving class room talk which takes place between teacher and pupil and occurs during certain definable activity. Teaching is an arrangement and manipulation of a situation that will be experienced and which will learn in the course of doing[17].

From definition above reseacher concludes that teaching is a process of giving advice and instruction to students about knowledge and experience which is designed systematically and meticulously by the teacher to implement it with appropriate teaching method and techniques to guide and

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[17]Effendy Gultom English Language Teaching Problems in Indonesia , Education Seminar, 2015, Volume.3, P.4

motivate students to take the initiative to learn in order to get the knowledge and master some skill.

In teaching process, teacher's startegy will determine the success of teaching. Pranowo sataes in English teaching whatever the orientation of teory and curriculum the teacher must focus to develope all Englis skill such as : Listening, Speaking, Reading and writing[18].

Dian said Language is learn only through use and practice and it cannot be taught without context or situation. Production of correct linguistic response requires effort and attention. The spoken language comes before the written form. Learning is faster when the learner is placed in a situation and when the correct response to a stimulus is immediately confirmed or reinforced by further practice[19]

Effendy Gultom mentioned two basic held positions in English language teaching. The first is form focused teaching which emphasizes the teaching of the rules of grammar, structures, the vocabulary development, and the language sounds. The second is meaning-focused teaching which emphasizes language use, communication fluency, and appropriateness of expressions in different situations[20].

From definition above researcher concludes that in teaching English the students need to practice to use the target language, if they want to master

[18] Dian Nashrul. Implementasi Kurikulum 2013 Mata Pelajaran SMP Naegeri 09 Madiun, *An-Nuha journal*, Vol.2, 2015. Pag. 3.
[19]Effendy Gultom. English Language Teaching Problems in Indonesia, *Educationa Comunity Journal*, vol. 3, 2015, P.3.
[20] Ibid.5.

English. But the fact the students seldom to practice use English to communication. The teacher said they just explain the materials they difficult to devide time for students practice in class because the time in class is limit, so they need additional time to teach students in out of class.

a. English Language Teaching Development in Indonesia

Curriculum 2013 was designed to be implemented gradually to avoid repeated mistakes of earlier curriculums where a lot of elements were considered not ready. The strategies of the implementation also comprised teacher and school administrator training, material development, management development, and assistance in term of monitoring and evaluation of the challenges experienced.

The issue of concern in this curriculum regarding ELT is the reduction of teaching hour. English is no longer part of the curriculum at elementary level. At junior high school, it is still taught for four hours a week, yet at senior high school it becomes two hours a week, except for the language major. Those majoring in language will have 3 hours of English at grade 10 and 4 hours at grade 11 and 12 Considering that English is a foreign language for Indonesia[21].

b. Teaching English in General School

English is foreign language in Indonesia, but, it is taught and used as the first foreign language. Therefore, in Indonesian curriculum, English is one

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[21] Tuti Hidayati, English Language Teaching In Islamic Education In Indonesia: Challenges and Opportunities, *Englisia journal*, Vol. 3, 2016, P.10

of subject must be learned by students from junior high schools and senior high schools as compulasory subject. It is also underlined that English becomes one of compulsory subjects in determining students' graduation. English becomes one of subject tested in students' final exam at school. It means that English is important lesson that must be learned by the students seriously.

Education in Indonesia had adopted Curriculum 2013. In this curriculum is described in detail about the output and competencies. In teaching English teacher focus on four skill : Listening, Speaking, Reading and Writting. In 2013 curriculum, students are expected to master English in order to be able to have competence in global and get wider knowledge[22] . It means that the success of teaching foreign language is indicated by at least two aspects, communicative aspect and intercultural aspect where the second aspect requires the learners to have cultural insight that should be taught in the targeted language teaching.

c. **Teaching English in Bording School**

In terms of education, Indonesia have two separate governing system with Ministry Of National Education (MONE) regulates general, not to call secular, eduaction and Ministry of Religious Affair (MORA) Manages islamic education (Madrasah, Pesantren and other Islamic education institutions) . Although being regulared by two different mineistries, both education

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[22] Badan standard nasional pendidikan (BNSNP) dan direktorat pembinaan SMA Ditjen mandikdasmen depdiknas, model silabus mapta pelajaran bahasa inggris sekolah menengah atas, *jurnal kependidikan*, 2006, vol.3, p.2

instituations are part of Indonesian national education system and have a lot in commom. In fact, madrasah or pessantren is equal to general school and is running the some different curriculum . It means that the students who study in Madrasah or Pesantren, there are some islamic lesson and culture included into the curriculum, included English lesson is somtimes influenced by the content of Islamic culture.

In learning English, high school students in Indonesia focus on learning English four skills, namely: listening, speaking, reading and writing. In boarding schools, the students also focus in English four skills, but they have different ways to English learning focus., and they also have more time to learn English outside classroom, included religion and Islamic culture in English lesson too. Buttjes stated that the best way to teach language is integrating culture in teaching and learnnig process[23]. It means that in learning foreign language, the teacher should provide students about the culture of the language. In other words, learning foreign language is the same as learning its culture.

Boarding shool adopted two curriculums national curriculum and bording school curriculum form. they are a learning process which follows the Ministry of Education which is held in a classroom, and a learning process which follows KMMI (Kulliyyat al-Mu'allimin wa al-Mu'allimat al-

[23]Zulianti Rohmah. Incorporating Islamic Message in the English Teaching in the Indonesia Contet, *International J. Soc. & Education*, vol.2, 2012, p.158

Islamiyat) which is held out of classroom[24]. this reduction will be a great challenge. *Dalam pasal 31 ayat 3 tentang pendidikan dan kebudayaan " pemerintah mengusahakan dan menylenggarakan satu sistem pendidikan nasional yang meningkatkan keimanan dan ketakwaan serta akhlak mulia dalam rangka mencerdaskan kehidupan bangsa dan diatur dalam undang – undang[25].* In Pasal 31 paragraph 3 concerning education and culture "the government seeks and organizes a national education system that enhances faith and piety and noble character in order to educate the nation's life and be regulated by law.

The implication of this regulation is that they are exposed to English more compared with regular school and bording school students. The addition or reduction of hours or changes of approaches in the curriculum are rarely taken into account for English is already considered as the necessary means for communication. This language policy adopted by pesantren, however, has also turned as an effective ELT practice.

Regulation to use English for daily interaction and communication helps students with rich repertoire of vocabulary and significantly assist students with good English proficiency as students' academic purposes. English is merely used to avoid punishment and is often not uttered grammatically correctly. Furthermore, English language teachers confessed to

[24]Ilham Nurjaman , English Learning System In Islamic Boarding School, *Nurse Practitioners Journal,* Vol. 28, 2013, P.10

[25]Muhammad Kurniawan ,https : // www .academia.edu /26072478/hak_ dan_kewajiban_ warga_negara_ pasal_ 31_ UUD_ 1945.html, sep 24 2014.

face dilemma in selecting teaching materials that has cultural western values not to contradict pesantren traditions that is typical with Islamic values.

B. Integrating Islamic Culture

1. Culture

Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts. Culture means the whole complex of traditional behavior which has been developed by the Human Race and is successively learned by each generation. According to E.B. Taylor, Culture is a complex whole that includes beliefs, decency, art, customs, laws, abilities and other habits that are often studied by humans as part of society[26].

Robert H Lowie states Culture is everything that individuals get from society, including beliefs, customs, artistic norms, eating habits, expertise acquired not from their own creativity but rather the inheritance of the past that is obtained through formal or informal education . in oxfort dictionary culture is The arts and other manifestations of human intellectual achievement regarded collectively, The ideas, customs, and social behaviour of a particular people or society.

From the definition above, researcher concludes that culture is everything that is obtained from the community in the form of art, tradition,

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[26] Peter Naibei. Culture and Sustainable Development, *Research Gate Journal*, vol.1 , 2018, Apage.1.

habits or important activities at a certain time and this has existed since ancient times and is still being studied and carried out in the present.

a. The Element of Culture

The elements of culture refer to the esential substance that are covered in culture. Below are some elemnts of culture[27] :

1. Social organization

Social organization structure are different from one country to another. Social organization can be in form of class division (ranking) or through horizontal division. Ranked society is usually base on the level of education, jobs and salary, or event ancestry. Horizontaly divided society can be influenced by tribe, faith, or hobbies.

2. Costums and Tradition

A custom is defide a culture idea that describe a regular, patterned way of behaving that is considered characteristic of life in a social system. Shaking hand, bowing and kissing ar all customs they are way of greeting people that help to distinguish one society from other[28]. Tradition was the name given to these culture features which, in situation of change, where to be continued to be handed on, thought about, preserved and not lost

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[27] [27] Brown. 2001. Organization of *Culture. London* : Pitam. P.27

3. Religion

Religion is the feeling, act and expession of individual in the solitude, so far as they apprehend themselvs to stand in relation to whenever they may considered the devine.[29] there are various beliefs in a country that is ussualy stated under its low.

2. Islamic Culture

The word "culture" has many meanings. In Arabic it is called "*thaqafah*." The culture is defined as patterns of behavior and thinking that people living in social groups learn, create, and share. Culture distinguishes one human group from others. It also distinguishes humans from other animals. A people's culture includes their beliefs, rules of behavior, language, rituals, art, technology, styles of dress, ways of producing and cooking food, political and economic systems.

Islam has a distinct culture. The culture in Islam is not Arabic or eastern or Middle Eastern. It is also not monolithic. It has varieties and a rich diversity. There are elements in Islamic culture that are constant and that are universally accepted by all Muslims; but there are also elements in Islamic culture that are diverse and different from country to country and people to people. The universals are based on the Qur'an and Sunnah while the variables are based on local customs (*a'raf* and *'adat*) of various people. Thus there is an Arab Islamic culture, Indo-Pakistani Islamic culture, African

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[29] William James. 1917. *The Variaties of Religion Experience.* New York: Longmans. P.3

Islamic culture, Chinese Islamic culture and so there can be an American or Western Islamic culture and Indonesian Isalic culture.

Wherever we live we should develop our distinct Islamic culture and we should collaborate and interact with people of diverse cultures. Our culture is based on the Qur'an and Sunnah as well as on great human experience and learning. We have benefited from the knowledge of all people and we should be open to all knowledge in order to keep our culture strong and dynamic.

However, we should always keep in mind some basic features and characteristics of our Islamic culture. Wherever we live we should not forget these features. These features are constant and no Islamic culture can be without these features.

a. **Some Characteristics of Islamic culture:**

The are some features and characteristics of islamic culture[30]

1. **God-centered or theocentric:**

We uphold strict *Tawhid*(monotheism). We believe in divine guidance that came to us through God's many prophets and messengers and finally through the Last Prophet Muhammad, peace and blessings be upon them all. We believe in life after death and the Day of Judgment. We emphasize worship and devotion: prayers, fasting, Zakat and Hajj. We also uphold that Allah has allowed us certain thingser and has forbidden us certain things. We

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[30] Muzammil H. Siddiqi, https://www.thekhalids.org/index.php/newsletter-archive/1160-5-features-of-islamic-culture 20 02 2018 .

emphasize the *Halal* and avoid the *Haram*. It mean that every Islmaic activities emphize to dedicate to Allah SWT.

2. Egalitarian, Tolerant and Fraternal

Secondly our Islamic culture emphasizes that all people are equal. We do not accept any color bias or racialism. We believe in the worth and value of all human beings and all creation of God. We believe in the freedom of religion and accept no compulsion in matters of religion.

Our culture is tolerant of people of all faiths, especially the People of the Book. We believe that all Muslims are brothers and sisters. The sense of brotherhood in faith must be very strong among Muslims, regardless of the geographic boundaries or changing political or economic conditions. We also must keep good relations with all human beings, especially our neighbors.

3. Dignifying and Moralistic

Our culture places great emphasis on the dignity of human beings and their morality. We emphasize truthfulness, honesty, modesty (*Haya'*), cleanliness or *Taharah*.We are against extravagance, show off, or extremism. Our Islamic culture teaches self-confidence and self-reliance. It emphasizes charity and generosity. Our culture is family-oriented with great emphasizes on good spousal relations, good care of children, extended families, love and respect for the elders. We abhor adultery, fornication, homosexuality, gambling, or use of intoxicants.

4. Dynamic and progressive

Our culture emphasizes struggle, change, social justice, removal of oppression and evil.Our culture encourages learning, education, seeking of knowledge. Our Islamic culture makes no bifurcation between the religious and secular education. We believe that all knowledge is important. We must emphasize open mindedness and willingness to accept the wisdom from any source. Islamic culture promotes good art, architecture, aesthetics, health, healthy environment and clean entertainment.

5. Non-exclusivist but Da`wah-oriented and optimistic

Finally our Islamic culture emphasizes promoting good things with wisdom and patience. Ours is not a dominating or colonizing culture, but it is also not an exclusivist and isolationist culture.We believe in inviting all people to Islam without coercion. Our culture teaches to listen and dialogue with others. We believe that human nature is good and if people are given chance to know and learn Islam as it is, they will find it satisfying and fulfilling.

We strongly believe that the truth will prevail and falsehood. Our culture emphasizes patience and reminds us that we should keep working in a steadfast manner and put our total trust in our Creator, Allah the Lord and Sustainer of the worlds.

Whatever features of Islamic culture researcher have mentioned are based on the authentic and clear sources of our religion. Most of us believe in these features. We should always emphasize these values of our religious

culture and wherever we may have shortcomings we should try to remove them. Researcher pray to Allah to keep us on the right path and help us to promote peace and justice in this world and remove injustice and oppression.

Talat state islamic culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts in Islamic life activities[31]. islamic culture appear from long time ago and till axist at the present and be teached and learned by generation to generation.

In Indonesia islamic School spesipiclly in boarding school there are many positive activitys after the students did the teaching learning in the class, they also have a weekly activity and anually activity, this activity to be a habbit and culture for santri in bording school, these activities very usefull increase the student's knowledge, motivation, and convidence.

b. **Element of islamic culture**

There are some elements in Islamic Culture[32]

1. **Akiida**

Akiida is a firm and sure faith, which leaves no doubt to those who believe it. Thus, the Islamic creed is a strong and sure faith in God in all its obligations, being obedient and obedient to Him, believing in His angels, His apostles, His scriptures, the Last Day, the destiny of good and bad and

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[31]Talat Makhmoor, A contrast between Islamic culture and cultural Islam, *research Gate journal*, Vol.3, p.1

[32] farook, https://icnp.wordpress.com/2011/09/28/elements-of-islamic-culture-muslim-culture-islamic-philosophy/

believing everything. those who have studied the principles of Religion (Ushuluddin), the supernatural, believing in what is the ijma '(consensus) of the shaqfush, and all the qath'i (definite) news, both scientifically and by the prescribed amaliyah according to the Qur'an and the shahih as-Sunnah and ijma 'salaf as-shalih. It is said that Islamic culture means that the disorder must have an element of akiida.

2. **Ebadat (Prayer)**

The second element of prayer is worship, it mean that Islamic activities there are prayers and hopes to Allah SWTafter doing these activities

3. **Akhlak (Character)**

In terminology means the behavior of someone who is driven by a conscious desire to do a good thing, Islamic activity must contain elements Aklah in the activity encourage the participants to behave politely, respect each other.

4. **Muamilat (Overall behavior of life, Attitude)**

Mu'amilat is a good attitude and behavior that must be possessed by Muslims to become a true Muslim, in one activity Mu'amilat elements must be emphasized, so that after this activity the participants can change their attitudes and behavior, not only that this activity must emphasizing the participants to wear shar'i clothes.

c. Types of Islamic Culture Information

Talat state islamic culture is the characteristics and knowledge of a particular group of people, encompassing language, islamic value, social habits, arts in Islamic life activities.[33]

1. Islamic Activities

Islamic activities are the activity who is alway doing by mouslim society in their dially life such us : prayer of 5 time a day, fasting, reciting qur'an, pengajian and etc. It purpose to clouse themselves to Allah SWT. In Indonesia islamic shools there many adopdet islamic activities as extraculicular in the shool to grow up islamic culture for studets and as strategy to increase students' knownedge about religius and saince.

2. Islamic Value

Islam is rahmatan alamin it mean islam is the best religious who is admited by Allah SWT, in mouslim dialy activities the alway show islamic value as mouslim culture. When they want to begin a good thing they alway say basmallah, in the bigining of speech mouslim will open it use assalamu'alaikum, than thanks to allah, Shallataw to prophet muhammad SAW and close with say hamdallah, those culture from Qur'an and hadist. Islamic value as atitude in mouslim society.

3. Islamic Clothing

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[33] Tuti Hidayati, English Language Teaching In Islamic culture information: Challenges and Opportunities, *Englisia journal*, Vol. 3, 2016, P.10

Islamic cloting refers to cloting by muslim, wich varies by region, culture country, tribe, personal preference and other demographics. An abaya is an outer garmen worn by women in some parts of the middle east, particulary Saudi Arabia . it is long, sleeved, floor, legth and traditionally. The abaya ia worn over street clothes when a women leaves her home and is designed to be loose and flowing, hiding the 'curve' of the body.

4. Islamic Art and music

Mouslim society also have the art culture such calligrafy, callygrafy is the art to write arabic word, in music islam have marrawis marrwis is the collaboration between human voice with tabo (Islamic traditional music), Marrawis purpose to prise Allah SWT and solawat to prophet Muhammad SAW.

Explicitly the Islamic boarding school curriculum consists of intraculicular curriculum and extracurricular. The intraculicular curriculum is to teach all fields of religion. In the extracuricural curriculum, which emphasizes supporting material, the material includes nahwu, shorf, balaghoh and mantik. As for the extracurricular curriculum which aims to develop the talents and interests possessed by santri, the activities included include Nasyid or Hadrah, Muhadarah and Halaqoh[34].

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[34] Zainal Musthafa, Pengembangan kurikulum di Pondok Pesantren, *Zakimu jurlnal* , vol.2, hal.4.

2. Integrating Islamic Culture in Teaching English

Integrating is to make up, combine or complete to produce a whole or a larger unit, as parts do.Islamic culture is generally includes all the practices/ activities which have developed around the religion of Islam in boarding schools, the teacher focus on teach in English four skills, but they have different ways to English learning focus. The teacher said they have limited to teach English practice in class room and they need addition time to teac the students then the teacher have an idea to use islamic activities after the teaching and learning process in class room finished because the students in boarding school have more time outside classroom, next the teacher use this activity to teacing English than included religion and Islamic culture in English lesson too.

It same with Buttjes's oppini that the best way to teach language is integrating culture in teaching and learnnig process . In boarding school the teacher integrating Islamic culture in teaching Englis. teacher combines between islamic activity and English teaching.learning by applying Islamic values in the process of learning and in the interaction between leacher and students it become a strategy for teacher to improve students profiency in English .The element of culture such as : islamic value, islamic activities and

islamic art or music. There are some ways integrate Islamic Culture in Teaching English[35]

a. Integrating Islamic Value in the English Teaching

According to Ministry of Education and Culture, there are three ways in integrating the values of education:

1. English is integrated into all subjects. Integration may include loading the values into the substance on all subjects and the implementation of teaching and learning activities that facilitate practiced values in each learning activity inside and outside the classroom for all classes.

2. Islamic character is also integrated into the activities of student coaching.

3. Reflecting the Islamic values to the topic presented.

4. modifying the Islamic names of people, place and events

5. embedding the verses Al-Qur'an to the suitable materials

6. mixing Islamic expressions and the relevant English expressions with the main materials. Third, the integration of Islamic values and the English teaching learning activities were:

(a) by conducting code mixing and code switching between English and the Islamic expressions :

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[35] Annisa, The integration of Islamic values in English teaching and learning process at MAN Model Palangka Raya, *Islamic Centre journal*, 2013, vol.2, hal.4.

(1). say Islamic greating (*Assalamu'alaikum)* at the meeting.

(2). open the learning with say basmalla (*Bismillahirahmannirrahim).*

(3). Use experssion : (*Subhanallah, Masyaallah*)

(4) Use Islamic material : (The topic ingrediate Islamic massage , Islamic value, Islamic law, and Islmaic stories)

(5). And close the learning with say hamdallah (*Alhamdulillah hirabbil'alamin*).

b. Integrating Islamic Art and Music in the English Teaching

Music is art from human, some expert use music as technique to teach language and this is give good effect for learnrs. In mouslim society music use to remember Allah SWT and Muhammad SAW than remember mouslim in order to do not sin, the islamic music such : Nasyid, Marrawis, and Cassidah, the song they sing use arabic language, in boarding school they integrate Islamic music and English teaching as strategy to improve students Englis proficiency. The teacher change the language, it usual use arabic song and now use English but the song till in islamic category. For exemple Islamic song form Maher Zain with the title "*Insha Allah*". when a Muslim feel getting lose, lonely, and his/her life is so dark, hopeless, don't forget we have Allah put your trust in Him and raise your hands to pray, Insha Allah there is a

way. Allah will guide you when you believed in Him. So the Islamic values in this material is religious.

C. Integrating Islamic Activitis in the English Teaching

In Boarding School there are many islamic activitie as addition time to learning. The activities become habit that must be done by students, the activities become boarding school' cultures who must follow by students. And the teacher use this activities to develop students' English proficiency, the teacher improve the activities to use English in other to the students practice speak and listen in English. The islamic activities who are teacher integrate in the English teacher are :

1. Speech or Muh'adarah (training speech)

Muhadharah is one of a real islamic activities of integrating Islamic cultures in teaching English in boarding school that became a routine activity held every once a week followed by students of junior High School and Senior High School in Bording School. Muhadhara is an Islamaic activity to train students to have speech (da'wa). in bording school. The teachers adopted Muhadhara as a way to teach language. They depelove Muhadhara and emphize the use of three languages, they are: Bahasa Indonesia, English and Arabic. Each week builder to boarding will appoint some students who would appear to speak English. Pupils will appear, bringing the islamic content of their speech. Direction is learning speech. Pupils all required to participate. Also expected to merge with the implementation of the learning muhadharah

spur students to be more serious, because more and more are automatically witnessed the appearance of speech it will be increasingly serious and increasingly trained mental in speaking in public.

2. Mufrodat

Mufrodat is Islamic activities in Boarding School, Mufrodat is students activities in memorize arabic vocabularies or memorize Hadist and Surah in Al-qur'an, and the teacher integrate this activities with English teaching as the strategy to teach English, the teacher not only emphize students to memorize arabic vocabularies but now the student also must memories English vocabularie.

3. Religious Lectures

This religious speech is a routine activity that is usually done after every dawn prayer, lectures were intended is often called the seven minutes. This activity to be routinity in Boarding School where the teacher give a speech to students about Islam, usualy the teacher use Bahasa Indonesia and Arabic in delivery their speech, then the teacher combine this activity with English teaching as a strategy to improve students English abbility, the teacher add English language in delivery their speech, in other to students pamiliar listen to English.

4. Watching Islamic Movies

Once a month or in a not-too determined time of the students are invited to watch together with the in focus in the classroom on a different

schedule that is the film in Arabic and English-speaking Islamic nuances. Usually this is done conditionally, ie, just at night only fitting spare time. With the method of this spectacle is expected understanding and practice of religion can increase their language skills and can even add a sense of their love for the religion of Islam itself. The movies such us : Ummar Bin Khatab, Kingdom of Heaven, Malcolm, and The Message.

5. **Pengajians Interpretation**

Is usually held twice a month, which coincides on the Sunday night after the evening prayers. Schedule Interpretation and English teaching is done at the beginning of the month of the first week of a new, third Saturday night. There is a tradition in this boarding school that for the habitation allowed to return home once every two weeks. Tafsir dan then the opportunity to recite the English translation is scheduled for the week when no time to go home.

According to gordon as saying by Mulyasa, that there are two aspect or the contained in the concept of competence, that is as follows[36]:

a. Value is a standards of behavior is believed and psychologically have fused within oneperson, for example standards of behavior teachers in weighting (honesty, openness, democratic, and other).

b. Attitude is feelings (happy or not happy and like or dislike) or a reaction to a stimulationcoming from outside, reaction to economic crisis, feelings for a raise, and others.

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[36]Haniatin Nabila. "The Influence Of Pedagogic Competence And Professional Competence To Performance Of Teachers Social Studies In Trowulan District", *International Conference On Ethics Of Business, Economics, And Social Science, Issn: 2528-617x, Icebess 2016 Proceeding, P. 560-561*

D.Techniques for obtaining Data

Techniques for obtaining data and information about the teaching-learning process, namely, among others[37]:

1. Questionnaires and interviews, namely submitting written questions (questionnaires) or verbally (interviewing) to data sources regarding the information needed. For example, students or teachers are asked for their views on curriculum, assessment, learning tools and equipment.

2. Observation or observation, namely seeing first hand the events, events, behavior of the teacher or student when the teaching and learning activities take place.

3. Scale, both the rating scale and the attitude scale, which is aimed at the teacher or student with regard to the teaching-learning process.

4. Case studies, namely in-depth study of the behavior and development of certain students who experience learning difficulties, difficulty adjusting, learning failure and others.

C. Some Realted Previous Studies

This reseach have similarities purpose with previous reseach and to be reference to do this research, there are :

1. **The researh from Zulinti Rohma.** Incorporating Islamic Message in the English Teaching in the Indonesian Context. This research have similarity whit my reseach where both investigate how the theacher combine islamic in teaching English, but this research focus on inco rporating Islamic

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[37] Nana Sudjana, *Teaching And Learning Process Results Evaluation*, Pt Remaja Rosdakarya, Bandung, 2012, P. 60-62P. 64

Massage and my reasearh focus on how the teacher integrating islamic culture in Teaching English.

2. **The research from Elfi.** Integrating Islamic activities in the English Teaching for Moeslim Students in Indonesia. This research have similarity whit my reseach where both investigate how the theacher combine a thing in teaching English, but this research focus on integrating Islamic materials in teaching English and my reasearh focus on how the teacher integrating islamic culture (islamic activities) in Teaching English.

3. **The researcher by Anke Iman Bouzennita** . Implication of Culture on Learning and Teaching Forigen Languages an Islamic psycholinguistic Approach. This research have similarity whit my reseach where both investigate how the theacher combine a thing in teaching English, but this research focus on integrating Islamic way or atitude in teaching English and my reasearh focus on how the teacher integrating islamic culture (Islamic activities) in Teaching English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the applied Ethnography with Qualitative Approch to testify the hypothesis. Ethnography research is a research strategy that allows researchers to explore and examine the cultures and societies that are a fundamental part of the human experience. Unlike many other scientific research strategies, the ethnographer as researcher is not typically a detached or uninvolved observer. The ethnographer data and gains insight through firsthand involvement with research subjects or informants. With few exception, the ethnographer conducts research by interacting with other human beings that are part of the study, this interaction takes many forms, from conversations and interviews to shared ritual and emotional experience.[38]

In addition, ethnography can be simply defined as the observation, description, depiction and representation of lived social experience. Ethnographic approach lay stress on the language and meanings that people apply to their own actions in given social settings and processes, assuming that subjects are accurately and authentically observed in their normal social settings when behaving in routine ways. Ethnography is a way of studying people's behavior – language, culture, values, meanings

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[38] Julian M. Murchison. *Ethnography Essentials: Designing, Conducing, And Presenting Your Research.* San Fransisco: Jossey-Bass. 2010. P04

and social organization. It is best understood as a style of research requiring the observation and description of people in their normal social context.[39]

From the opinions above, the researcher can be conclude that ethnographic research is a social science research method in qualitative approach that is used to daily life, interactions, and interactions of a group of people or an object. According to Wolcott, the ethnography can be written in many styles and in many format. A typical ethnography describes the history of the group, the geography of the location, kinship patterns, symbols, politics, economic systems, educational and the degree of contact between the target culture and the mainstream culture.[40] In this research, the researcher used an Ethnography Research with qualitative approach as research method to investigate and conduct deep analysis in the integration of Islamic culture in teaching English at the Tenth Grade Students of Harsallakum Boarding School Bengkulu in Academic Year 2018/2019.

a. **Ethnographic Elements**

At the start of every interview there was a brief explanation about the nature of the interview and the research in which I was engaged. The

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[39]Dr Ron IphofenAcSS. *Research Ethics in Ethnography/Anthropology.*Europe: European Commission. P06

[40] David M. Fetterman. *Ethnograpy: step-by-step*(3rd edition). Stanford University: America. 2010. Vol.17. p12

explanation was comprised of a variety of ethnographic elements that were defined by James Spradley[41].

3. Research question in Ethnography Research

According to M.Pttman , Ethnography research seek to explore the lived experience of a culture group real live to defined phenomenon. Difference between Ethnography and another qualitative modes of iquiry is that you, the researcher, are embedded in the cultural. Thus, the primary instrumentation are observation and interview, than sheet filed note to strangthen the datacolleting. In Ethnography research there are some research question to investigate in-depth the issue, phenomeno and real condition lived in a society or group. The research should use the primarry question such as : what is (issue, phenomeno or condition). Than explore question such as : how do the phenomena, issue condition happend (the was or the serial of the phenomeno), than the reson question, whay the phenomeno, issue aor condition appear (to know why the phennomenon is chosen by the group or society) [42]

A. Sources of Data

Sources of data in this research were all elements that related to Integration Islamic Culture in teaching English at the tenth grade of

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[41] James Spradley, A Sample Ethnographic Interview Regarding Worship and Daily Life: Explanations and Questions, education journals. 2018,vol.1. page.12

[42] Jassson M.Pittman : https//www.qoura.com/what-are-some-exemples-of-an-Ethonography-resrach-quetion.01032017.

Harsallakum Bording school that covers: the English teacher, students who consists of 17 students, and learning and teaching activities in English classroom as well as outside practice. It is similar to Handcock's and Algozzine's statement thatthis kind of study presents three cases designed to assess the feasibility in inclusive education programs supporting young people's learning objectives through Embedded Learning Opportunities (ELO), namely: The examination of the ELO procedure included assessment of English teacher' planning and implementation, the students' performance(in this case the students' integrating Islamic culture in learning English), the impact on students' performance on understanding and integrating teaching and learning materials; and the teachers' perceptions of the ELO strategy[43].

In this research, the researcher will observe the students and the teacher. The Participants and Lecturer Observation in this research will be in form of *video documentation* and *filed notes*. The researcherobserved all the student-lecturer activities in the classroom and out of the classroom that related to the activities of integrating Islamic culture in English leasson. The results of the observation revealed that teachers demonstratesthe use of targeted objectives of integratiing Islamic culture in teaching English, and the students' performance of targeted objectives.

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[43]Dawson R. Handcock. *Doing Case Study Research: A Practical Guide for Beginning Researchers*, Columbia, Columbia University Teacher College Press, 2006, P. 22.

No.	Name of Islamic Activity	Procedures	Notes
1			
2			
3			
4			
5			

Table. 1.1. Identifying of Islamic Culture

a. Marking/Checklist

There is one area of analysis : it is about the types of culture information referring to the theory by Tuti Hidayati,and muzzamil (2012)

No.	Name of Activities	Islamic Culture Information			
		Islamic Activity	Islamic Art	Islamic value	Islamic Cloting
1					
2					
3					
4					
5					

Table 1.1. Sheet 2:Types of Cultural Information

No.	Name of Activities	Element of Islamic Culture			
		Akiida	Ebadat	Akhlak	Mu'amilat

1				
2				
3				
4				
5				

Table 1.2. Element of Cultural Information

3. Classifying

The collecting data, also known as raw data or ungrouped data are always in an unorganized form and need to be organized and presented in meaningful and readily comprehensible form in order to facilitate further statistical analysis.[44] The classification in this research hinged on the two different areas of analysis, but they are still in the scope of cultural contents. The first classification is the cultural content, and the other is elements of culture, the findings will be shown in the percentage. The objects of making a classification of the data are the following[45]:

1. To condense the overall data in easily assimiable units.

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[44] Retrieved from internet: http://qu.edu.iq/el/pluginfile.php/45757/mod_resource/content/COLLECTION OF DATA.pdf
[45] Retrieved from internet: http://qu.edu.iq/el/pluginfile.php/45757/mod_resource/content/COLLECTION OF DATA.pdf

2. To remove the details that arenit necessarily needed.

3. To facilitate comparison and highlight the important aspect of data.

4. To enable one from getting a mental image of the information and to help in drawing conclusion.

5. To help statically analyzing the gathered information

4. Coding

Coding is one of the techniques to organize data according to its classification. Coding consists of identifying statements in a narrative that mean something specific and clarifying this meaning.[46] The purpose of coding are partly data reduction (to help the researcher to get a handle on large amounts of data by distilling along key themes), partly organization (to act as a 'finding aid' for researchers sorting through data), and partly substantive process of data exploration, analysis, and theory-building.[47]

5. Tabulating

The process of making a summarization of the classified or grouped data in the form of a table to make it to be more comprehensive for the readers is called tabulation. A table is a systematic arrangement of classified data in columns and rows. Thus, a statistical table makes it possible for the investigator to present a huge mass of data in detailed and orderly form.[48]

46
47
48

Types of cultural content Four sense of culture	Local culture	Target culture	International culture	Total	Percentage
Aesthetic sense	Media				
	Cinema				
	Paralinguistic skills				
Total					

Table 1.6. Four Senses Of Culture And Types Of Culture

6. Interpreting

In drawing an expected result of this research, the basic guidelines are needed. Therefore, by picking out the theory of cultural material by Britten and Fahsi (1990), the bias or inaccuracy can be tackled down and removed from this research. The interpretation will be "what tendency does the book have in its cultural material, whether there is more percentage on target culture, source culture, or even international culture." The target will be interpreted in percentage.

2. Interview

In this research, the researcherused face-to-face interview to the English teacher and students in order to check the accuracy or to verify the impression gained through observation. Therefore, the researcher used *structured interview* in conducting this research. The researcher designed a series of structured questions to elicit specific answers from respondents that were used to obtain information from respondents. The questions were related to information of phenomena in the examination of teaching procedure included assessment of lecturers' planning and implementation, the impact on students' performance on implementing materials, in this case the students'activities in integrating Islamic culture in English teaching; and the teachers' perceptions of the activities as well as students' perception will also be gathered through interview. The questions in interview can be raise based on the phenomenon in the field.

3. Field Notes

Field notes is an instrument to collect the qualitative data by making records of sitation or narration on whatever happens in the field during the research. In this research, the researcher used field notes to collect the data related to: (a) the teacher presents the teaching material during the research that involve integrating Islamic culture in teaching English; and (b) all students' activities in integrating islamic culture.

4. Sheets

Sheets were used to collect the data from the students' worksheet. The researcher used the sheets to classify the data based on their units in order to know in detail about the parts that can be understood or not by the students.

5. *Documentation*

Documentation was used to obtain data from all documents. Documentation is usually observed in form of notes, books, and other sources. In this research, the documentation data could be got from photographs, field notes, recording, sheets, and video. The documentation data above can be used to support to describe authenticity of the data in the research.

B. Data Collecting Technique

Collecting data is the way of researcher to take the data or information from sources of data or informan. In this research, researcher followed the following steps to collect the data:

1. The researcher visited the English classroom and follow the students' activities. Then, the researcher also followed the students outside classroom activities that related to integrating Islamic culture in English activities. The researcher did observation.

2. The researcehr interviewed the students and teacher about their activities.

3. The researcher wrote field notes about what happen in the classroom.

4. For getting deeper information, the researcher interviewed the students and teacher about the activities that they have done related to integrating Islamic culture in English activities

5. The reseacher did documentation, researcher recorded and take a picture, especially the important moment or activities as data when the islamic culture activity is doing.

6. The researcher wrote and complete the research report.

C. Data Analysis

Data analysis is the process of searching for and compiling data obtained from observation, interviews, field notes, sheets and documentation by organizing data into categories, describing it into units, synthesizing, arranging into patterns, choosing which ones are important and which are learned, and make conclusions so that they can be understood by themselves and others. To analyze the data in this research, the researcher usedinteractive model of data analysis proposed by Miles and Huberman which consists of three main components. They are: (1) data reduction; (2)

data display; and (3) drawing and verifying conclusion. The components

above can be explaine as the following figure[49]:

Figure 1:

Interactive ModelMiles and Huberman
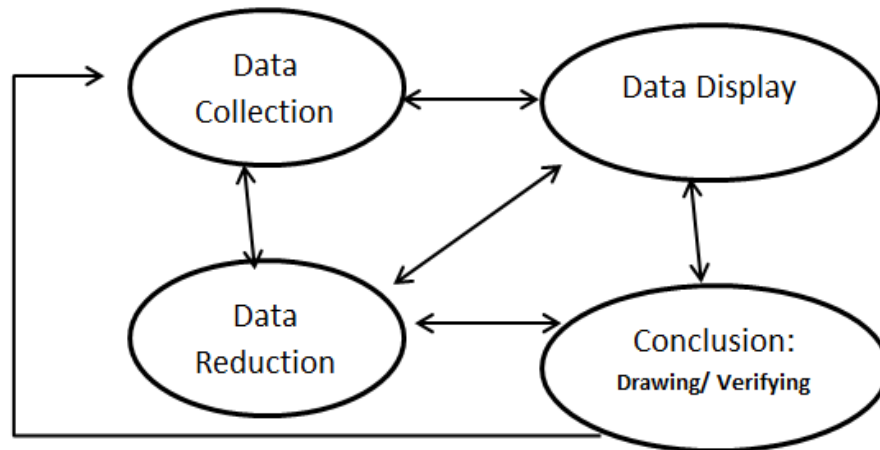
The figure 1 above can be explained explained as follows:

a. **Data Reduction**

Data Reduction in this research did selection the basic things,
focusing on something important to the content of data which derives
from the field. So the data reduced can give description deeply to the
observation result. In this research reseacher will reduction the opening
and ending the the vidio or the tercher's and student's voice and etc.
The ddata is reduced because it is not related to the title of the research
and the formulation of the research.

b. **Data Display**

[49]Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

presentation of the data referred to as a set of structured information that gives the possibility of drawing conclusions and taking action[50]. therefore the data in the field must be analyzed in advance so that a description of the application of Islamic culture will emerge that can develop students' physical abilities clearly.

c. *Conclusion and Verification*

the initial conclusions put forward are only temporary and change dif no strong evidence is found to support the next stage of the data. but if the conclusions put forward at the initial stage are found to be valid and consistent evidence when the research is back in the field collecting data, then the conclusions put forward are credible conclusions.

E. Trustworthiness of the Data

One important concept of the case study is triangulation. The researcher used triangulation as trustworthiness of the data in this research. Stake defines it as a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation[51]. This principle is necessary to avoid misinterpretation. Triangulation is accomplished by asking the same research questions of different study participants and by

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[50] Matthew B. Milaes and A. Michael Buhermman. *Analisis Data Kualitatif*, USA, Open University Press, 2009, p.24.
[51]Suryani, Anne.2008.Comparing Case Study and Ethnography as Qualitative Research Approache.*JURNAL ILMU KOMUNIKASI.Vol.*5, No 1,p.119.

collecting data from different sources and by using different methods to answer those research questions. There are four basic types of triangulation:

1. Data triangulation: involves time, space, and persons.

2. Investigator triangulation: involves multiple researchers in an investigation.

3. Theory triangulation: involves using more than one theoretical scheme in theinterpretation of the phenomenon.

4. Methodological triangulation: involves using more than one option to gather data, such as interviews, observations, and documents.

In addition, triangulation can be achieved through redundancy of data gathering and procedural challenges to explanation. So triangulation means finding the best for eliminate the differences in construction of reality that is in the context of a study when collecting data on various events. In this research, the researcher used methodological triangulation; the researcher compares the results of observation and documentation or recording

CHAPTER IV

DATA PRESENTATION AND DISCUSSION

A. Data From Interview

This chapter presents the research findings. The purpose is to answer the research problems in the first chapter. There are two objectives in this research; they are : To describe the integrating Islamic culture in teaching English at the tenth grade students ofHarsallakum Bording School and to investigate the goals of the integrating Islamic culture in teaching English at the tenth grade students of Harsallakum Boarding School Kota Bengkulu.

Harsallakum Boarding School kota Bengkulu is a school with A accreditation and also has good track records. Then,it becomes one of favourite school in Bengkulu city because the students in this school have many achievement both academic and religious achievement, for exemple one of the student of this school has became the winner in English speech competition in local and national level. It proves that they did not only focused on learning religious values, but they olso have serious concern to English as international lingua franca.

In conducting education, the students get total service in order that they can implement the knowledge they have in daily life. Therefore, The students spend most of their time in boarding school.They stay in that school dormitories for one semester. In the boarding school the students not only study in the class room, but they have many study activities out of class. They usually spend their time for studying at mosque, field, and other startegic

places under teacher guidance. These activities are very useful to add the students' knowledge, especially in real application of *akhlak* and religious value.

Students have religiuos and science daily routines. They should continuely memorize Al- Qur'an, hadist , Arabic vocabularies and English vocabularies.The teachers expect that the students are not only good academically, but they must also good at applicating religious values in their real life in society. Therefore, they not only get general academic lesson based on national curriculum (Curriculum K-13), but they also get Islamic religious lesson to complete their knowledge based on boarding school curriculum based on *Kemenag* (National Religious Department of Indonesia) Curriculum and creativity of school itself.

Based on the explanation above, it is clear that Harsallakum Boarding School is an educational institution that combine national curriculum and borading school curriculum to produce religious and smart output for better human resource in Indonesia.

To know the teacher strategies in teaching English in boarding school, researcher interview the English teacher and student in Harsallakum Boarding School based on the observation and interview, researcher find that the teacher used the Islamic activities as a place to improve students' English proficiency, There are various strategy used in teaching English. The teacher should be creative to used strategy to teaching English in Boarding School because the students spend their time in Boarding School. The strategy used is combine

Islamic activities such Muhadara, Mufrodat, Kultum and Marrawis in teaching English, and this strategy is very effective to improve student ability. To present the result of the interview researcher used the code **X** as Researcher or interviewer and **Y** as Respondent or source of data (Teacher, Headmaster and students).

1. **Students Activities Presentation**

The uniqe strategy is used by the theacher in teaching will give good effect for the students development. If the strategy is wrong the students will be difficulty to understand what the teacher explain. The methode is used students and teacher in teacheing learning prosses in some Boardig School very uniqe and have advantages, because this learning culture is just to find in Boarding School and we can not to find it in General School .

In Boarding school the students spend their time not only in the class, but they have many positive activities after teaching and learning process finished in the class. They used the Islamic activities to learn about religious and academic lesson. The activities were: Muhadara, Mufrodat, Kultum and Marrawis.

a. **Muhadara Activity**

Muhadara is one of Islamic culture activity that conducted by students regulary in this school. Muhadara was integrated in teaching and learning English at Harsallakum Boarding school. It was conducted by students on Thursday 23rd May 2019.

Data 1

X : Apa itu Muhadara ?

Y :Muhadara adalah kegiatan islami untuk melatih kemampuan berpidato atau ceramah santri di pesantren.

Based on the interview above, researcher concluded that Muhadara is one of Islamic activity used by the teacher in teaching English in Harsallakum Boarding School. Muhadara is Islamic activity to train students' Islamic speech in Harsallakum Boarding School.The teacher used this activity to improve students English. In other words, Muhadara is an Islamic activity that contain information related to: Islamic activity, Islamic art, and Islamic value (See Appendix 6/sheet 2 about types of cultural information).

b. **Mufrodat Activity**

Mufrodat is the second Islamic Activity that is always done in Harsallakum Boarding School.This activity was as a routine every once in two weeks. Base on the interview with the English teacher in Boarding School on Thursday, 25th may 2019. The researcher got the following data:

Data 2.

X : Apa itu Mufrodat ?

Y : Mufrodat adalah kegiatan menghafal kosakata bagi siswa, baik itu kosa kata bahasa Arab maupun kosa kata bahasa Inggris.

One of strategies used by the teacher is integratingMufrodat activity in teaching English as an Islamic culture inBoarding School.Based on the interview above, the researcher concluded that

Mufrodat is Islamic Activity to memorize some Arabic or English Vocabularies to increase students' speaking skill. Vocabulary mastery is one of elements to be good in English speaking. Without enough number of English vocabularies, students can not apply their speaking skill in a real life activity.

c. Kultum Activity

Boarding School has many Islamic activities base on interview with the English teacher on Monday 27th May 2019. Kultum is another activity of Islamic culture in this boarding school.

Data 3

X : Apa itu Kultum ?
Y : kultum yaitu ceramah atau penyampain risalah dan ajaran islam dalam waktu tujuh menit,yang disampaikan oleh guru kepada siswa .

One of the strategies used by the teacher is integrating kultum activity in teaching English as an Islamic culture who has boarding school. Kultum is Islamic Speech who is delivery by the teacher to the Students about Advice, Suggestion, Sin, Duty, and all about Al-Qur'an and Sunnah as long as seven minutes.

d. Marrawis Activity

Marrawis is the last activity in Boarding School that is always done to fill the blank after teaching learning in the class finished. Marrawis is used as entertainment and refreshing activity for the students in Boarding

school. Base on interview to the English teacher in Harsallakum Boarding School on June 05, 2019. The researcher the following data.

Data 4

X : Apa itu Marrawis?

Y :Marrawis adalah seni music Islami.

One strategies used by the teacher is integrating marrawis activity in teaching English as one of Islamic culture in boarding school. In this activity, the students can learn and da'wa with fun ways.They can delivery advice and suggestion to moslems in order that they to be always together Allah SWT and prophet Muhammad SAW. In doing this activities, the students can use Indonesian, Arabic, and English.

2. **Teacher's Strategy of Integrating Islamic Culture in Teaching English**

In integrating Islamic culture in learning English, the teacher asked students to do some steps and activities. The teacher had their own strategy to reach their goals. The explanation for this discussion can be as follows:

a. **Integrating Muhadara Activity in Teaching English**

In conducting Muhadara activity, the students followed some stages. The activity started from doing opening activities, main activities and closing activities. Based on the interview was conducted on Thursday May 23, 2019. The teacher said some information about the activity.

Data 5

X : apakah kegiatan muhadara ini di integrasikan kedalam pengjaran bahasa inggris?

Y : iya , kegiatan ini telah di kombinasikan dengan pengajaran bahasa Inggris.

X : Bisakah anda jelaskan bagaimana anda mengintegrasikan kegiatan ini ke dalam pengajaran bahasa Inggris

Y : Muhadara adalah salah satu kegiatan Islami yang dikombinasiakan dengan pengajaran bahasa inggris untuk meningkatkan keamampuan bahsa inggris siswa dimana kegiatan ini terdiri dari 3 bagian yaitu kegiatan pembuka, kegiatan inti dan kegiatan penutup, kegiatan ini di buka dengan pembacaan kitab suci Al-Qur'an oleh siswa kemudian bersolawat kepada nabi muhammad SAW lalu penampilan drama singkat oleh kelas yang bertugas, selanjutnya kegiatan inti yaitu penympaian ceramah singkat oleh siswa yng yang bertugas dalam bahasa inggris, kegitan penutup yaitu penyampaian saran serta evalusai dari guru untuk siswa yang bertugas, kemudian diakhiri dengan pembacaan do'a oleh siswa yang bertugas dalam mengintegrasikan pengajaran bahsa inggris pada kegiatan ini saya menekankan pada sisiwa yang bertugas untuk menggunakan bahsa Inggris di setiap runtutan kegiatan seperti pembawa acara, penampilan drama dan penyampaian pidato, sebagai strategy untuk meningkatkan kemampuan bahasa inggris siswa.".

Based on the interview above, researcher concluded that the procedure of learning literature of this activity : the first opening activities : the students opend this activity with salam and reciting holly Qur'an as first agenda, the next agenda solawat to prophet Muhammad SAW and than Islamic drama show, in English drama some time the students doing it use English language.

Opening

The opening of muhadara is different from the opening in common public speaking. The students started Muhadara by telling Islamic Greeting (Salam in Arabic Language : *Assalamu'alaikum*). Then, they recited holy Quran. To complete it, the students said *shalawat nabi* to prophet Muhammad SAW. At the last part of opening, the students sometimes perform short drama performance. They used English in drama performance (See Appendix 3 for more information).

Content

Delivering speech content bacame main activity in Muhadara.The student who as Da'i delivered his speech materials to audiences the students who were present in this activity. The Da'i delivered the speech in English. The speech used their Islamic structure. The content is usually in form of knowledge related to life advice by using Islamic law basic, and our duties as muslim in society (See Appendix 3 for more information).

Closing

After the Da'i conclude his speech, the teachers gave evaluation about students' performanced and asked to audience about the material who has delivered. At the last of this main activity,another student closed with pray. This routine activity can be important method to encourage students to study more seriously about the application of Islamic values and English implementation in society. The most important point for this

activity was the students keep fun in conducting this activity from beginning until the end (See Appendix 3 for more information).

Based on interview above, it clear that the teacher integrated Islamic culture in teaching English in boarding school, as the unique strategy to teach English to students, the teacher emphasised for the student to use English language in this activity start from Master of Ceremony and Islamic Public Speaker. The first Islamic culture that is teacher integrated in teaching English is Muhadara activity.

b. **Integrating MufrodatActivity in Teaching English**

Mufrodat is one of the strategies used by the teacher in teaching English as the integration of an Islamic culture in boarding school. Based on interview that was conducted on Thursday, 23th May 2019. The English teacher gave detail information about Mufrodat activity in this Boarding School.

Data 6
X : Apakah kegiatan ini di integrasikan dalam pengajaran bahasa
Inggris?
Y : iya, Kegiatan ini di integrasikan kedalam pengajaran bahasa inggris
X : Bagai mana anda mengintegrasikan kegiatan ini dalam pengajaran
   bahsa inggris?
Y : Mufrodat adalah salah satu kegiatan islami yang dikombinasiakan dengan pengajaran bahasa inggris untuk meningkatkan keamampuan bahsa inggris siswa dimana kegiatan ini terdiri dari 3 bagian yaitu kegiatan pembuka, kegiatan inti dan kegiatan penutup, kegiatan ini di buka dengan pembacaan suarah al-fatiha and surah pendek secara bersama. Kemudian pemberian kosakata oleh guru ke pada siswa baik ditulis di papan tulis atupun dlam bentuk kertas, kemudian guru mepraktekan cara pelafalan dari kata tesebut , selanjutnya siswa diberi waktu 10-15 menit untuk menghafal kata-kata yang telah diberikan

beserta artinya. kegiatan inti yaitu siswa satu per satu maju kedepan untuk di uji hafalannya., kegitan penutup yaitu pemberian koreksi serta evalusai dari guru untuk hafalan siswa, kemudian diakhiri dengan pembacaan do'a oleh siswa yang bertugas, biasanya kegiatan ini hanya menhapal kosa kata bahasa arab, tapi memodipikasi kegiatan ini agar di masukkan bahasa Inggris karena bahasa Inggris juga sangat penting bagi siswa".

Based on Interview above, the teacher integrated Mufrodat activity in teaching English. The teacher modified this activity from one language to two languages.The student not only memorizednew Arabic vocabularies but English vocabularies too. The procedures of learning literature of this activity: the first opening activities: the students open this activity with salam and reciting surah Alfatiha and short surah, then theteacher give some words memorized by studens. Then the teacher gave example how to pronounce the words well. The next activity, the teacher gave 10-15 minutes to students to memorize the given words.

The second is main activity.In this stage, the students one by one gave their memorization of new vocabularies to the teacher. The last is closing activities, in this stage the teacher gave evaluation and correctness for the students' pronunciation. Then, the students correct their mistakes in pronunciating words.

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c. **Integrating Kultum Activity in Teaching English**

The researcher has observed and interviewed the teacher. It wa explained that kultum activity is one of the strategies used by the teacher in integrating kultum activity in teaching English as Islamic culture that

the Boarding School had. In this activity, the students got good treatment from the English teacher where the teacher combinde this activity in teaching as a unique strategy to improve students' English skills. To know how the teacher integrated Kultum activity in teaching English, the researcher did interview to the teacher on Monday 27th May 2019. The complete data as follows:

Data 7

X : Apakah kegiatan ini diintegrasikan kedalam pengajaran bahasa Inggris?

Y : iya, kegiatan ini di integrasikan kedalam pengajaran bahasa inggris ?

X: Bisakah anda jelaskan, bagaiman cara anda mengintegrasikan kegitan ini kedalam pengajaran bahsa inggris ?

Y : kultum adalah salah satu kegiatan islami yang dikombinasiakan dengan pengajaran bahasa inggris untuk meningkatkan keamampuan bahsa inggris siswa dimana kegiatan ini guru yang bertugas menyampaikan ceramah kepada siswa menggunakanbahasa inggris selama kuarnag lebih tujuh menit, kemudian guru memberikan pertanyaan kepada siswa tentang apa yang telah disampaikan".

Based on interview above, the teacher integrated Kultum activity in teaching English.The teacher used English in his/her speech, but the content of the speech keep in Islamic value to advice listeners to do Islamic value in their real life. This strategy was expected to train the students' Listening skill and increase their vocabulary mastery.

The procedures of learning literature of this activity: First the teacher delivered his speech about Islamic topic. The teacher opened this activity with say Sallam. Than thank to Allah SWT who has given marcy and balssing. Then Solawat to prophet Muhammad SAW. The next, the

teacher explained his materials for that meeting to reinforce students knowledge about this activity in the future. In addition, they closed it with saying Hamdalah. After that the teacher gave questions for the students.The students who can answer the questions would get a reward from the teacher.

d. Integrating Marrawis Activity In Teaching English

Marrawis is the last of Islamic activity that was integrated by the teacher in teaching English; Marrawis is Islamic art and music, to delivery Islamic duty, task, law with fun. Based on the interview conducted by the researcher on Wednesday 29thMay 2019, the data can be explained as the following result:

Data 8

X: bisahkah anda menjelaskan bagaimana and mengintegrasikan kegiatan ini kedalam pengjaran bahasa inggris ?

Y : marrawis adalah salah satu kegiatan islami yang dikombinasiakan dengan pengajaran bahasa inggris untuk meningkatkan keamampuan bahsa inggris siswa dimana kegiatan ini pada dasarsnya menggunakan bahsa arab tetapi di modifikasi oleh guru menggunakan 3 bahasa yaitu bahsa Arab, Inggris dan Indonesia, siswa menyanyikan lagu bebahsa inggris yang islami seperti lagu maher zain.

Based on interview above, the researcher concluded that the teacher integrated Marrawis activity in teaching English where the teacher put English in this activity. Before this activity just use Arabic but now the teacher modified this activity to use English as the strategy to improve students' English skill.The students sing the English Islamic song such : Insyaa Allah by maher zain and others. The students kept

deliveringIslamic message but in using English for more universal

purposes.

3. **The Objectives And Benefits of Integrating Islamic Culture In Teaching English**

J.R.Davis stated that a strategy or technique that is used by the teacher in teaching and learning process determinethe success or not the teaching goals. It means that the teachers have to choose the best strategy in orderto students can understand when the teacher explained the teaching materials. In Harsallakum Boarding School, teacher used unique strategy to teach English where the teacher combinedIslamic culture and English teaching as formal strategy in order to give good effect for students' English proficiency. Base on the interview on Thursday, 23th May 2019, the researcher ontained the following information:

Data 9

X :Apa tujuan and mengintegrasikan kegiatan-kegiatan Islamic ini dalam pengajaran bahasa inggris ?

Y : Pengintegrasian ini bertujuan untuk melatih kemampuan bahsa inggris siswa dengan cara yang lebi santai dan menyenagkan serta tidak membosankan agar sisiwa lebih tertarik belajar bahasa inggris dan mereka dapat langsung mempraktekan bebicara dalam bahasa inggris.

X : Apakan strategy ini memberikan manfaat yang signifikan bagi kemampun bahasa Inggris siswa ?

Y : strategy ini memberikan manfaat yang sangat signifikanterhadap kemampuan bahasa Inggris siswa. karena, dengan strategy ini siswa dapat mempraktekan langsung berbicara menggunakan bahasa Inggris, meghafal vocabulary, menhafal texs bahasa inggris dan menhafal lagu-

lagu bahasa inggris. (See Appendix 10.a) *secara otomatis kemampuan siswa akan bertambah, dan motivasi siswa untuk belajar bahasa inggris juga bertabah karen kegiatan di sjikan dengan santai dan menyenagkan serta memberi banyak reward pada siswa.*

Based on the result of the interview above, it is clear that integrating Islmic culture in teaching English gives good effect for students' English proficiency.It has proven with many active students students in these activities got good score in English lesson and even became a winner in some English competition (see Appendix 10).

4. **Teacher's Reasons on Teaching Strategies**

Based on the result of teacher's interview, the teacher also had reasons on the teaching strategies. The teacher stated that the strategies were effective to improve students' English skill. Teacher's Teaching strategies were effective to explore students' knowledge on their ability in English skill. Base on the interview Thursday, 23th May 2019, the teacher said :

Data 10

X : Mengapa anda memilih strategy ini dalam pengajaran Bahasa Inggris ?

Y : Karena Dengan menerapkan strategi yang saya sebutkan tadi saya rasa anak-anak akan lebih mudah dalam memahami. Saya mencoba memberi pancingan untuk mereka, ya, seperti menggunakan Lagu, drama, pidato dan mengajari mereka vocab agar mereka lebih paham dan mudah memprakterkan menggunakan bahasa inggris secara langsung. Jadi mereka bisa lebih mudah mengingat dan berlatih dengan teman atau guru pamong.

membuat mereka lebih tertarik dengan bahasa Inggris, supaya mereka itu lebih semangat dan memiliki dorongan untuk belajar bahasa Inggris lebih baik lagi. Lagian strategi yang saya terapkan ini

juga cukup mudah untuk mereka lakukan kok. Jadi mereka lebih mudah menangkap materi yang saya sampaikan, apalagi didukung dengan penggunaan media yang menarik. setiap elesai kegiatan saya juga memberikan mereka review lo, jadi dari situ saya bisa mengetahui seberapa besar pemahaman mereka terhadap materi yang sudah saya berikan, jadi udah dapat satu point tuh untuk menilai mereka.

From the interview above researcher concluded that integrating Islamic culture in teaching English made the students would be easier in undersanding the materials. they would be easier in memorizing vocabulary, they would be easier in practicing to speak in English at hostel with teacher and friends."

The strategy which teacher applied was easy enough to be done by the students. So, they would be easier in catching the materials, it was also supported with the use of interesting and sufficient media." By applying the teaching strategies. The students would be more energetic in following the English instructional process. They would be more enthusiastic and have better motivation to improve their skills, especially English skills.

After the activities the teacher gave them review of previous materials. From that review, the teacher was able to know how far their understanding about the materials was. To assess achievement of instructional goals and objectives The teacher can asses the students achievement in the class activity or outdoor. "By applying the strategies which the teacher would be easier in giving score to students or to value the students. She would be able to know well whether this students had understood or not.

The strategy which was applied by the teacher really helped the studens to be able to develop their ability. They could apply their ability and skills in daily life activity. By using a good teaching strategy, the students would be easier in catching the materials and instructions which were delivered by the teacher.

The implementation of this strategy was purposed to make the students not bored in the learning process. Additionally, the students were encouraged to be more dilligent in learning English and they would be able to master the materials which were delivered by the teacher well. In order to make them understand Teaching strategies were effective to check the students' understanding with the previous lessons.

Teaching strategies had influenc to buildstudents' motivation and interest in English. it was to make them more interested in English, it was also to encourage and motivate them in learning English better. The teacher was easier to make sure that her students had understood or not toward the materials which were delivered. By the implementation of that strategy, the teacher also would be good at knowing the students' English skill. Reviewing the previous lesson was needed to be done in every meeting. It could help the students to memorize the whole materials. Additionally, by applying this strategy, the teacher was able to control her students progress on daily learning process.

5. **Students' Responses on Teaching Strategies**

Based on the result of students interview, the students' responses toward the teaching strategies used by the teacher were so good and interesting. The students' response toward teaching strategies used by the teacher in teaching English are as follow:

X : bagaimana menurut kalian belajar bahsa Inggris dalam kegiatan ini ?

Y : Iya enak aja ustad, seru. Saya sangat senang dan semangat soalnya di sini lebih ramai, makin suka sama bahasa Inggris, biasanya pakai lagu jadi saya bisa cepat hafal kalau pakai lagu apalagi belajarnya di luar kelas jadi, semakin suka sama pelajaran bahasa Inggris

Based on the interview obove, The strategies applied by teacher could build the students' interest and made them easier in learning English. They could be more and more motivated to learn English better. They also liked the strategy applied by the teacher, it did not make the students bored to learn English.

In conclusion of the explanation and the result of interview above, the students argued that the activity in teaching strategies had the influence in build their motivation and interest in English. Because students faced by many activity that connected to the daily life. Those activities increased the students' motivation and interest. The strategies build the students' understanding Teaching strategies helped the students to understand the material easily. It could build their understanding through applying this in instructional process.

The strategies applied by the teacher could ease the students in learning English. The students were faster in memorizing the materials and vocabularies delivered by the teacher.

When the students found difficulties in learning, teacher was able to help them in solving those difficulties well. Thus, the instruction in the class could go on effectively. Teacher-students interaction was also good. It meant that they liked the implementation of this strategy because they would be ready in easy in comprehending the materials. Also, this strategy helped the students in solving their problems and difficulties in learning process.The strategy made the the students happy in learning English.

From the explanation above, the reasearcher concluded that, by applying suitable teaching strategies, students would be entertained end enjoy the instructional process. The students would not be quickly bored because the teacher applied the strategies well. However, the teacher also had to master the apllication of the strategy. It coulds make the students happy and fun. They thought that the strategies were joyful to be applied in the classroom.

6. **The Problems Faced by The Teacher and Student in Islamic Activity**

Every activity cannot be separated from the problem. Similary, in integrating Islamic activitieswith teaching Englishin formal institution like Harsallakum Boarding School, there were also some problems and

obstaclesfaced by the teacher and students. The problems can be explained as the following information:

a. Students Problems

Problem always appears in every activity. In in itegrating Islamic culture in English lesson, the students got some problems because Islamic Culture and English lesson are two different things. Based on the result of interview conducted to Harsallakum's students on on 23th May 2019, the researcher found the following information:

Data 10
X : Apa masalah yang anada hadapi saat mengikuti kegiatan ini ?
Y : Masalah pertama yaitu kurangnya rasa percaya diri kak saat ingin tampil menyampaikan ceramah menggunakan bahasa inggris di depan teman dan guru, kemudian cara pelafalan (pronaunciation) sngat sulit apalagi kosakata yang masih asing. Masih kurang paham dengan ceramah yang di sampaikan karena tidak mengerti artinya kak.

From the result of interview above researcher concluded that there are three problems faced by the students in Islmaic Activities. First problem faced by the students is *self-confidence*. When the students have to perform in front of their friends, they feel nervous. Students feel less confident when speaking in front of their friends. It is natural for someone who has to speak up in the public. But the teacher always gives motivation for the students to try the activities by their best. The teacher always says that they must enjoy the activities in the class. This is one of the motivations for the students inMuhadara activity to kept joining for better English skill.

The second problem faced by the students is *lack of English vocabulary mastery*. The researcher found that the students sometimes perform in front of their friend, the students look confused when they found an unfamiliar words.It destroyed their confidence and lost self-control. In this situation, the students forgot everything that they wanted to do.Base on the interview, the students said that lack of vocabulary is also one of stheir main problem in this activity.

The last problem was *English pronunciation*. Many students still made mistake in English pronunciation when they were conducting Islamic culture activities in English. The students spoke English still use some mother tongue accent that made the pronunciation to be different; and also sometimes there were some words that still strange in their ears. It made them cannot utter the utterance correctly. The students also admitted in the interview that they had seriousproblems in English pronunciation because they realized that they were still in the process of learning English.

b.   Teacher's Obstaclesin Integrating Islamic Activity

Every strategy used by the teacher in teaching process must have obstacles.The English teacher in Harsallakum boarding school got maximal result from the strategies and make the strategies run well in every activities.But, the teacher have to face some obstacles until the strategies perfect. Base on the interview conducted to one of English

teacher in Boarding school on 23th May 2019, the got the following data:

Data 11

X : Apa tantangan yang anda hadapi dalam mensukseskan kegiatan islami ini ?

Y : Tantangan pertama yang saya hadapi daam kegiatan ini adalah harus meningkatkan kepercayaan diri siswa, karean masih banyak siswa yang tidak percaya diri, gugup dan malu saat ingin tampil di depan tman teman mereka, Tantangan selajutnya dalam kegiatna ini ialah guru harus mengoreksi keslahan pada siswa kususnya pada pelafalan vocabulary, karena masih banya siswa masih salah dalam melafalkan vokabulary apalagi vokabulari yang asing bagi mereka, masih ada juga sebagian siswa yang tidak hadir dan telat dalam kegiatan dengan alasan mengikuti kegiatan extra lain ada juga yang pura-pura sakit karena takut di tunjuk sebagai petugas dalam kegiatan ini.

From the interview above, researcher concluded that studets' lack confidence is one of teacher' obstacle in Islamic activities.The teacher had to improve the students' confidence, and the teacher must corrected the student' pronunciation many times until the students to be familiar with the correct pronunciation. Then, the students' lack of vocabulary is also the obstacle that must be overcom by the English teacher. Good point from the students is they have good motivation in learning English; and they also have good spirit in learning. Those are a strong basic for students to be better in the future.

7. **Problem Solving in Integrating Islamic Culture in Teaching English**

It has explained in the previous analysis that students and teacher found obstacles in integrating Islamic culture in English learning in Harsallakum boarding school. In this past, the researcher explained the problem solving did in order to get solution for the problems and obstacles happened during the class. For this case, the researcher conducted interview to English teacher on 23rdMay 2019. The data can be explained as the following information:

Data 13

X : Bagaimana cara anda mengatasi permaslahan yang ada dalam kegiatanini ?

Y :Biasanya saya kasih memberi motivasi kepad sisiwa tersebut sebelum tampil, arahan kamu harus percaya diri dengan kemampuan masing-masing, kemampuan anak kan berbeda-beda, tidak semua bagus dalam speaking, yang kurang bagus ya harus percaya diri karena itu bukan bahasa kita, jadi wajar kalau kita belum ahli dalam hal tersebut. Pokoknya kita mau belajar semaksimal mungkin dan tidak boleh malu, selanjutnya Saya selalu memberi koreksi kepada santri saat tampil baik dari cara berbicara, topik ataupun pronounciationnyakemudian kita membuat program kerja , jadi kita mengacu pada program kerja yang sudah dibuat diawal semester. Kemudian memberikan reward pad sisiwa yang aktif dan memberi punishment pada siswa yang melanggar aturan"

From the result of the interview above, it is clear that the English teacher overcome the problems faced by the students by doing some treatment for them. *First*, the teacher gave motivation to the students who have lack confident. The English teacher encouraged them in order to keep learning and believe to their ability. *Second*, the teacher designed a systematic plan for students' exercise in a semester. Routine and

systematic exercise can give students more frequent and consistent in improving their English ability. *Third*, the teacher gave reward and punishment for students.

B. Discussion

Buttjest states that the best way to teach language is integrating culture in the teaching and learning process[52]. In Harsallakum Boarding shool the teacher conducted an unique strategy in teaching where the teacher integrated Islamic culture in theaching English. The teacher expect that the students are not only good academically, but must also good at applicating religious values in their real life in society.

Based on the data from interview, the researcher discusses thecontains of the Integrating Islamic culture in teaching English at madrasah aliyah student in harsallakum Boarding School. It consists of the students activities, teachers' strategy, and students problems in Islamic activity. In the discussion section, the researcher make the description of the data presentation with the relevant references.

Based on the observation in the Islamic activities at Harsallakum Boarding school, it showed that the integrating Islamic culture in teaching English is the strategy used by the teacher in Harsallakum Boarding School to improve student' English proficiency. the activity namely : Muhadara, Mufrodat, Kultum and Marrawis. these activities that conducted by students

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[52]Bujjest, Culute and Suistanable Development, *Jurnal Englishia,* Vol.3, no.2, 2018, p.20.

reguraly in this school. In other words, there activities are Islamic activies that contain information realted to : Islamic Actvity, Islaimc art, and Islamic value (See Appendix 6/ Sheet 2 Types Of Culture Information).

Based on Islamic culture feature by Muzzamil, the boarding school activities such us : Muhadara, Mufrodat, Kultum and Mrrawis, include in part of Islamic Culture becase containts the Elements : Good Centered or Theocentric, Egslitsrain or Tolerant, Dignifying and Moralistic, and non Exclusivist but Da'wa oriented and Optimistic.[53]it clear that these activities are Islamic culture. (See Appendix 8/ Sheet3 About Indicator Of Isamic Features)

The aim of these activities are to train students to be active in learning English and students interested in learning English and increase students' proficiency in English. Such as Muhadara activity to train students to be good to speak in public, especially when they provide religious guidance to the public about Islamic law and traditions. It is an important skill for students in public speaking because most of students are prepared to be active in giving Enlighment for society about religious knowledge and akhlak. (See appendix 9 about teacher' interview in Meeting 1).

Boarding Shool adopted two curriculums national curriculum and bording school curriculum . They are a learning process which follows the Ministry of Education which is held in a classroom, and a learning process which follows KMMI (Kulliyyat al-Mu'allimin wa al-Mu'allimat al-Islamiyat)

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[53]Muzzamil, 2004, Http : WWW.thekhalids.org/index,php/newsletter-archive/1160-5-features-of-islaimc culure

which is held out of classroom[54]. this reduction will be a great challenge. *Dalam pasal 31 ayat 3 tentang pendidikan dan kebudayaan " pemerintah mengusahakan dan menylenggarakan satu sistem pendidikan nasional yang meningkatkan keimanan dan ketakwaan serta akhlak mulia dalam rangka mencerdaskan kehidupan bangsa dan diatur dalam undang – undang[55].*

In Pasal 31 paragraph 3 concerning education and culture "The government seeks and organizes a national education system that enhances faith and piety and noble character in order to educate the nation's life and be regulated by law, and teacher at Harsallakum Boarding School abopted Islamic activities to teaching English in other to the government Expectation goals, where the students get academial knowledge and religiouse knowledge.

J.R.Davis states a strategy or technique who is used by the teacher in teaching process will determine succes or not the teaching goals . It means that the teacher have to choose the good strategy in other to student be able to understan when teacher explain the materials, in Harsallakum Boarding school, teacher use uniq strategy in teaching English where the teacher combine Islamic culture in teaching Elish. This strategy gave good effect for students' English proficiency.The teacher made the various strategies to make the Islamic activities enjoyable. Not only one strategy but also there was the fun strategy. It makes the students interest to join or follow this activity and they motivation to learn English be increase. (See Appendix 17 documentation :

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[54]Ilham Nurjaman , English Learning System In Islamic Boarding School, *Nurse Practitioners Journal,* Vol. 28, 2013, P.10

[55]Muhammad Kurniawan ,https : // www .academia.edu /26072478/hak_ dan_kewajiban_ warga_negara_ pasal_ 31_ UUD_ 1945.html, sep 24 2014.

about students (See Appendix 17 documentation : about students achivments).).

Nonetheless, Islamic activities also could not be separated from the problems. Both faced by the teacher and also the students. The problems faced by the teacher and the students were different. However, most of students in Islamic activities were asked to speak up when they encountered problems such as low *self confidence.* Especially for **X** students, they had the problem in their confidence. The confidence was still less. Even so, they did not desperate; they were still trying to rectify the shortcomings. Besides all of **X** class also gave the support and encourage each other.

Then the next problem was the *lack of vocabulary.* When the teacher asked students to speak up spontaneously, they were still trying to talk as much as they are and found the synonyms of the difficult words but they can np to find it. Because their Vocabulary mastery are low.

Then the problem was *the students feel bored.* when teacher delivery his/herIslamic speech, the students often feel bored, but they have to focus, if not they would got a punishmant if they can not answer the teacher question and. But they would get the reward from the teacher if they can answer the teacher question.

The last problem was the students*wrong pronunciation.* They were a lot of pronunciation that need to be straightened. In the end of the activity, the teacher gave some evaluations to remind the tudent and gave the correction..

The teacher also could not be separated from the problems. The problems faced by teacher were : *Students self-confidence when speaking*. The students still felt shy and nervous when asked to speak up. So it might be solved and seek the solution by the s. The target was the students who initially has lack confidence, after attending the Islamic activities, they would have high confident in speaking. This was the role of the teacher to guide the students.

Than the problems faced by teacher was *how to make the students comfortable and not afraid when they were justified*. The main principles in Islamic activity were the students wanted to speak up confidently although they still had weakness in speaking. So, the teacher might make the students confident with their ability. With the passage of the lack of time can be improved. Here was the role of teacher to solve the students' problem or mistake in speaking. But what the solving from the teacher did not offend and did not make them afraid. So, the teacher might have a specific strategy to deal with it. Justifying the mistakes in the end of activities . In addition, the students were also given the opportunity for counseling face to face with the teacher to consult their problem and explain what the problem when they speak up.

The last problem faced by the teacher was the *students inconsistent attendance*. There were many students who are interested in the Islamic, they had other activities such as following extracurricular more than one extracurricular. But Islamic activities are immersion activity who must follow by the students and They are slowly mastered English, the students were still timid, their pronunciation and vocabulary were less, but after they practiced

speaking hardly, they could graduate from the Boarding School with good skill in English.

In every activity it may not be separated from the motivation to do so. The students who joined in Islamic Activitis also could not be separated from their motivation to joinin these activities. Their motivations in participating Islamic activity were such as to get more experience and knowledge. They want to gain more experience and knowledge from the teacher and their seniors. Such Muhadara activity,gave They much of knowledge especially in speaking. They were always motivated to be confident in whatever they say in front of their friends , the most important thing is they want to speak up. As time goes on, they will be better.

In addition, there were the other motivations. There were the students want to master English. It was their dream to be able speaking English properly, so that they could communicate to foreign people. They also wanted to continue higher education, so they thought that English is provision for them in order not to miss the important information.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing the analysis, it can be concluded that the English teacher integrated Islamic culture activities in teaching English in Harsallakum Boarding School in form of *Muhadara, Mufrodat, Kultum, and Marrawis*. These activities were conducted by integrating English and Arabic culture in Islamic public speaking to give religiouse guidance to society about Islamic laws and tradition (Muhadara); Memorizing English vocabularies with correct pronunciation (Mufrodat); seven minute speech in religious values in English (Kultum); and Islamic art through singing Islamic religious songs (Marrawis). The teacher integrated these Islamic cultural activities in order to improve some aspects of students' English proficiency; motivating students to learn English in Islamic and fun ways; and building students' confidence in performing English through Islamic art in the public.

B. Suggestions

Based on the research, the researcher in this opportunity would like to give some recommendation to integrate Islamic culture in teaching English . Hopefully, the recommendation will be useful for the teachers, students, schools and institutions.

1. For the Teacher

It is suggested to the Islamic activity especially in the muhadara activitie to build a comfortable atmosphere and encourage the students to speak English. teacher also needs to apply activities which make the students confident to speak English. In the speaking activities teacher should properly give the students model of language as the input, which was in the spoken form. After presenting the model of language teacher should also provide adequate practices before going to the production stage. In applying speaking activities the tutor should consider which.

Activities that engage the students participation and give the students more chance to speak. Games are the example of activities which attract the students and engage them to speak up. For the, teacher motivates the members to study more, tutor uses the supporting media, tutor gives more attention in practicing using oral to the students, tutor uses varieties in teaching speaking. Moreover tutor needs to make outing class activity, invite the students to speak directly with the foreign language.

2. For the school

Integrating Islamic culture in teaching English keepsthe students in boarding school learns English more. The students free to express their skill. It had been batter when the school increased the media that used in learning process especially in Islamic activity. So that, English extracurricular activity more creative and satisfying.

3. For the students

Researcher suggeste that students should make the best use of the learning process and give positive contribution, so they get effective learning. To be a fluent speaker students should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need to followIslamic activities in Boarding School such us : Muhadara, Kultum, Mufrodat, and Marrawis.. They should consistent in attending, because these give them more experience about Englis and Islam. It will improve students English if they consistent attend the activities.

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APPENDICES

Kisi-Kisi Instrumen Pengumpulan Data Penelitian Tentang Integration Islamic Cultur in Teaching Enlish at Madrasah aliyah in Harsallakum Boarding School. By *Brian R. Paulson*

No	Pertanyaan Penelitian	Aspek Yang Diteliti	Indikator	Teknik	Sumber Data
1	Apa nama kegiatan ini?	Pelaksanaan Kegiatan islmai di harsallakum	a. jenis-jenis kegiatan. b. Pendapat pandangan dari kegitan tersebut	wanacara	guru
2	Apakah kegiatan ini ada kaitannya dengan kebudayaan Islam? Jelaskan?	kegiatan dalam persfektif agama islam	a. Hubungan kegiatan dengan kebudayaan islam	wawancara	guru

3	Apa tujuan dilaksanakan nya kegiatan ini menurut tradisi kebudayaan Islam?	Tujuan dilaksakanan ya kegiatan ini menurut perspektif agama islam	a. Pungsi kegiatan dalam pandangn islam b. Tujuan kegiatan dalam perspektif islam	wawancar a	guru
4	Apa tujuan kegiatan ini dalam konteks pembelajara n bahasa Inggris?	Tujuan dilaksakanny a kegiatan ini dalam proses pengmbangan kemampuan bahasa inggris pada siswa	a. Tujuan dalam proses belajar mengajar bahasa Inggris.	wawancar a	guru
5	Apakah kegiatan ini memeberi	Manfaat yang dan pengaruh yang	a. Pengaruh yang di berikan kegiatan	wawancar a	guru

	manfaat yang signifikan terhadap pembelajaran dan pengembangan kemampuan bahasa Inggris siswa? Jelaskan?	diberikan setelah sisiwa melakukan kegiatan ini	b. Manfaat yang di berikan kegiatan c. Manfaat dari segi kemampuan tntang agama islaman d. Manfaat dari segi pengmbangan kemampuan bahasa inggris		
6	Bisakah Bapak/ibu menjelaskan prosedur pelaksanaan kegiatan ini?	Langkah dalam pelaksanaan kegiatan kegiatan islmai. Cara pelaksanaan nya	a. Cara pelakaksanaan kegiatan b. Persiapan sebelum kegiatan pembelajaran c. Tujuan pokok pembelajaran. IPS e. Pendapat/ pandangan tentang pembelajaran	wawancara	guru

		IPS f.Perbedaan pembelajaran IPS dengan yang lainnya		
7	Apakah kegiatan ini dilaksanakan di dalam mata pelajaran bahasa Inggris atau hanya sebagai kegiatan ekstrakurikuler? Jelaskan?	Kategori kegiatan dalam kurikulum DIKNAS dan Kurikulum Pesantren	a. Jenis kegiatan menurut Kurikulum Diknas b. Jenis kegiatan menurut kurikulum Pesantren	wawancara	guru
8	Di sekolah ini, apakah kegiatan ini rutin	Waktu pelaksanaan kegiatan. Dan rating	a. Kapan pelaksanaan kegiatan b. Lamanya	wawancara	guru

	dilaksanakan? Berapa kali dalam satu semester dilaksanakan?	pelaksanaan.	waktu pelaksanaan kegiatan c. Frequensi pelaksanaan kegiatan		

Appendix 2 : The Result of Interview With the Teacher about Muhadara Activity. on Thrusday 23^Rd May 2019.

Petunjuk Wawancara:

1. Peneliti mengucapkan terimakasih kepada informan atas kesediaannya diwawancarai.
2. Peneliti memperkenalkan diri dan menjelaskan topikserta tujuan wawancara.
3. Peneliti juga menjelaskan bahwa informan bebas menyampaikan pendapat, pengalaman, harapan, atau saran yang berkaitan dengan topik wawancara yang dilakukan.
4. Peneliti merekam dan mencatat seluruh pembicaraan selama wawancara berlangsung.

Peneliti   : Apa nama kegiatan ini?

Guru   : Muhadara

Peneliti   : Bisakah ibu jelaskan apa itu Muhadara ?

Guru   : Muhadara adalah kegiatan islami untuk melatih kemampuan berpidato atau ceramah santri dan santriwati di pesantren.

Peneliti   : Apakah kegiatan ini ada kaitannya dengan kebudayaan Islam? Jelaskan?

Guru   : Iya, kegiatan ini sangat berkaitan dengan kebudayaan islam, karena ceramah merupakan tradisi dan kebudyaan umat islam untuk berda'wa menyampaiak rislah dan ajaran-ajaran islam.

Peneliti   : Apakah kegiatan ini di integrasikan dengan pembelajaran bahasa Inggris ?

Guru   : iya, kegiatan ini di integrasi ke dalam pembelajaran bahasa Inggris

Peneliti   : Bisakah ibu jelaskan ! bagaimana mengintegrasikan kegiatan ini ke dalam pembelajaran bahsa Inggris dan bagaiman prosedur dari kegiatan ini ?

Guru   :Muhadara adalah salah satu kegiatan islami yang dikombinasiakan dalam pengajaran bahasa Inggris di pondok pesantren Harsallakum ini. Kegiatan ini di modifikasi menggunakan bahasa Inggris. Pada awalnya, kegiatan ini hanya menggunakan bahsaIndonesa dan bahasa arab, tapi sekarang,saya memasukkan bahsaInggris kedalam pelaksanaan kegiatan ini. dimana di setiap runtutankegiatan, siswa di wajibkanmenggunakan Bahasa Inggris, Arab danIndonesia.prosedur dari kegiatan ini terdiri dari 3 bagian yaitu kegiatan pembuka, kegiatan inti dan kegiatan penutup, kegiatan ini di buka dengan pembacaan kitab suci Al-Qur'an olehsiswa kemudian bersolawat kepada nabi muhammad SAW lalupenampilan dramasingkat oleh kelas yang bertugas, selanjutnyakegiatan inti yaitupenympaian ceramah singkat oleh siswa yng yang bertugas dalam bahasa inggris, kegitan penutup yaitu penyampaian saran serta evalusai dari guru untuk siswa yang bertugas, kemudiandiakhiri denganpembacaan do'a oleh siswa yang bertugas. Dalammengintegrasikan pengajaran bahsa inggris pada kegiatan ini sayamenekankan padasiswa yang bertugas untuk menggunakan bahsaInggris di setiapruntutan kegiatan seperti pembawa acara, penampilan drama dan penyampaian pidato,

sebagai strategy untuk meningkatkan kemampuan bahasa Inggris siswa.

Peneliti : Mengapa ibu memilih mengintegrasikan kegiatan ini ke dalam pengajaran bahasa inggris sebagai strategy untuk mengajar bahasa inggris kepada siswa ?

Guru : Karena Dengan menerapkan strategi yang saya sebutkan tadi, sayarasa anak-anak akan lebih mudah untuk belajar bahasa Inggris.karena anak-anak lebih banyak menghabis kan waktunya di luar kelas dengan kegiatan-kegiatan seperti ini, dan saya punya ide untuk memasukkan unsur bahsa inggri ke dalam setiap kegiatan-kegiatan seperti ini, sebagai tambahan untuk mengajar bahasa inggris kepada mereka. Dengan kegiatan inimereka bisa secara langsung mempraktekan kemampuan bahasa Inggris mereka, pada kegiatan ini siswa harus menghapal teks cerama dalam bahasa Inggris, sebelum tampil mereka harus mempersiapkan diri dengan cara berlatih baik dengan teman maupun guru pamong di asrama.. di setiap akhir kegiatan saya selalu member reward kepada merekan.

kegiatan ini disajikan dengan agenda-agenda yang menghibur dan menyenangkan seperti : drama singkat, cerama 3 bahasa dan solawat dalm 3 bahasa, sehingga para siswa tidak bosan mengikuti kegiatan ini. Dan hal ini membuat mereka lebih tertarik dengan bahasa Inggris, dan lebih semangat serta memiliki

dorongan untuk belajar bahasa Inggris lebih baik lagi. Lagian strategi yang saya terapkan ini juga cukup mudah untuk mereka lakukan kok. Jadi mereka lebih mudah belajar bahsa inggris, apalagi didukung dengan penggunaan media yang menarik. setiap selesai kegiatan saya juga memberikan mereka review lo, jadi dari situ saya bisa mengetahui seberapa besar pemahaman mereka terhadap materi yang sudah saya berikan, jadi udah dapat satu point tuh untuk menilai mereka.

Peneliti   : Apa tujuan kegiatan ini dalam konteks pembelajaran bahasa Inggris?

Guru   : kegiatan ini bertujuan untuk melatih kemampuan bahasa inggris siswa khususnya kemapuan berbicara.

Peneliti   : Apakah kegiatan ini memeberi manfaat yang signifikan terhadap pembelajaran dan pengembangan kemampuan bahasa Inggris siswa? Jelaskan?

Guru   : iya, kegiatan ini sangat memberi manfaat yang signifikan terhadap perkembangan kemampuan bahasa Inggris siswa, kegiatan ini menekankan kepada siswa untuk mengapal dan berlatih secara langsung menggunakan bahasa inggris. dengan rutin berlatih dan mengikuti kegiatan ini. maka, secara otomatis kemampuan siswa menjadi meningkat.

Peneliti   : Di sekolah ini, apakah kegiatan ini rutin dilaksanakan?

Guru   : kegiatan ini di lakukan setiap dua minggu sekali.

Appendix 3: The Result of Interview With the Teacher about Mufrodat Activity.
on Saturday25[th] May 2019.

Petunjuk Wawancara:

1. Peneliti mengucapkan terimakasih kepada informan atas kesediaannya diwawancarai.

2. Peneliti memperkenalkan diri dan menjelaskan topikserta tujuan wawancara.

3. Peneliti juga menjelaskan bahwa informan bebas menyampaikan pendapat, pengalaman, harapan, atau saran yang berkaitan dengan topik wawancara yang dilakukan.

4. Peneliti merekam dan mencatat seluruh pembicaraan selama wawancara berlangsung.

Peneliti   : Apa nama kegiatan ini?

Guru   : Mufrodat

Peneliti   : Apa itu Mufrodat ?

Guru   *:* Mufrodat adalah kegiatan menghafal kosakata bagi siswa, baik itu kosa kata bahasa arab maupun kosa kata bahasa inggris..

Peneliti   : Apakah kegiatan ini ada kaitannya dengan kebudayaan Islam? Jelaskan?

Guru   : Iya, kegiatan ini sangat berkaitan dengan kebudayaan islam, karena Menghafal merupakan tradisi dan kebudyaan umat islam baik itu itu menghafal surah dalam Al-qur'an, Hadis maupun ilmu-ilmu lain yang bermanfaat.

Peneliti   : Apakah kegiatan ini di integrasikan dengan pembelajaran bahasa Inggris ?

Guru   : iya, kegiatan ini di integrasi ke dalam pembelajaran bahasa Inggris ?

Peneliti   : Bisakah ibu jelaskan ! bagaimana mengintegrasikan kegiatan ini ke dalam pembelajaran bahsa Inggris dan bagaiman prosedur dari kegiatan ini ?

Guru   :Awalnya kegiatan ini hanya di gunakan untuk menghafal ayat-ayat dalam Al-Qur'an dan Hadis serta kosa kata bahasa arab, kemudian saya meminta kegiatan ini di modifikasi dengan cara memasukkan unsur bahasa inggris di dalamnya, sekarang selain menhafal 3 hal tersebut siswa juga di tekankan untuk menghafal kosakata-kosa kata bahasa inggris. sebagai tambahan waktu belajar bagi siswa. .kegiatan ini terdiri dari 3 bagian yaitu kegiatan pembuka, kegiatan inti dan kegiatan penutup, kegiatan ini di buka dengan pembacaan suarah al-fatiha and surah pendek secara bersama. Kemudian pemberian kosakata oleh guru ke pada siswa baik ditulis di papan tulis atupun dlam bentuk kertas, kemudian guru mepraktekan cara pelafalan dari kata tesebut , selanjutnya siswa diberi waktu 10-15 menit untuk menhafal kata-kata yang telah diberikan beserta artinya. kegiatan inti yaitu siswa satu per satu maju kedepan untuk di uji hafalannya., kegitan penutup yaitu pemberian koreksi serta evalusai dari guru untuk hafalan siswa, kemudian diakhiri dengan pembacaan do'a oleh siswa yang bertugas, biasanya kegiatan ini hanya menhapal kosa kata bahasa arab, tapi memodipikasi kegiatan ini agar di masukkan bahasa Inggris karena bahasa Inggris juga sangat penting bagi siswa".

peneliti   : mengapa ibu memilih mengintegrasikan kegiatan ini ke dalam pengajaran bahasa inggris sebagai strategy untuk mengajar bahasa Inggris kepada siswa ?

Guru   : Karena dengan menerapkan strategi yang saya sebutkan tadi, saya rasa anak-anak akan lebih mudah untuk belajar bahasa inggris. Dengan kegiatan ini siswa secara aktif menghafal kosakata-kosakata bahasa inggris. saya juga mempraktekkan cara pelapalan kosakata yang benar. Pada akhir kegiatan ini saya selalu member reward kepada setiap siswa yang hapal kurang dari waktu yang di tentukan dan saya juga member hukuman kepada siswa yang tidak menghafal. hal ini bertujuan agar siswa menjadi termotivasi untuk belajar bahasa inggris.

Peneliti   : Apa tujuan kegiatan ini dalam konteks pembelajaran bahasa Inggris?

Guru   : kegiatan ini bertujuan untuk menambah kosakata bahasa Inggris siswa.

Peneliti   : Apakah kegiatan ini memeberi manfaat yang signifikan terhadap pembelajaran dan pengembangan kemampuan bahasa Inggris siswa? Jelaskan?

Guru   : Iya, kegiatan ini sangat member manfaat yang signifikan terhadap perkembangan kemampuan bahasa inggris siswa, karena kegiatan ini menekankan kepada siswa untuk mengapal kosakata-kosakata bahasa Iggris. secara otomatis siswa akan banyak tahu kosakata. karena kunci utama belajar bahasa Inggris adalah menguasi kosakata

Peneliti   : Di sekolah ini, apakah kegiatan ini rutin dilaksanakan?

Guru   : kegiatan ini di lakukan setiap dua minggu sekali.

Appendix 4: The Result of Interview With the Teacher about Kultum Activity.
on Monday27th May 2019.

Petunjuk Wawancara:

1. Peneliti mengucapkan terimakasih kepada informan atas kesediaannya diwawancarai.
2. Peneliti memperkenalkan diri dan menjelaskan topikserta tujuan wawancara.
3. Peneliti juga menjelaskan bahwa informan bebas menyampaikan pendapat, pengalaman, harapan, atau saran yang berkaitan dengan topik wawancara yang dilakukan.
4. Peneliti merekam dan mencatat seluruh pembicaraan selama wawancara berlangsung.

Peneliti   : Apa nama kegiatan ini?

Guru   : Kultum

Peneliti   : Apa itu Kultum ?

Guru   :kultum yaitu ceramah atau penyampain risalah dan ajaran islam dalam waktu tujuh menit,yang disampaikan oleh guru kepada siswa .

Peneliti   : Apakah kegiatan ini ada kaitannya dengan kebudayaan Islam? Jelaskan?

Guru   : Iya, kegiatan ini sangat berkaitan dengan kebudayaan islam, karena Cermah merupakan tradisi dan kebudyaan umat islam untuk menyampaikan ajaran-ajaran islam dalam waktu yang singkat..

Peneliti   : Apakah kegiatan ini di integrasikan dengan pembelajaran bahasa Inggris ?

Guru   : iya, kegiatan ini di integrasi ke dalam pembelajaran bahasa Inggris

Peneliti : Bisakah ibu jelaskan ! bagaimana mengintegrasikan kegiatan

ini ke dalam pembelajaran bahsa Inggris dan bagaiman prosedur

dari kegiatan ini ?

Guru : Kultum adalah salah satu kegiatan islami yang dikombinasiakan dengan pengajaran bahasa inggris untuk meningkatkan keamampuan bahsa inggris siswa dimana kegiatan ini guru yang bertugas menyampaikan ceramah kepada siswa menggunakanbahasa inggris selama kuaranag lebih tujuh menit, kemudian guru memberikan pertanyaan kepada siswa tentang apa yang telah disampaikan, pada kegiatan ini guru yang bertugas menyampaikan ceramah di wajibkan menggunakan bahasa Inggris

peneliti : mengapa ibu memilih mengintegrasikan kegiatan ini ke dalam

pengajaran bahasa inggris sebagai strategy untuk mengajar bahasa

Inggris kepada siswa ?

Guru : Karena Dengan menerapkan strategi yang saya sebutkan tadi,

saya rasa anak-anak akan lebih mudah untuk belajar bahasa

Inggris. Dengan kegiatan ini siswa secara aktif mendengarkan

pidato atau ceramah bahasa Inggris, untuk meningkatkan

kemamupuan bahasa inggris siswa khususnya pada kemampuan

mendengar. pada kegiatan ini guru selalu menyampaikan

ceramahnya dengan kosakata yang mudah di mengerti oleh siswa

dan menyampaikan ceramanya dengan hal-hal yang bermanfaat

dan menghibur. pada akhir kegiatan guru memberi pertanyaan

kepada siswa, dan memberi reward kepada siswa yang bisa

menjawab pertanyaan. hal ini bertujuan agar siswa menjadi

termotivasi untuk mengikuti kegiatan ini dan dan teratik untuk belajar bahasa inggris.

Peneliti : Apa tujuan kegiatan ini dalam konteks pembelajaran bahasa Inggris?

Guru : kegiatan ini bertujuan untuk menambah kosakata bahasa Inggris siswa. dan melatih kemampuan mendengar bahasa inggris siswa.

Peneliti : Apakah kegiatan ini memeberi manfaat yang signifikan terhadap pembelajaran dan pengembangan kemampuan bahasa Inggris siswa? Jelaskan?

Guru : iya, kegiatan ini sangat memberi manfaat yang signifikan terhadap perkembangan kemampuan bahasa inggris siswa, karena pada kegiatan ini siswa bisa mendengar guru berbicara mengguanakan bahasa Inggris, siswa bisa belajar bagaimana cara pelapalan kosakat-kosakata yang benar. hal ini untuk melatih kemapuan mendengar siswa.

Peneliti : Di sekolah ini, apakah kegiatan ini rutin dilaksanakan?

Guru : kegiatan ini di lakukan setiap dua minggu sekali.

Appendix 5: The Result of Interview With the Teacher about Marrawis Activity. on Monday9[th] May 2019.

Petunjuk Wawancara:

1. Peneliti mengucapkan terimakasih kepada informan atas kesediaannya diwawancarai.
2. Peneliti memperkenalkan diri dan menjelaskan topikserta tujuan wawancara.
3. Peneliti juga menjelaskan bahwa informan bebas menyampaikan pendapat, pengalaman, harapan, atau saran yang berkaitan dengan topik wawancara yang dilakukan.
4. Peneliti merekam dan mencatat seluruh pembicaraan selama wawancara berlangsung.

Peneliti   : Apa nama kegiatan ini?

Guru   : Marrawis

Peneliti   : Apa itu Kultum ?

Guru   :kultum yaitu ceramah atau penyampain risalah dan ajaran islam dalam waktu tujuh menit,yang disampaikan oleh guru kepada siswa .

Peneliti   : Apakah kegiatan ini ada kaitannya dengan kebudayaan Islam? Jelaskan?

Guru   : Iya, kegiatan ini sangat berkaitan dengan kebudayaan islam, karena Cermah merupakan tradisi dan kebudyaan umat islam untuk menyampaikan ajaran-ajaran islam menggunakan sya'ir.

Peneliti   : Apakah kegiatan ini di integrasikan dengan pembelajaran bahasa Inggris ?

Guru   : Iya, kegiatan ini di integrasi ke dalam pembelajaran bahasa Inggris

Peneliti   : Bisakah ibu jelaskan ! bagaimana mengintegrasikan kegiataini ke dalam pembelajaran bahsa Inggris dan bagaiman prosedur dari kegiatan ini ?

Guru   : marrawis adalah salah satu kegiatan islami yang dikombinasiakan dengan pengajaran bahasa inggris untuk meningkatkan keamampuan bahsa inggris siswa dimana kegiatan ini pada dasarsnya menggunakan bahsa arab tetapi saya modifikasi kegiatan ini menggunakan 3 bahasa yaitu bahsa Arab, Inggris dan Indonesia, siswa menyanyikan lagu bebahsa inggris yang islami seperti lagu maher zain.

peneliti   : mengapa ibu memilih mengintegrasikan kegiatan ini ke dalam pengajaran bahasa inggris sebagai strategy untuk mengajar bahasa inggris kepada siswa ?

Guru   : Karena strategi ini sangat tepat untuk di terapkan kepada sisiwa. kegiatan ini disajikan dengan cara yang menyenangkan dan menghibur. dengan mengintegrasikan kegiatan ini ke dalam pengajaran bahasa Ingrris. siswa akan lebih tertarik dan termotivasi untuk belajar bahasa Inggris

Peneliti   :Apa tujuan kegiatan ini dalam konteks pembelajaran bahasa Inggris?

Guru   : kegiatan ini bertujuan untuk menigkatkan motivasi belajar bahasa Inggris siswasiswa .

Peneliti   : Apakah kegiatan ini memeberi manfaat yang signifikan terhadap pembelajaran dan pengembangan kemampuan bahasa Inggris siswa? Jelaskan?

Guru   : iya, kegiatan ini sangat memberi manfaat yang signifikan terhadap perkembangan kemampuan bahasa inggris siswa, karena pada kegiatan ini siswa bisa menghafal kosakata – kosakata pada lagu. dan menambah kosa kata bahasa Inggirs siswa. secara otomatis kemampuan bahasa Inggris siswa ankan meningkat.

Peneliti   : Di sekolah ini, apakah kegiatan ini rutin dilaksanakan?

Guru   : kegiatan ini di lakukan setiap dua minggu sekali.

Appendix 6. : Identification of Islamic Activity
Sheet 1.a:

No.	Name of Islamic Activity	Procedures	Notes
1	Muhadara	Opening : This activity is opened by reciting holly Qur'an, than sholawat to prophet Muhammad SAW. netxt Islamic art perform.	
		Main : The main agenda in this activity is delivering of religious by students in three languages : , Arabic, English, and bahasa Indonesia.	
		Closing : This activity was closed by prayer than evaluation, sugest and advice from the teacher	

Appendix 7 : Identifying Islamic Activities
Sheet 1.b:

No.	Name of Islamic Activity	Procedures	Notes
1	Mufrodat	Opening : This activity was opened with recited surah al-fatiha and next recited short surah.	
		Main : The teacher gave some vocabularies to student, than the teacher paraticed how to pronounce the words. than the teacher gave 10-20 minutes for students to memorize the words.	

		Closing : The students one by one presented their vocabularies recitation to the teacher.at the last the teacher gave evaluation and correction about student vocabularies.	

Appendix 8 : Identifying Islamic Activities
Sheet 1.c:

No.	Name of Islamic Activity	Procedures	Notes
1	Kultum	Opening : this activity is begun with recited holly qur'an .	
		Main : The teacher delivered Islamic speech use English as long as 7 minutes.	this activity use three languages when the teacher speech. every once meeting use different language. Arabic, English, indonesi.

		Closing : The teacher closed the the activity with prayer.	

Appendix 9 : Identifying Islamic Activities
Sheet 1.d:

No.	Name of Islamic Activity	Procedures	Notes
1	Marrawis	Opening : This activity was opened with sang solawat to prophet in Arabic language	

		Main : Sang same song with three languages : English, Arabic and Indonesia.	
		Closing : The teacher gave evaluation about students performance, gave suggestion and advice	

Appendix 11 : Elements of Islamic Culture Activities
Sheet 3

Elements of Islamic Culture Activities

No.	Elements	Explanation

1	Akiida	Akiida is a firm and sure faith, which leaves no doubt to those who believe it. Thus, the Islamic creed is a strong and sure faith in God in all its obligations. in this activity persude all of student to takwa to allah swt.it proof from the agenda : reciting al-qur'an and solawat to prophet muhammad.
2	Ebadat (Prayer)	prayer is worship, it means that Islamic activity learn us to prayers and hopes to Allah swt.
3	Akhlak(Character)	behavior of someone who is driven by a conscious desire to do a good deed Islamic activity must contain elements aklah in this activity encourage the participants to behave politely, respect each other.
4	Muamilat (Overall behavior of life, Attitude)	mu'amilat is a good attitude and behavior that must be possessed by Muslims to become a true Muslim, in islamic activity mu'amilat elements must be emphasized, so that after this activity the participants can change their attitudes and behavior, not only that this activity must emphasizing the participants to wear shar'i

		clothes

Appendix 12 : The Procedure of Muhadara Activity

FIELD NOTES

Meeting   :1

Day/Date   :on Thrusday 23Rd May 2019.

Time   : 08 : 00 P.m

Place   :Harsallakum Mield

Name of Activity   :Muhadara

Opening

The opening of muhadara is different from the pening that if dound in common public speaking. The students started Muhadara by telling Islamic Greeting (Salam in Arabic Language). Then, they recited holy Quran. To complete it, the students said *shalawat nabi* to prophet Muhammad SAW. At the last part of opening, the students sometimes perform short drama performance. They used English in drama performance .

Content

Delivering content bacame main activity in Muhadara.The student who as Da'i delivered his speech materials to audiences the students who were present in this activity. The Da'i delivered the speech in English. The speech used their Islamic structure. The content is usually in form of knowledge related to life advice by using Islamic law basic, and our duties as muslim in society.

Closing

After the Da'i conclude his speech, the teachers gave evaluation about students' performaned and asked to audience about the material who has delivered. At the last of this main activity,another student closed with pray. This routine activity can be important method to encourage students to study more seriously about the application of Islamic values and English implementation in society. The most important point for this activity was the students keep fun in conducting this activity from beginning until the end (See Appendix 3 for more information).

Notes:

this activity done once in 2 weeks, this activity was begun after Isha prayer.

Appendix 13 : The Procedure of Mufrodat Activity

FIELD NOTES

Meeting   :2

Day/Date   :on Saturday 25th May 2019.

Time   : 08 : 00 P.M

Place   :Harsallakum mosque

Name of Activity   :Mufrodat

Opening

The first opening activities: the students open this activity with salam and reciting surah Alfatiha and short surah, then the teacher give some words memorized by studens. Then the teacher gave example how to pronounce the words well. The next activity, the teacher gave 10-15 minutes to students to memorize the given words.

Content

The second is main activity.In this stage, the students one by one gave their memorization of new vocabularies to the teacher.

Closing

The last is closing activities, in this stage the teacher gave evaluation and correctness for the students' pronunciation. Then, the students correct their mistakes in pronunciating words.

Appendix 14 : The Procedure of Kultum Activity

FIELD NOTES

Meeting   :3

Day/Date   :on Monday 27th May 2019.

Time   : 08 00 A.M.

Place   :Harsallakum Moque

Name of Activity   :Kultum

Opening

    first the teacher delivered his speech about Islamic topic.The teacher opened this activity with say sallam. Than tank to Allah SWT who has given marcy and balssing.Then solawat to prophet Muhammad SAW. The next

Content

    The teacher explained his materials for that meeting to reinforce students knowledge about this activity in the future.

Closing

    the activity was closed it with saying hamdalah. After that the teacher gave questions for the students.The students who can answer the questions would get a reward from the teacher.

Appendix 15 : The Procedure of Marrawis Activity

FIELD NOTES

Meeting   :4

Day/Date   :on Monday 9th May 2019.

Time   : 04 00 A.M.

Place   :Harsallakum Mosque

Name of Activity   :Marrawis

      The students sing the English Islamic song such : Insyaa Allah by maher zain and others. The students kept deliveringIslmic message but in using English for more universal purposes.

VOCABULARY

to lay	:	menaruh, meletakkan
to consider	:	menganggap, mempertimbangkan
to encourage	:	mendorong, menganjurkan
contemplation	:	berzikir, perenungan
literate	:	terpelajar, pandai membaca/menulis
ignorance	:	kebodohan, ketidaktahuan
depth	:	kedalaman, tengah-tengah
womb	:	rahim, kandungan
ransom	:	tebusan, pembebasan.
prevail	:	berlaku, ada, meliputi.

Lirick : Insyaa Allah By Maher zain in Marrawis Activity.

Everytime you feel like you cannot go on

You feel so lost

That your so alone

All you is see is night

And darkness all around

You feel so helpless

You can`t see which way to go

Don`t despair and never loose hope

Cause Allah is always by your side

Insya Allah 2x

Insya Allah you`ll find your way

Everytime you can make one more mistake

You feel you can`t repent

And that its way too late

Your`re so confused,wrong decisions you have made

Haunt your mind and your heart is full of shame

Don`t despair and never loose hope

Cause Allah is always by your side

Insya Allah 2x

Insya Allah you`ll find your way

Insya Allah 2x

Insya Allah you`ll find your way

Turn to Allah

He`s never far away

Put your trust in Him

Raise your hands and pray

OOO Ya Allah

Guide my steps don`t let me go astray

You`re the only one that showed me the way,

Showed me the way 2x

Insya Allah 2x

Insya Allah we`ll find the way

Speech text. In Muhadara Activity .

AssalamualaikumWr. Wb

First of all let's pray and thanks unto our God who has given us mercies and blessings. So we can attend in this program without any trouble and obstacles. There is also a prayer for our parents as well as the father's mother and teachers who educate, develop, and provide us all with the knowledge that it is so much.

All of my friends whom I love

Every human being must have had parents. No one man who was born without parents. We also realize that our parents have struggled, both day and night, squeeze mind, hardest to fight so that all children can live well. In this short time, allow me to convey how very important filial to parents. Devoted to both parents is one of the very noble deeds even Allah has mentioned in the Quran about the virtues of filial to parents.

وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَانًا ۚ إِمَّا يَبْلُغَنَّ عِندَكَ الْكِبَرَ أَحَدُهُمَا أَوْ كِلَاهُمَا فَلَا تَقُل لَّهُمَا أُفٍّ وَلَا تَنْهَرْهُمَا وَقُل لَّهُمَا قَوْلًا كَرِيمًا

In the word of God, we are ordered to devote to two parents and juxtaposed with the most important practice in Islam. This indicates that the charity is a very major one in the sight of Allah SWT. The magnitude of the dignity of both parents is seen through the eyes of the law. As their soon, we have to obey the instruction of our parent. And be sure that because of our kindness to our parents, we will get a good result for the next.

All of my friends whom I love

Creating a sad in terms of both parents then it already counted as one act of disobedience. Their cries are as well as heart rending by the behavior of the child. Now we are together already know the importance and virtue of filial to parents. We remember how often we make them angry and crying parents. How often we do not carry out any orders? Indeed there is no obedience to the creature its name in terms of adulterous to God, but how we to deny are that too should be a good way not haphazard. For that we have to apologize to both of them, we need to remember again that Allah's approval of parents is also the pleasure of Allah is Allah's approval of parents, both parents wrath of Allah SWT.

As human being, I realize that I can't avoid the mistakes, so I apologize to you all. And I don't forget to say thanks so much for your nice attention.

WassalamualaikumWr. Wb