

## Appendix 1

### Needs Analysis Questionnaire

**Name:** ....

**Affiliation:** ....

**Instructions:** Please include how necessary each item is for inclusion in English teaching material for Islam affiliated Junior High Schools. Select one option for each item.

**Rating Scale:**

1 = Very Unnecessary

2 = Unnecessary

3 = Necessary

4 = Very Necessary

#### A. Areas of Competence

In your opinion, how necessary are the following competencies/skills to be included in English teaching material for Islam affiliated Junior High Schools?

Competency/Skill	1. Very Unnecessary	2. Unnecessary	3. Necessary	4. Very Necessary
Listening				
Speaking				
Reading				
Translation				
Grammar				
Vocabulary				

#### B. Specific Content/Necessities

In your opinion, how necessary are the following topics to be included in English teaching material for Islam affiliated Junior High Schools?

Topic	1. Very Unnecessary	2. Unnecessary	3. Necessary	4. Very Necessary
Religious Tolerance				
Local Tradition				
The History of Islam				
World Scientists				
Koran Stories				
Western Culture				
Self-Motivation				
Technology				

#### C. Types of Activities

In your opinion, how necessary are the following activities to be included in English teaching material for Islam affiliated Junior High Schools?

Activity	1. Very Unnecessary	2. Unnecessary	3. Necessary	4. Very Necessary
Prayer (Arabic-English)				
Storytelling				
Debate				
Individual Work				
Pair Work				
Group Work				

#### D. Evaluation Strategies

In your opinion, how necessary are the following forms of assessment to be included in English teaching material for Islam-affiliated Junior High Schools?

Assessment Type	1. Very Unnecessary	2. Unnecessary	3. Necessary	4. Very Necessary
Multiple Choice				
Fill in the Blanks				
Worksheet				
Rubric-based Assessment				
Essay				

## **Appendix 2**

### **Semi-structured Interview Questions**

#### *The statement of beliefs*

(a) Should you make a statement of beliefs about how important English language teaching is for Madrasa and Pesantren, what would you say?

#### *Goals and objectives*

(b) What should be the goals and the objectives of English language teaching in Madrasa and Pesantren?

(c) How are the goals and the objectives achieved in relation to the existing materials?

(d) Do the existing teaching materials emphasize specific language skills?

(e) What do you expect from an English teaching materials for Madrasa and Pesantren?

#### *Theological ground*

(f) From an Islamic perspective, what would you like to say about English language teaching in Madrasa and Pesantren?

#### *Language contestation between Arabic and English*

(g) Regarding the learning of Arabic, as the main language in Islamic culture, and English, as a foreign language in Indonesia, how do you see it? Do you think there is any competition between the two languages?

#### *Suggestion for the improvement of ELT in the Islamic schools*

(h) What needs to be done to make English language teaching in Madrasa and Pesantren better?