

ABSTRACT

Kamilasari, Mila 2025, Exploring the Role of Ashabul Kahfi Qur'anic Story in English Language Teaching on Enhancing Students' Motivation and Speaking Skills: A Mixed-methods Study at the Seventh Grade Students of MTs Cijangkar Tasikmalaya.

This study investigates how the Ashabul Kahfi (AK) Qur'anic story plays a role in the English Language Teaching (ELT), particularly in the speaking-classroom on improving students' motivation and speaking skills at the seventh-grade students of MTs Cijangkar, an Islamic junior high school in Tasikmalaya, Indonesia. The study is based on the recognition that many English Foreign Language (EFL) students in Islamic schools face oral communication challenges, such as low confidence, limited vocabulary, and few opportunities for authentic interaction, which are frequently exacerbated by teaching materials that lack cultural and spiritual relevance. Embedding culturally relevant and morally meaningful narratives, such as the AK story from Surah Al-Kahf, provides a background that is consistent with learners' identities while encouraging language use in a low-anxiety, engaging setting. This study aims to explore the potential of this Qur'anic story in fostering an engaging and interactive learning environment. Based on sociocultural theory and Dörnyei's L2 Motivational Self System, this study takes a mixed-methods approach, combining a quasi-experimental design with qualitative investigation. Quantitative data were gathered using pre- and post-tests, as well as motivation questionnaires distributed. Classroom observations, student interviews, and a reflective journal provided qualitative insights into learner perceptions and engagement.

The quantitative results reveal a considerable increase in the experimental group's speaking skills and motivation. The post-test means speaking score in the experimental group increased from 67.3 to 82.4, whereas the control group improved slightly from 66.9 to 70.1. Similarly, the experimental group's motivation scores rose from 68.5 to 84.7, demonstrating improved engagement and enthusiasm in English learning after the intervention. The AK story's integration had a significant impact on both measures, as shown by statistical tests ($p < 0.05$).

Qualitative data back up these findings, indicating greater learner confidence, emotional involvement, and culturally grounded interactions in the classroom. The integration of the AK Qur'anic story provides a relevant context for communicative activities such as storytelling, discussion, and role-playing, hence increasing student confidence and involvement. This study reveals the pedagogical benefit of Qur'anic storytelling in English as a Foreign Language (EFL) situations and provides practical recommendations for culturally sensitive curriculum design in Islamic educational settings. To sum up, the findings of this study are expected to contribute to the development of innovative instructional strategies that promote students' motivation and speaking.