# CHAPTER II
# REVIEW OF RELATED LITERATURE

## A. Theoretical Description
### 1. Vocabulary Learning

Vocabulary is one of the components in studying English because vocabulary has a significant role in every language, therefore someone who studies a foreign language must have a bunch of vocabulary for their basic foundation in learning foreign language especially English, many Indonesian students who are interested in learning English, the first component that they must master is Vocabulary. Alpino stated that vocabulary is an important aspect of foreign language students because the limited vocabulary that they have will hold up the success of communication.[1] Vocabulary has an important role for communicating something, moreover communicating using the second language needs the number of vocabulary to communicate with people, for instance when people want to talk something to a foreigner but she or he has little vocabulary acquisition, automatically the people will get confused how to express their feeling or their thinking in mind. Scmitt emphasizes that the main aspect of communication and second language acquisition is lexical knowledge.[2] Vocabulary has the main role in lexical knowledge, therefore vocabulary must be learned by the L2 learners. According to Nation (2001) Vocabulary is needed for speaking and writing in improving English skills and understanding the meaning in making the context.[3] That is why learning vocabulary must be noticed by the teacher in building the students' foundation in improving their English skills. Students who want to master English have to be aware of their word collection so that they can go through the further learning process. Hatch and Brown stated that vocabulary is the number of

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[1] Alpino Susanto, "The Teaching of Vocabulary", *Jurnal KATA:Universitas Putra Batam,* Vol. 1, No. 2, Oktober (2017). p. 183, DOI:10.22216/jk.v1i2.2136

[2] Schmitt, N, *Vocabulary in language teaching,* (Cambridge: Cambridge University Press, 2000, p. 55

[3] Sahar Taheri, & Ghafour Rezaie Golandouz. "The effect of task type on EFL learners' acquisition and retention of vocabulary: an evaluation of the involvement load hypothesis". *Cogent Education*, 8:1, (2021) p. 1, 1915226, DOI: 10.1080/2331186X.2021.1915226.

words that can be a certain language or some of the words that can be collected that someone can use.[4]

Collecting vocabulary as the method for students is their awareness in improving their knowledge about English and skills, students who have a bunch of vocabularies as the EFL Learners their improvement will increase significantly than the students only have some of the vocabularies and do not have any spirit in increasing their vocabulary, certainly, they will get stuck with the skills and knowledge that they have. There are some ways in learning vocabularies that will encounter the students' motivation in improving their vocabularies.

### a. The Importance of Vocabularies

People who learn English as their second language and foreign-language thought that vocabulary is the compulsory thing of students' acquire. One of the students' defiance in learning English is improving vocabulary, among other language skills vocabulary is the important component that should be learned.[5] Vocabulary becomes students' challenge for students to improve their skills. Without vocabulary acquisition, students cannot study English more. For example, students admit that grammar is the priority but underestimate vocabulary in improving students' English skills, absolutely students' skill progress would not be significantly increased, moreover in speaking skills, students would find the difficulties in delivering their argument or feeling using English because of lack of vocabulary. Learning vocabulary is important for EFL Learners there are some processes in improving students' vocabulary, according to Grauberg there are four steps of the learning vocabulary process that would be explained below:

1) Discrimination

The first step in the vocabulary learning process, its use for differentiating the sounds and letters of each word students' aptitude. In learning English there are some words that have similarity in producing the sounds between two words and it also happens in the English

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[4]Evelyn Hatch and Cheryl Brown, Vocabulary, *Semantic, and Language Education*, (Cambridge: Cambridge University Press, 1995), p. 1.

[5]Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices", *International Journal of Research in English Education*, Vol. 1, No. 1, (2016), p. 23, www.ijreeonline.com

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letter of words exactly in increasing speaking and reading skills, sounds and letters becoming the major problem in English learning.

2) Understanding meaning

Understanding the second language concept of words or phrases. It is apparent frequently because it can be related by direct association or because it has the English equivalent.

3) Remembering

Then the next step after getting new material from the teacher, and the next step is to ascertain the students in remembering. For instance, after the students got the explanation and introduction from the teacher, but if it is not used by the students, then it would be a useless learning acquisition.

4) Consolidation and extension of meaning

Learning new vocabulary is not a straightforward process, if the presentation is the only important variable involved, then words will not be forgotten and need to be relayed.[6]

Those steps in learning vocabulary could be the guide for EFL students in increasing their vocabulary, through those steps they can enrich their vocabulary collection, and there are some elements in learning and teaching the students in improving their vocabularies; Types of Vocabulary, The Aspects of Vocabulary, vocabulary learning strategies. It would be explained below:

b. **Types of Vocabulary**

Heibert and Kamil stated that vocabulary is divided by two kinds, the first is oral vocabulary, which is theword acquisition when we speak and read orally. Then the second is print vocabulary is words that we know the meaning when we were writing or reading quietly. They also revealed that there are two kinds of vocabulary types, it would be explained as follows:

1) Productive Vocabulary

Productive vocabulary means that the individual vocabulary acquisition that is frequently used for writing

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[6]Walter Grauberg, *The Elements of Foreign Language Teaching,Languages in Practice Vol. 7,* (UK: Multilingual Matters, 1997), p. 15-22

and speaking. The words used by the learner are their vocabulary acquisition that is usually used by him or her.

2) Receptive or Recognition Vocabulary

Receptive or recognition vocabulary is some word acquisition that is new for the students, it usually happens when the students were listening or reading in the learning process and they get words that were unknown by the students. They may know the meaning but not fully understand it, maybe they cannot distinguish it. Generally, the words are unfamiliar to people and seldom used, but when they meet these words again. They will feel recognition of those words even if they are not sure about it.[7]

c. **The Aspects of Vocabulary**

In teaching vocabulary or deliver vocabulary to the students the teacher must have the basic knowledge of vocabulary, Grain and Redman emphasize that there are some aspects of lexis that should be known by the teacher in teaching vocabularies, those are as below:

1) Conceptual Meaning

This means that have some vocabularies are not only known the meaning is, but it should know the boundaries in using the vocabulary that have the same meaning like (e.g. cup, mug, glass, and bowl)

2) Polysemy

Differentiate between the variety of meaning from single words that have several words meaning but it is not related (e.g. head: of a person, of a pin, of an organization)

3) Homonymy

A word that has some meaning but each meaning are not related to each other (e.g. book: it can be means of the place for noting or it can be means of renting a place or something)

4) Synonym

Some words that have the same meaning, they can differentiate between the words (e.g. broad, large, and vast)

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[7]Elfrieda.H. Heibert, M.L. Kamil, *Teahing and Learning Vocabulary,* (Laurance Erlbaum Associates: London, 2005) p. 3

5) Affective meaning

Attitude and emotional factors can express the vocabularies (connotation and denotation). It is based on the speaker's attitude in delivering the words, but a socio-cultural association is not important for now.

6) Style, register, and dialect

Distinguish the level between the formal and non-formal, and based on the context, topic.

7) Grammar of vocabulary

The arrangement of vocabularies in making sentences and it should be based on the rule of English sentences, the form is based on the pattern that has been decided.

8) Pronunciation

Skills in producing sounds of words.[8]

### d. Kinds of vocabulary

Nation divided four kinds of vocabulary in the text; High-frequency words, academic words, technical words, and low-frequency words.

1) High Frequency Words

The words are used frequently because the words are common for every learner or people, they are usually used for speaking and writing by the speaker or writer.

2) Specialized Words

Specialized vocabulary is the words that are usually used for special context, it depends on the topic that is investigated. A special vocabulary is usually used for reading, speaking, or writing of the academic text, children's stories, and letters, and technical vocabulary. Generally, specialized vocabularies are divided into two kinds, those are explained below:

a) Academic Words

The words are usually used for academic matters, like making research, paper, essay, and others.

b) Technical Words

The words that are unusually used in another subject only occur in a technical subject, the vocabularies that use are related to the technical matters (e.g. cabotage, amortization) the words that

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[8] Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (Cambridge: Cambridge University Press, 1986) p. 13-20

include high-frequency vocabulary but have special meaning.

c) Low-Frequency Words

The vocabulary that is unusual is used by the people, but it depends on the person, what words that they usually use and the words that infrequently use is based on the person, no one decided except themselves. [9]

### e. Teaching Vocabulary

Vocabulary has a critical role in learning English, it is the key to communication, learners who have rich vocabulary will automatically express their ideas in speaking or writing, the students will enrich their knowledge if they have an interest in reading, but if the students are lack of vocabulary they will find difficulties in that activity, then make them do not have any desire in reading new knowledge, therefore vocabulary is the major thing for EFL Learners. But most students do not have any intention of improving new vocabulary, because it sometimes makes it boring for them or they are lazy to learn the new vocabulary, that is why most of the major problems of EFL Learners in vocabulary that they had.

Teaching vocabulary is the teacher mandate for improving students' quality in increasing students' vocabularies acquisition, teaching vocabulary has been becoming a significant thing that should not be ignored by the teacher, the teacher must have a creative idea in creating the techniques for improving students' vocabulary acquisition, moreover in improving students' specialized vocabulary, that should be noticed, then some elements that should be taught all at once, those are grammar, core vocabulary and specific vocabulary related to the topic.[10]

The problem that should be noticed in teaching English is vocabulary, the students' acquire in learning English is based on the teacher in teaching the knowledge and the teachers' attitude in teaching, how is the teacher treating the students' in the classroom and how are the students' cognitive in

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[9]I.S.P. Nation, *Learning Vocabulary in another Language,* (Cambridge: Cambridge University Press, 2001) P. 11-19

[10]Walter Grauberg, *"The Elements of Foreign Language Teaching",Languages in Practice Vol. 7*, P. 24

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facing the new material that the teacher will be explained, that is why the in teaching English the teacher must ensure how much vocabulary the students have, the teacher must be aware that vocabulary is the new word for l2 learners.[11]

The teacher must have strategies in enhancing students' vocabulary, without any stimulus to encounter the students in improving the new vocabulary, it will not upgrade the students' skill. There are some techniques based on the expert to enhance the students' new vocabulary.

**f.  Techniques in Enhancing Students' Vocabulary**

In learning English, teachers have to prepare a method for facing the students in the classroom, an interesting method could attract the students to improve their knowledge. A method is the plan of the learning process while the activities of the learning process are technique, one of the parts of the method.[12] The technique is needed for teachers in the learning process to encounter the students' attractiveness.[13] Teachers must have an effective technique in enriching the students' vocabulary, they must have the creative way to encounter the students' interest in improving students' vocabulary, which is why this research study about translating Qur'an verses into English as the technique in enhancing students' vocabularies.

Gairns classified some techniques to enhance the students' new vocabularies, those are below:

1) Visual Technique

Visual technique means that technique that is used by the teacher in improving the new vocabulary through showing the learners the name of everything with visual (picture that expresses a thing or food and the other), mime or gesture (through teachers' mannerism, the students could guess what is the teacher doing, the teacher describe through his or her gesture or mime). Something that related to what are the techniques through students' vision sensory, those are visual techniques.

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[11]Alpino susanto, "The Teaching of Vocabulary: a Perspective", p. 185

[12]Jeremy Harmer, *The Practice of English Language Teaching, Third Edition*, (Essex, England: Longman, 2003) P. 78

[13]Masoumeh Arjmandi, and Farzaneh Aladini, "Improving EFLs' Learners Vocabulary Learning through Short Story Oriented Study (SSOS)", *Theory and Practice in Language Studies* Vol. 10, No. 7, Juli (2020), P. 834, DOI: http://dx.doi.org/10.17507/tpls.1007.16

2) Verbal Technique

Improving the vocabulary through oral or written (the teacher use serve two contexts to know the students' understand), the other verbal techniques there is using synonym and definition techniques (the teacher using synonym in introducing the new vocabulary to the low-level students, for instance, the teacher said "miserable" because of miserable is the higher students' low-level vocabulary then the teacher give the definition "very sad", it also apply for the higher level students, in the other case contras and the opposite could be the verbal technique for slow level students, students can define what are the opposite of certain word and it would improve the students' vocabularies.

Verbal technique is a technique using utterance, even using by oral or written, and it divided by five points:

a) Illustrative situation (oral or written)

The teacher teaches using more than one situation to make the students understand and get the new vocabularies. The teacher served some situations to the students and the purpose is the students could illustrate what the teacher means. This technique is usuallyused for teaching or improving the students' new idioms.

b) Synonym and definition

Teacher serves the equivalent words that could explain the other difficult word for low level students it is called synonym for example the word "miserable" and the teacher may find the other easy word that is "very sad" so, the teacher must mention both of that words to avoid the students' misunderstanding. Teachers also can teach by giving definition of the words to explain the meaning with the easy word to understand it says definition technique in teaching.

c) Contrast and opposite

This technique is alwaysused by the students, they may find the opposite of the words that they have and get the new words with their curiosity.

d) Scale

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The students learn the comparative words and classify the degree, it could make them get the new words that they never have. [14]

| I | Never |  |
|---|---|---|
|  | Hardly ever |  |
|  | Occasionally | Go to the cinema on Sunday |
|  | Sometimes |  |
|  | Often |  |
|  | Always |  |

e) Example of the type

Some vocabularies come from one type of package and it contains completely, for example, one type of "furniture" it contains (table, chair, bed, and sofa). Its package may improve students' vocabularies.

3) Translation Technique

This technique is translating the target language into the mother language, to avoid misunderstanding the teacher translates the target language into the mother tongue to attract the low students' level the teacher must be powerful in teaching.[15] In a research declared that translating a comic could enrich students' vocabularies, material that contain rich vocabulary may stimulate the students to enhance their vocabulary mastery.[16] Another case stated that translating Al-Qur'an into English also could improve the students' vocabulary.[17] If all the

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[14]Ruth Gairns, "Stuart Redman, Working With Words: A Guide to Teaching and Learning Vocabulary", P.

[15]Ruth Gairns, "Stuart Redman, Working with Words: A Guide to Teaching and Learning Vocabulary", P. 76

[16]Lilis Youlia Priatin, Leni Irianti, and Zia Nur Fauziah, "Translating Comic Strips as a Strategy to Enrich Students' Vocabulary Mastery", *International Journal of Innovation and Education Research (IJIER),* Vol. 1 Number. 1, (2021), P. 2 https://ejournal.unib.ac.id/index.php/ijier/article/viewFile/13918/7046

[17]Syayyidina Ali, Mutmainnah Marzuki, "The Effectiveness of Personal Vocabulary Note (PVN) Technique through Al-Qur'an in Improving Students' English Vocabulary", *Journal of English Education and Development,* Vol. 04, No. 02, (2021), P. 119 DOI: https://doi.org/10.31605/eduvelop.v4i2.857

students' are Muslim the teacher may use this technique to teach vocabulary to enrich the students' vocabularies.

## 2. Definition of Implementation

Implementation is the process in doing the activity that has planned before. Wether it is running every day, implementation has an evolution based on the wilda skystateme. "Implementation is evolution. Since it takes place in a world we never made, we are usually right in the middle of the process, with events having occurred before and (we hope) continuing afterward. At each point we must cope with new circumstances that allow us to actualize different potentials in whatever policy ideas we are implementing."[18]

It means that even if it has been implemented every day, it still be changed in each day. Like it is growing day by day because in every process has an evaluation, therefore, evolution is the other name of the implementation.

However, if it develops every day, the implementation structure must be consistent based on the planning that has fixed before. But it cannot deny that it will get improvement in everyday. The implementation that has structured, it called the dynamic aspect of implementation, it will be explained as follow.

a. Dynamic Aspect of Implementation

The implementation must be planned with the structure to run the process of the activity. "The implementation structure is relevant for the analysis of the implementation process".[19] There are some varieties of Dinamic of implementation that forced the implementation analyst to be aware of different possible properties in the implementation process:

1) Continuous versus step-wise implementation
2) Repeated versus unique implementation
3) Innovative implementation versus maintenance implementation
4) Short span versus longer term implementation

b. Evaluation and implementation perspective

The implementation analyst is the same thing with evaluation. Every process has an outcome. Its outcomes may

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[18]Majone, G. and Wildavsky, A, "Implementation as Evolution" in Policy Studies, Vol. 2, (1978). P. 114

[19]Jan Erik Lake, "The Concept of Implementation", *Statsvetenskaplig tidskrift. - Lund : Gleerup, ISSN 0039-0747, ZDB-ID 281017-7. - Vol. 86*.1983, p. 31

evaluate every day. Based on the evaluation that is conducted every day, it may have grown through the process.

## 3. Translation

Translation is the equivalent words produced from the source language into the target language that has the closest meaning with the source language based on the meaning and style terms.[20] Translation is the process of producing the meaning from the source language into the target language with the equivalent meaning.

Based on the Catford statement, Translation is the changing of textual elements from the source language into the equivalent textual of target language.[21] It means that translation is replacing the sentence in a language to another language thathas equivalent meaning but different language, it is like transferring sentence from source language into target language.

Newmark states that translation is translating the meaning process from the source text into the target language text.[22] Its meaning is simple but it has a wide aim, because the translating process is transferring the text's meaning into another language, which means that translation is the process of rendering the text, it is not appropriate in the spoken language.

Translation activity is the process of transferring a text in a language into another language that involves the textual meaning and the form of the sentence and it should obey the grammatical rule of the target language. Translating activity has an advantage that could be benefit for the L2 Learners, based on the Sundari statement,[23] translation will improve the students' vocabulary and it has proven from some studies.

In translating a text, the translator needs methods and techniques to do their work, to produce the quality or translation. Therefore, it will be explained below:

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[20]Rudi Hartono, *"Pengantar dan Ilmu Menerjemah; Teori dan Praktek Penerjemahan"*, (Semarang: Cipta Prima Nusantara, 2017), P. 7

[21] Rudi Hartono, *"Pengantar dan Ilmu Menerjemah; Teori dan Praktek Penerjemahan"*, P. 7

[22] Peter Newmark, *"ATextbook of Translation"*, (New York: Prentice Hall International, 1988), P. 5

[23] Hanna Sundari, Rina Husnaini Febriyanti, "Translation Techniques and Translator Competence in Translating Informative Text for Indonesian EFL Learners", *Scope: Journal of English Teaching* Vol 01, No. 01 (2016), P. 18 https://journal.lppmunindra.ac.id/index.php/SCOPE/article/view/862

### a. Kinds of Translation

Hartono classified there are some kinds of translation in translation product, those kinds of translation will be explained below:

1) Dynamic Translation

This translation produces the general words of the target language, in order that the reader will be easy in understanding the translation product.

2) Pragmatic Translation

Pragmatic translation tends to translate precisely based on the specialty of the source text that served. Usually, this translation is used for translating mechanical text, the translation should be focused on producing the precise information that contained the manner in mechanical matter.

3) Aesthetic-Poetic Translation

This translation heeds to the beautiful translation product, the meaning and the language of this translation contains of the feeling of the writer, therefore the translation must be could delivering the writer message of the source text,

4) Ethnographic Translation

This translation is translating the cultural language of source text and target text, the translator has to find the equivalent words that could explain the source text.

5) Linguistic Translation

Linguistic translation is translating the linguist information that should be explained clearly with the equivalent words that are easy to understand by the reader. [24]

### b. Translation Method

Newmark defined there are eight methods to produce the translation text:

1) Word-for-Word Translation

This method procedure is to translate the sentence word by word, each wordis translated with the equivalent words of target language, this is the first step that is usedby the translator in translating. It could be used for

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[24]Rudi Hartono, "Pengantar dan Ilmu Menerjemah; Teori dan Praktek Penerjemahan", P. 11-14

pre-translating if the translator finds difficulties in translating the sentence.

2) Literal Translation

This method is used for pre-translating, because this method is translating word by word but the form of the sentence is based on the target language's grammatical rules. This method isbeyond the context.

3) Faithful Translation

This translation produces the common contextual meaning with attempts at the grammatical form of target language.

4) Semantic Translation

This translation is flexible in translating into the target language, this translation is not rigid as the faithful translation that tends to the source language, and this translation fits the meaning of target language.

5) Adaptation Translation

Translating from the source text into the target text then attempts to adapt the translation to the cultureof the target language. This translation is usuallyused for translating a drama, poem.

6) Free Translation

This translation tends to use the contextual meaning of the target language, but it ignores the grammatical meaning of the target language.

7) Idiomatic Translation

The translation product is like the natural writing from the writer, because thewriting is adapting the cultural language, attending to the grammatical manner and the words are natural from the writer.

8) Communicative Translation

This translation attempts to translate the source language contextually and based on the target language form, in order that the reader understands with the translation product. [25]

4. **Translating Qur'an Verses into English**

Translating Qur'an is an activity translating Qur'an to the target language, this activity may encounter the students' intention during improving their vocabularies. Translating the Holy Qur'an into English is not as easy as people thought, in

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[25]Peter Newmark, "ATextbook of Translation", P. 45-47

translating Qur'an the translator must attend to the connotative meaning, connotative meaning is the implicit explanation of words or sentences. The translator must convey the meaning correctly because it would be a disaster for the audience.[26] The words that are used in translating Qur'an are different from the daily vocabularies, in translating the Qur'an the master of the translator chooses the high vocabulary that refers to glorifying the Holy Qur'an because of Its' Book from God. Therefore the students automatically get many vocabularies that are unusually used in the daily activity. Translating Qur'an is the best way to improve the students' vocabulary, it is effective for students who have an intention in improving their skills and enriching their vocabularies.[27]

In another case students' intention is needed for the learning process, the beneficial this technique depends on the students' intention. The students will feel the benefits if they have spirit in improving their skills, meanwhile students' will feel it is not working if they have a negative perception about that technique. There are some types of translation meaning in translating Qur'an, it will be explained below:

## a. Connotative meaning

The translator produces the explanation meaning of the source language, because if the words of source language have some message that should be explained to avoid a disaster, the wrong translation in translating Qur'an verses it will become a disaster for people.[28]It is usuallyused for translating the explicit meaning of Qur'anic lexicon. Connotation has the same level with speech that uses poetic, normal, elevated, slang usage, and vulgar usage of language.[29] The result of connotatively in translation plays a

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[26]Ali Albashir Mohammed Alhaj, "Translating some Qur'anic Connotative Meanings into English Language: A socio Pragmatic Comparative Study", *Journal of Literature, Language and Linguistic* Vol. 41, (2018), P. 1 www.iist.org

[27]Puji Sumarsono, "The Voices of Indonesian Students on the Use of English Translation of the Holy Qur'an as an Authentic Material Resource to Teach Reading" P. 4

[28]Ali Albashir Mohammed Alhaj, "Translating some Qur'anic Connotative Meanings into English Language: A socio Pragmatic Comparative Study", P. 49 www.iist.org

[29]Noureldin Mohamed Abdellal, "Translating Connotative Meaning in the Translation of the Holy Qur'an; Problems and Solutions", *Arab World English Journal (AWEJ) for Translation and Literary Studies,* Vol. 2 Number. 1, (2018), P. 77

significant role for conveying the implicit meaning that has by the qur'anic lexicon, there are so many qur'anic lexicon that must translated connotatively to avoid the disaster for the Muslim. Translating the Holy Qur'an is a sensitive activity, there are some verses that need to be translated connotatively, to avoid the loss in translation result. Producing connotative meanings of some Quranic verses will avoid the misunderstanding from the message of those verses because there are some verses that have purpose in meaning to convey the message from the Holy Qur'an.[30] Therefore, translating connotatively is important to convey the originality of the HolyQur'an.

b. **Denotative meaning**

Translating Qur'anic words precisely into the target languages' words, the translator delivers the meaning based on the source language.[31] Qur'anic lexicon not only translated into connotatively meaning, it also apply with denotative meaning, some of the lexicon do not need another explanation or meaning to get the message from the ayah of Qur'an, there is no additional information is needed to get more detail for some verses, it has been clear enough to understand. Therefore, those verses produce denotative meaning as the product of translation.

c. **Word-by-word meaning**

To ease the students' learning and understanding in translating Qur'an, based on Azahari studies, the teacher delivers with word-by-word translation. This translation product used to apply in the past, to make the students and it is rarelyused in this era.This translation product is for the students who are interested in studying English literature and language. It may improve their vocabulary learning and

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https://www.researchgate.net/publication/323201078_Translating_Connotative_Meaning_in_the_Translation_of_the_Holy_Quran_Problems_and_Solutions

[30]Ali Albashir Mohammed Alhaj, "Translating some Qur'anic Connotative Meanings into English Language: A socio Pragmatic Comparative Study", P. 47 www.iist.org

[31]Ali Albashir Mohammed Alhaj, "Translating some Qur'anic Connotative Meanings into English Language: A socio Pragmatic Comparative Study", P. 49 www.iist.org

becomparable with English and Arabic words.[32] Students could improve their vocabulary if they are learned by translating word-by-words, they take the advantages from each Qur'anic and English translation words that they get when translating the words. The students' can take both of those words to improve their English and Arabic vocabulary, it also suitable for low-vocabulary students.



Figure 1: Word-for-Word Meaning

## B. Theoretical Framework

Language, even they cannot improve their target skill in learning the language. It is an important part of learning English that should not be left behind, students will be left behind if they do not have rich vocabularies.Vocabulary becoming the crucial tool for communication. Thus, the teacher must have a creative way to make the students aware of having the vocabulary, nowadays the major problem of students cannot speak confidently because they lack vocabulary then they cannot express their argument and do not want to speak up. Teachers' ways in teaching will cause the students' improvement of language acquisition, it will encounter the students' awareness to enrich their vocabularies, and then they will be able to

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[32]Azahari, Liza Mariah, "Incorporating Qur'an Translations into Teaching English to Moslem Learners" (Brunei Darussallam: Elsevier, 2015), P. 5

Figure 1: Abdulloh Yusof Ali. www.islamicstudies.info

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increase their skills in learning English, whereas vocabulary should be taught continuously.[33]

There are many ways in teaching vocabulary, teachers need technique, method, strategy, and games. The teacher must choose one of them as the tool to teach the students in improving their vocabulary. Translating Qur'an verses into English is the technique in this study to investigate furthermore about it, this study is the teachers' choosing technique for improving students' vocabulary, this technique is conveying continuously to maintain the students' vocabulary because students are easy to forget. The traditional technique in learning vocabulary still occurs in this era, teachers teach all degrees of students to use traditional teaching, like introducing the new words to students, giving a set of words for memorizing to the students, writing the new vocabulary, translating the target language into the native language, and repeating the vocabulary learning. [34]

Hopefully translating Qur'an Verses into English could be helping the foreign language learners enrich students' vocabularies, they can get new vocabularies and more vocabularies that never had before. Its technique is made by the teacher effectively to improve their vocabularies. The teacher has prepared all the necessary tools to support the students' vocabulary acquisition. The teacher has served the material before teaching the students. The students must serve the notebook for writing the new vocabulary that they get from the learning process.

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[33]Clara Citra Sudirman, "Improving Students' Vocabulary Mastery Through How Special Am I Game at the Second Semester of the Eight Grade of SMP 35 Bandar Lampung in Academic Year of 2019/2020", (Destitation, UIN Raden Intan Lampung, 2020), P. 22

[34]Imam Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices", *International Journal of Research in English Education*, Vol. 01, No. 01, (2016), P. 1 www.ijreeonline.com

Teaching English Vocabularies

Problems:

Students lack of English vocabulary mastery affected the students' ability:

1. Low ability of students' speking skills
2. Low ability of students' writing skills
3. Low ability of students'reading skills

Learning vocabulary through translating Qur'an verses into English

1. Improve students' vocabularies
2. Improve students' listening and translating skills
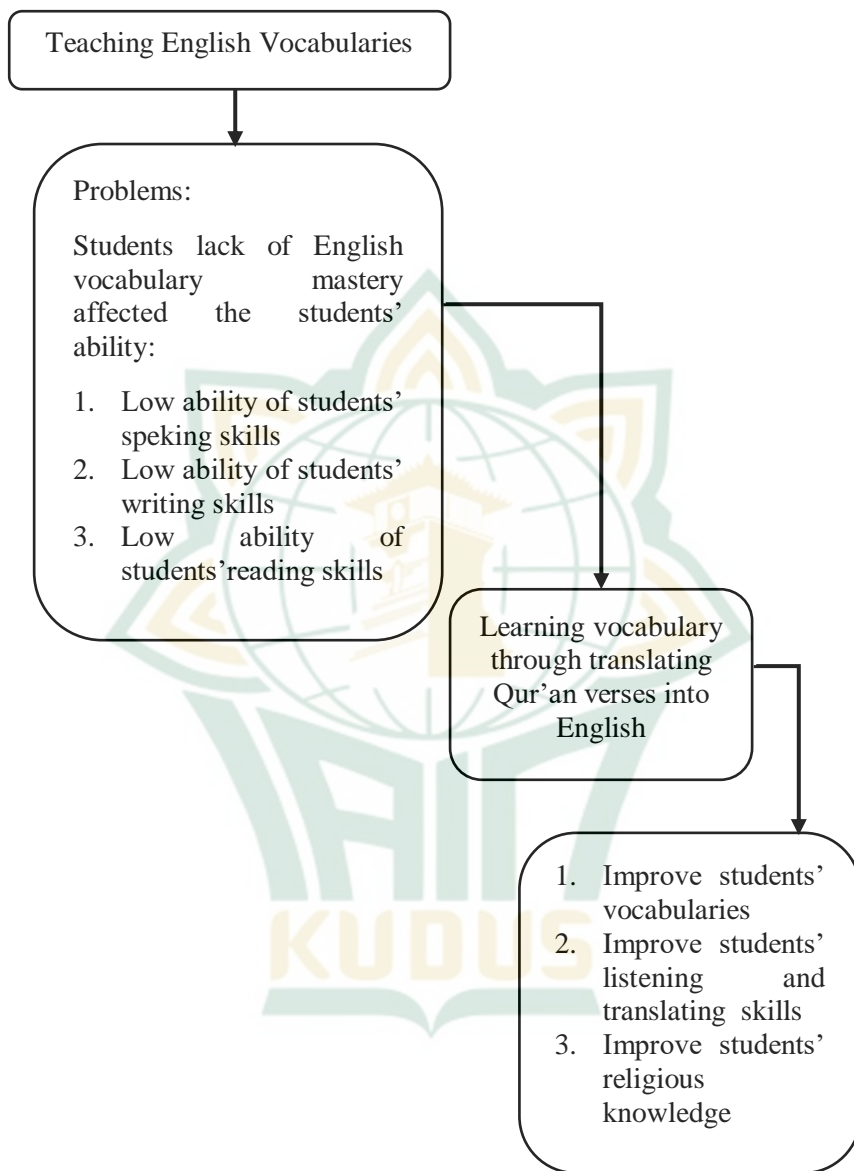3. Improve students' religious knowledge

Figure 2: Theoretical framework of the study

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## C. Review of Previous Studies

The researcher collected some review that related to the other thesis that has the same purpose but has different techniques in improving students' vocabulary, those researches are explained as follow:

| No | Researchers | Title | The Results | Similarities | Differences |
|---|---|---|---|---|---|
|  | Dewi (2019) | Improving Students' Vocabulary through Word Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo | This research is focused on word wall as the media in improving students' vocabulary. The result of Dewi's research showed that improving students' vocabulary through word walls is an effective way.[35] | Have the same aim that is studying about improving students' vocabularies | The previous research was used media in improving students' vocabulary but this research used the technique in improving students' vocabulary. |
| 2 | Syamsul Bahri (2020) | Improving Students' Vocabulary Skill Using the Word Memorization Method through Handbook in MAN 2 Poso | the purpose of the research is to identify word memorization method could improve students' vocabulary skills. The result of the research showed that the method used by the study is significantly could increase | Study about improving students' vocabulary through collecting the words and memorize it. | The previous research used the word memorization method in increasing students' vocabulary mastery but this research used |

[35]Dewi Supraba, "Improving students' Vocabulary through Word Wall Media at the Eleventh Grade of Vocational High School Number 1", (Thesis, IAIN Palopo, 2019)

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| | | | students' vocabulary. [36] | | translating Qur'an verses into English as the technique in improving students' vocabulary. |
|---|---|---|---|---|---|
| | Sumarsono (2019) | The Voices of Indonesian Students on the Use of English Translation of Holy Qur'an as Authentic Material Resource to Teach Reading | The result is the students gave positive feedback of English translation of Holy Qur'an as the authentic material for teaching reading. [37] | The previous research also used Qur'an as the media. | The old research has different goal, it aimed for improving students' reading skill. |
| | Arjmandi (2020), | Improving EFL Learners' Vocabulary Learning through Short | It showed that SSOS Strategy could enhance EFL Learners' vocabularies. [38] | The similarity of both researches is has the same aimed, for improving | Arjmandi's research used SSOS Strategy to encounter the students' vocabularie |

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[36]Syamsul Bahri, "Improving Students' Vocabulary Skill Using the Word Memorization Method through Handbook in MAN 2 Poso", (Thesis, Universitas Muhammadiyah Makasar, 2020)

[37]Puji Sumarsono, "The Voices of Indonesian Students on the Use of English Translation of the Holy Qur'an as an Authentic Material Resource to Teach Reading"

[38]Masoumeh Arjmandi, "Improving EFL Learners' Vocabulary Learning through Short Story Oriented Study (SSOS) Strategy"

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| | | Story Oriented Study (SSOS) Strategy as the title of this study | | EFL learners' vocabulary | s improvement and this study is using Translating Qur'an into English as the technique in enhancing students' vocabularies. |
|---|---|---|---|---|---|
| | Ali (2021) | The Effectiveness of Personal Vocabulary Note (PVN) Technique through Al-Qur'an in Improving Students' English Vocabulary | The result of this study showed that PVN Technique trough translating Qur'an significantly improving students' vocabularies.[39] | Ali's research using translating Qur'an as the material and it also apply in this study to improve students' vocabularies | Ali's study, the media in translating Al-qur'an using Google searching but in this study the source in translating Qur'an is the teacher. |

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[39]Syayyidina Ali, Mutmainnah Marzuki, "The Effectiveness of Personal Vocabulary Note (PVN) Technique through Al-Qur'an in Improving Students' English Vocabulary", *Journal of English Education and Development,* Vol. 04, No. 02, (2021), DOI: https://doi.org/10.31605/eduvelop.v4i2.857