

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

##### 1. School Profile

##### a. The History of SMA Budi Utomo Jombangs' Establishment

SMA Budi Utomo is located in the Perak sub-district, Jombang, East Java. This school was established in 1987 by Mr. S, Sugiarto, BA, and strengthened by Mr. H. Sya'dullah Al-Ja'fari known as Mr. Affandi (The dean of Budi Utomo Institution). the number of the first students is 37 students in one class.

The main goal of establishing the school is to save the liberation of the younger generation, as well as religious stabilization. The first school principal was Mr. S, Sugiarto, BA. In 1988 it was changed to Mr. Moedjianto as the school principal until 1999. Then it was mandated to Mr. Bambang Wahyudi M. Si until 2021. Then now it is handled by Mr. Heboh Handono Pribadi Luhur, M.Pd.

In 1991 after graduating the first generation, SMA Budi Utomo conducted an accreditation and it has been approved. The second accreditation was conducted in 1997. As the quality of education increases, the outcome is increasingly qualified with adequate infrastructure support, the use of science and technology to promote the best teaching, the better as the quality of education increases, the outcome is increasingly qualified with adequate infrastructure support, use of science and technology to promote the best teaching, better academic and academic achievement, to make people more interested in the school, increase the number of students. In 2004, accreditation was able to increase status to a better grade along with improved education quality, with the application of the 2004 curriculum (KBK).

For the cooperation and hard work of all the school components. In 2017 with accredited status A from BAS in east Java from the fourth period. In 2017/2018 the number of students has 3,270 students with 72 classes, those are 10<sup>th</sup> – grade classes there are 25 classes, 11<sup>th</sup> – grade there are 23 classes, and 12<sup>th</sup> – grade have 24 classes. It was indicated that

SMA Budi Utomo receives trust from the community, and the curriculum used is KTSP.

Facilities that are available to provide KBM support; the language lab, two computer labs every computer laboratory has 40 PC units, the science lab, the library, the counseling room, the staff room, the canteen, the hall, and the medical room.

Extracurricular activities; The tahfidh program, basketball, football, PMR, MTI, Paskibra, tech sound, wall magazines, PKS.

#### b. Identity of the Institution

Name of institution : SMA Budi Utomo Perak, Jombang  
 Name of the foundation : Yayasan Pendidikan Budi Utomo  
 Address : Jl. Mashur Gadingmangu, Perak, Jombang.  
 NSS-NDS : 304050405053 – E04044004  
 Level : SMA  
 Establishment approval : 17<sup>th</sup> of July, 1987  
 Regency : Jombang  
 Province : East Java

#### c. Vision and mission of SMA Budi Utomo Jombang

To provide quality education, SMA Budi Utomo carries out its educational activities based on the vision, and mission of the institution, as follows:

##### 1) Vision

“Give the full effort for the next generation to gain the professional generation, religious, excellent, solidarity, trustworthy, good behavior, skills, and self-sufficient generation”

##### 2) Mission

- Increasing students’ faith and obedience to Allah SWT.
- Improving students’ noble personalities, good behavior, and politeness.
- Improving the active, creative, effective-based ICT and demarcations study.
- Creating a clean, beautiful, comfy, well-regulated, and discipline environment

- e) Improving the quality of human and natural resources.
- f) Creating a harmonic connection with the committee and the institution.
- g) Improving creativity and school achievement.
- h) Improving accomplishment and marketable skills.
- i) Improving the attendance quality toward first-rate service based on SPN and ISO criteria.

#### d. Organization Structure at SMA Budi UtomoJombang

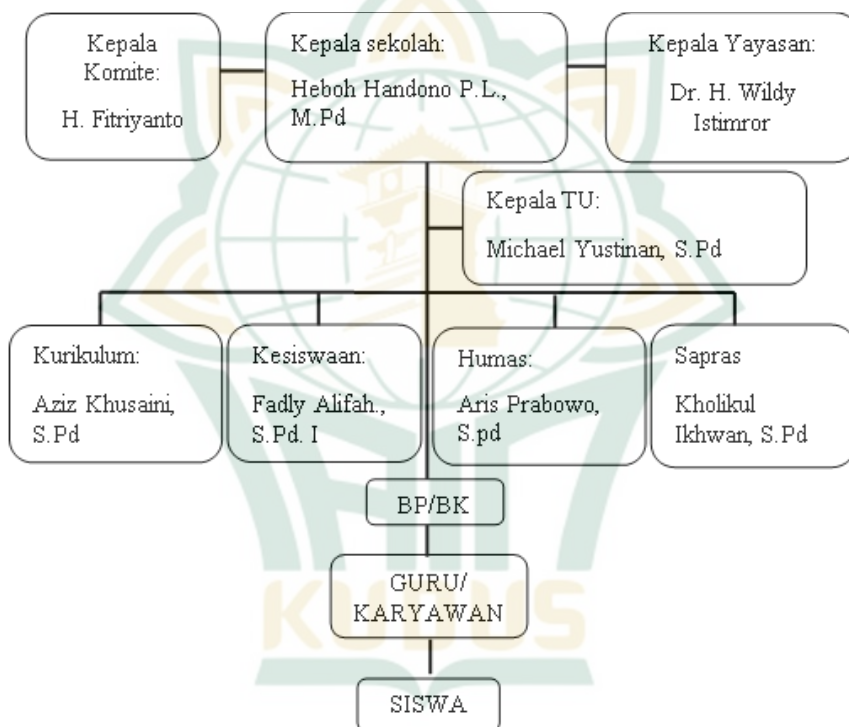


Figure 4: Structure Organization of SMA Budi Utomo Jombang

## 2. The Implementation of Translating Qur'an Verses into English to Enhance Students' Vocabulary at SMA Budi Utomo Jombang

The research was conducted at SMA Budi Utomo Jombang, located on St. Masjid Luhur Nurhasan, Gadingmangu village on Perak sub-district and Jombang district exactly on East Java. This study is about translating Qur'an verses into English to enhance

students' vocabulary. SMA Budi Utomo is an institution that has been translating Qur'an verses into English as a technique to improve students' vocabulary since 1996. Based on the interview with the teacher. "This technique is improving the students' vocabularies to create the students who could teach Islam all around the world, especially the theology is contained in the Qur'an".<sup>1</sup> Translating Qur'an verses into English is an activity that is conducted in MTI organizations, especially at SMA Budi Utomo. The activity is founded in 1996. It is validated by the school principal that there is an MTI recitation activity that conducts in SMA Budi Utomo.

"It's true... at Budi Utomo High School there is an extra which is English extracurricular under the auspices of MTI and fully supported by the Budi Utomo Foundation, MTI or MBA is more or less the same, yes, they are indeed involved in the field of education, especially English, both in conversation and Da'wah. through English or understanding Religion, something like that".<sup>2</sup>

The early purpose of this activity is to create the students' ability in teaching Islam all around the world because there are some Muslims who are living abroad and they need the theology of Islam to firm their faith.

This organization is handled by Mr. Maksum. He is the first teacher of MTI. It was beginning when Mr. Maksum had just come back from Makkah. Mr. Maksum ever stayed at Makkah for around 11 years and he usually speaks English and Arabic there, then when he came to Indonesia, he had some ideas that may increase the student's quality of English.

"At the first when I teach in SMA Budi Utomo I told to the school principal that I have a program that is translating the Qur'an into English and the purpose is to produce students who can teach the Qur'an all around the world, the first time I taught was in 1996 and at that time I taught six people, three students, and three teachers Budi Utomo after that more and more students finally I couldn't teach by myself. Finally, Budi Utomo's English

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<sup>1</sup> Mr. Maksum, The interview from the researcher, Interview 2, transcript, February, 16th, 2022.

<sup>2</sup> Heboh Handono, The interview from the researcher, February, 16th, 2022, Interview 1, transcript.

teachers were all directed to join teaching but not translating the Qur'an but in general lessons, finally, only senior students who participate in translating the Qur'an, because there are levels in the MTI program starting from Basic, Elementary, Pre-Intermediate, and Intermediate for those who have passed Intermediate they can participate in Translating the Qur'an into English because it can increase their vocabulary and improve their speaking skills and of course, they can improve their religious knowledge and convey the Qur'an in English".<sup>3</sup>

Mr. Maksum asked permission from the school principal to do teaching the students about translating Qur'an into English. The reason is because of the students' background in SMA Budi Utomo there are dormitories, and he thought that the technique to improve the students' skills in English is suitable for students. Eventually, the school principal was permitted to do that activity at SMA Budi Utomo.

For the first time, some people were taught by Mr. Maksum. Six people join that recitation. Three of them are English teachers and three of them are students. After that activity was conducted, the number of students always increase and reached 100 students who follow that activity, until they lack a teacher. Then, Mr. Maksum decided to add some teachers but they just teach the general material about English, as time went by its activity made some level of class, divided into five levels those are: Basic (for the beginner), Elementary, pre-Intermediate, Intermediate, MTI Recitation. The students will upgrade their class if they pass an upgrading level test that is conducted once in three months.

"The MTI activity itself for the first time there is an MTI program which is about starting from the beginning from there are basic, elementary, pre-intermediate and intermediate classes where the children are grouped whose abilities up to here are basic, then they can up their level grade every once in three months, so what else?".<sup>4</sup>

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<sup>3</sup> Mr. Maksum, The interview from the researcher, February, 16th, 2022, Interview 2, transcript.

<sup>4</sup> Fadillah Fajriani, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 3, transcript.

The students will get Translating Qur'an techniques if they pass four levels through upgrading level test conducted by MTI because MTI recitation is for the seniors who have basic knowledge of English. The purpose of MTI recitation is to improve the students' vocabulary until they can convey Al-Qur'an all around the world because they have mastered the vocabulary of Al-Qur'an.

“MTI is Mubaligh international and then change into Media of Teaching Islam this is MTI. The purpose is to spread out Islam to all around the world”.<sup>5</sup>

Thus, the history of MTI is found by the researcher, then the researcher would like to report the learning Process of translating Qur'an verses into English that runs in MTI.

#### **a. Preparation of Translating Qur'an Verses Activity**

Translating Qur'an verses into English is a challenging technique for the teacher. The teacher must produce English which is the foreign language in Indonesia and the most difficult thing is from Arabic to English. That is why the teacher must be mastered Arabic and English, surely the teacher must have preparation before teaching the students.

Based on the observation, MTI was implementing the technique of translating Qur'an verses into English to improve the students' vocabularies. The following picture shows the activity of the learning process at SMA Budi Utomo.

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<sup>5</sup> Mr. Maksum, The interview from the researcher, February, 16<sup>th</sup>, 2022., Interview 2, transcript





Figure 5: Translating Qur'an Verses into English activity

The teacher taught Translating Qur'an verses into English to the students to improve their knowledge also their vocabulary. The purpose of this organization is to create the students who can teach Islam all around the world the students must be mastered the vocabulary for conveying the Qur'an. This activity is the teachers' technique to improve the students' vocabulary.

Before teaching the students, the teacher usually prepares the materials. Based on the teacher of MTI statement.

“I prepare the material monthly, it is around one Juz”.<sup>6</sup>

He targeted in one month he can teach one juz of the surah. He translated the Al-Qur'an directly into English if he finds the difficulties in searching for the idiom of Arabic, he looks for it in the Arabic-English dictionary.

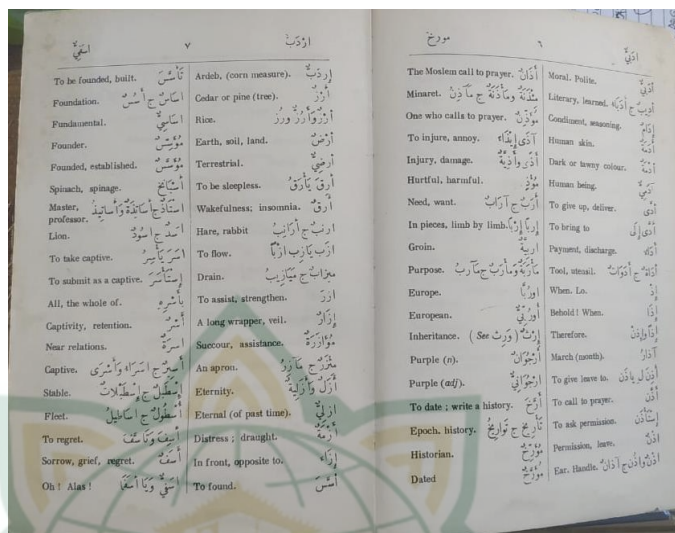
“The first tool I need is the dictionary, but dictionary for Arabic-English, not Indonesian-English”.<sup>7</sup>

The picture below is the dictionary that Mr. Maksum used for searching the difficult meaning when he translated the Qur'an into English.

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<sup>6</sup> Mr. Maksum, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 2, transcript.

<sup>7</sup> Mr. Maksum, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 2, transcript.





MTI's activity does not usually teach by Mr. Maksum. He also being helped by the tutor of MTI. They are the tutor that ever studies at MTI also, 12 tutors help to teach the MTI's recitation, and they also prepare the material before teaching, based on the one of a tutor, she is sister Tije.

“Usually it takes about an hour before teaching, if the material depends on the time, for example at dawn, maybe only half a page, which includes six verses, for example, afternoon usually takes up to one and a half pages because there is more time”.<sup>9</sup>

She prepares the material before she teaches the students. She needs one hour to prepare the material, but it is based on the time, if dawn time recitation she only needs 30 minutes to prepare the material, but for noon time and night time she needs one hour to prepare it well.

Before starting the activity, the teacher usually prepares the tools that are needed for the activity like the projector and laptop, and the sound system. The teacher prepares it all before the learning process started.

“Yes, the most Al-Qur'an, Pen, Projector, Laptop, Sound System, Vocabulary book, dictionary”.<sup>10</sup>

The tools that they need is supported by the school. Based on the interview with Mr. Mkasum the school facilitated all the organizations necessary to do their events and activities.

“Automatic the school support this activity to graduate the quality students who master in English for facing the student's future, the school facilitates some tools like learning rooms, secretariat for the staff of MTI, LCD, Laptop”.<sup>11</sup>

Because the school wants to accommodate the students who are interested in language especially English. It was also delivered by Mr. Heboh as the school principal.

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<sup>9</sup> Fadillah Fajriani, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 3, transcript.

<sup>10</sup> Fadillah Fajriani, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 3, transcript.

<sup>11</sup> Mr. Maksum, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 2, transcript.

“Fully supporting these activities, the form of support is the facilities we provide, we provide a schedule with coordination, then in the school budget program or RKS every year we also budget for the smoothness and improvement of MTI in schools because it is our flagship program”.<sup>12</sup>

He wants to create the students who master English because English is an international language that will be faced by the new generation in the future.

### b. Implementation of Translating Qur'an Activity

The main learning process is the implementation of this activity, it is telling how the MTI's recitation is running. This activity is usually conducted outside of the school time. The Schedule is three times in a day, in the dawn time start from 05.00-05.00, at noon time start from 13.30-15.00, and at night time start from 20.00-21.00.

This activity is participated by the students who past the four levels, those are basic, elementary, pre-intermediate, and intermediate, every three months. MTI always conduct an upgrading level test for screening the member who can upgrade their level class, then those who pass the intermediate level they can join MTI Recitation. The evidence of the upgrading level test is shown in the picture below.



Figure 8: Upgrading Level Test Activity

That is why the members of MTI recitation are mostly in the third grade of Senior high school. Some students are still

<sup>12</sup> Heboh Handono, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 1, transcript.

in second grade but there are only two students who have passed the intermediate class.

MTI Recitation take place at the school. The school provided two classes for doing that activity for the dawn time and night time recitation, in the noon time they held it in the hall of MTI the name is Aula Nur Zainudin, the location is nearby the school, but outside of the school.

The recitation of MTI is usually handled by the teacher and tutor of MTI. Based on student statement, she states that MTI recitation is usually taught by the teacher or tutor. They deliver the Arabic into English translation and if we find some difficulties, they spell the word and type it on the laptop and show it on the LCD.

“If there is usually a teacher or tutor who teaches the Qur'an in English and then there are new vocabs that are not familiar to students, then the vocabs are typed and displayed on the projector along with their meanings and then we practice them in daily conversations”.<sup>13</sup>

The teachers usually deliver the Qur'an translation and then the students directly duplicate it into their own Al-Qur'an then if find strange vocabularies they are usually asked to type or spell it by the teacher.

“Usually, the problem may be writing when there is a new vocab may be and I can't spell it well and I told the teacher to spell”.<sup>14</sup>

In every meeting, students always get some verses in translating the Qur'an into English. The target material was planned by the teacher or tutors.

“Usually, it takes about an hour before teaching, if the material depends on the time, for example at dawn, maybe only half a page, which includes six verses, for example, afternoon usually takes up to one and a half pages because there is more time”.<sup>15</sup>

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<sup>13</sup> Sindy Melani Putri, The interview from student 4, February, 15<sup>th</sup>, 2022, interview 7, Transcript.

<sup>14</sup> Mayang Novita Yanti, The interview from studemst 5, February, 15<sup>th</sup>, 2022, interview 8, Tanscript

<sup>15</sup> Fadillah Fajriani, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 3, transcript.

In one meeting the teacher delivers one page of the Qur'an. But sometimes they can be delivered until one sheet or one and a half pages, it depends on the time of recitation. In the dawn time, they only deliver three verses, but in the noon time, they can deliver one and a half pages until one sheet because the noon time has a long time than another time of recitation. In the night time usually they have delivered one page. However, the result will be different if the teacher teaches the students because the teacher will have more explanation than the tutor's explanation.

Sometimes, MTI recitation is taught by Mr. Maksum, he said he usually delivers there until five verses in one meeting. Based on the interview when the interviewer asks about how many verses was delivered by him.

“For around three until five verses”.<sup>16</sup>

But based on the observation sometimes or the maximum he could deliver until one page because he has more explanation to explain to students. The teacher has some steps in producing the translation from Arabic into English. The teacher must have noticed some elements to fulfill the criteria in translating, and those are:

- 1) Kind of Translation is used by The Teacher for Translating the Qur'an Translation into English.

There are five kinds of translation that should be known by the teacher, and the teacher must be classified what kind of translation he uses for translating the Qur'an verses into English.

Based on the researchers' observation, the researcher finds some kinds that are used by the teacher in translating Qur'an Verses into English. Mr. Maksum used Pragmatic translation and Ethnographic translation. The teacher chose pragmatic translation because the teacher translated precisely with follow the Islamic vocabulary for the example the word; worship, Allah, Prophet Muhammad, and many other words.

The teacher also used ethnographic translation because the teacher still follows the cultural language of

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<sup>16</sup> Mr. Maksum, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 2, transcript.

Arabic, as the idiom of Arabic, Mr. Maksum always searches for an Arabic-English dictionary told him.

“The first I need is the dictionary, but a dictionary for Arabic-English, not Indonesian-English. Every I found idiom in Arabic so I look for the meaning in English from the dictionary”.<sup>17</sup>

After classifying the kind of translation, he also translated using some method to translate it clearly to make the students understand.

## 2) The Translation Method is used by The Teacher for Translating the Qur'an Translation into English

In translating the Qur'an into English, the teacher does some steps to get the clearest translation. The students will get more knowledge about the translation of Arabic into English.

For the first the teacher translated by Word for word translation. Mr. Maksum said that he always translated word by word translation. To get the means of the verses, he understands the word-by-word translation. The next step, he used adaptation translation with this adaption translation, combining the word for word translation then he arranges the sentence into a proper sentence and attends the grammatical of the target language. But he also noticed the translation and make it flexible translation to avoid misunderstanding. He also uses Idiomatic translation because in the Al-Qur'an language appear idiom sentence also. Mr. Maksum always searches the idiom of Arabic from the dictionary of Arabic-English, to make the translation is pure and avoid the beyond of context meaning.

## 3) Types of Translation Meaning Produced by The Teacher

The process of translating process, translating process was explained by Mr. Maksum in the interview session.

“MTI organization is to translate Al-Qur'an into English, the first time in gading, I teach them word-by-word to translate Al-Qur'an to make easy after we translate word-by-word I explain one

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<sup>17</sup> Mr. Maksum, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 2, transcript.



ayah for example **بِسْمِ اللَّهِ** = by the name of Allah  
**الرحمن** = the most gracious **الرحيم** = the most  
merciful before we do everything we must say **بِسْمِ**  
**اللَّهُ** because Allah is the most gracious and the  
most merciful, so I translate Al-Qur'an Word-by-  
word then I explain Al-Qur'an and complete one  
ayah and what is the meaning of this ayah.”<sup>18</sup>

First, he translated Arabic into English using the  
word-by-word method for the example **بِسْمِ اللَّهِ** = by the  
name of Allah **الرحمن** = the most gracious **الرحيم** = the  
most merciful. Then the students are duplicating the  
English words in their own Qur'an. After that Mr.  
Maksum explained one verse that just translated word-  
by-word. For the example after he delivered word-by-  
word he explained

“Before we do everything, we must say **بِسْمِ اللَّهِ**  
because Allah is the most gracious and the most  
merciful”.<sup>19</sup>

This picture below is the example of Qur'an  
Translation.



Figure 9: Qur'an Translation

Maksum translated into connotative meaning and  
denotative Meaning. But not all are translated into  
denotative meaning and connotative meaning, some

<sup>18</sup> Mr. Maksum, The interview from the researcher, February, 16<sup>th</sup>, 2022,  
Interview 2, transcript.

<sup>19</sup> Mr. Maksum, The interview from the researcher, February, 16<sup>th</sup>, 2022,  
Interview 2, transcript.

verses do not need to be translated into connotative meaning. Only some verses who need more explanation to know the means of that verses. But most of the verses are translating into denotative meaning. Connotative meaning is used by the teacher will explain the explicit meaning that should be known by the students, like in surah An-Nur: 35

﴿اللَّهُ نُورُ السَّمَوَاتِ وَالْأَرْضِ مِثْلُ نُورِ كَمِشْكَاةٍ فِيهَا مِصْبَاحٌ الْمِصْبَاحُ فِي زُجَاجَةٍ الزُّجَاجَةُ كَأَنَّهَا كَوْكَبٌ دُرِّيُّ يُوقَدُ مِنْ شَجَرَةٍ مُبَارَكَةٍ زَيْتُونَةٍ لَا شَرْقِيَّةٍ وَلَا غَرْبِيَّةٍ يَكَادُ زَيْتُهَا يُضِيءُ وَلَوْ لَمْ تَمْسَسْهُ نَارٌ نُورٌ عَلَى نُورٍ يَهْدِي اللَّهُ لِنُورِهِ مَنْ يَشَاءُ وَيَضْرِبُ اللَّهُ الْأَمْثَلَ لِلنَّاسِ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

Meaning: “Allah is the light of heaven and the earth. The parable of His Light (His Religion, that is Islam) is as (if there were) a niche and within it a lamp, the lamp is in the glass, the glass is it was the brilliant star, lit from a blessed tree, an olive, neither of the east (i.e. neither it gets sun rays only in the morning) nor of the west (i.e. nor it gets sun rays only in the afternoon, but it is exposed to the sun all day long), whose oil would almost glow forth (of itself), though no fire touched it. Light upon light! Allah guides to His light whom He wills, and Allah sets forth parables for mankind, and Allah is all knower of everything”.<sup>20</sup>

It shows that the translation product of surah An-Nur verse 35 using connotative meaning, the word نُورِ means “the light” but in his (Teachers') explanation the light it means “Allah's religion” that is Islam. It is also applied to the other words, لَا شَرْقِيَّةٍ the real meaning is “it is not the eastern tree” but the teacher gives an additional explanation that is “lit from a blessed tree, an olive, neither of the east (i.e. neither it gets sun

<sup>20</sup> Al-Qur'an, An-Nur ayat 35, Al-Qur'an in Words.

rays only in the morning)". Then **غَرْبِيَّة** and it is not the western tree and the teacher also gave the additional explanation, that is "nor of the west (i.e. nor it gets sun rays only in the afternoon, but it is exposed to the sun all day long)", it is mean that the teacher also produces the connotative meaning to explain the explicit words. It is different from the denotative meaning, the denotative meaning is translated precisely into the target language without giving additional explanation to make the students understand because its explanation does not have more information to explain, for the example in surah An-Nur: 24

يَوْمَ تَشْهَدُ عَلَيْهِمْ أَلْسِنَتُهُمْ وَأَيْدِيهِمْ وَأَرْجُلُهُمْ بِمَا كَانُوا يَعْمَلُونَ

Meaning: "On a Day when their tongues, their hands, and their leg or feet will bear witness against them as to what they used to do in the world".<sup>21</sup>

In this verse the real meaning of word-by-word translation same as the explanation. For the example the word **يَوْمَ** = On the day, **تَشْهَدُ** = Witness, **عَلَيْهِمْ** = Upon them, **أَلْسِنَتُهُمْ** = Their tongue, **وَأَيْدِيهِمْ** = and Their hands, **وَأَرْجُلُهُمْ** = and Their legs, **بِمَا** = For whatever, **كَانُوا** = to do in the world, **يَعْمَلُونَ** = They used. Then it translated similar with the word-by-word translation, it means, it uses denotative meaning.

### c. Evaluation of Translating Qur'an Activity

Every learning process needs an evaluation to know the students' enhancement of their knowledge. In this research the researcher also found the teachers' evaluation process on their learning process. Based on the teacher statements in every meeting he always conducts evaluating time that is re-convey the Qur'an that is applied by the students. After the teacher doing their translation activity the teacher always

<sup>21</sup> Al-Qur'an, An-Nur verse 24, Al-Qur'an in Words

commands the students to re-convey their Qur'an translation it stated by Mr. Maksum.

“After they study translating Al-Qur'an I command them to review and read again”.<sup>22</sup>

It made them always remember what new vocabularies that they get at that time, it was stated by one of the tutor. The picture below shows the students who convey the Al-Qur'an to evaluate the learning process.



Figure 10 Evaluating process

“That all students have a notebook, whatever book, small book or big book for write and save the new vocabularies that they get from this recitation, they always write it every get new vocabularies in every meeting”.<sup>23</sup>

They save their vocabulary in their book to improve their vocabulary before they join this activity. They do not have too many vocabularies but after joining this activity they always get new vocabularies every day. Here is the evidence of students' list of vocabularies on the notebook.

<sup>22</sup> Mr. Maksum, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 2, transcript.

<sup>23</sup> Fadillah Fajriani, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 3, transcript.

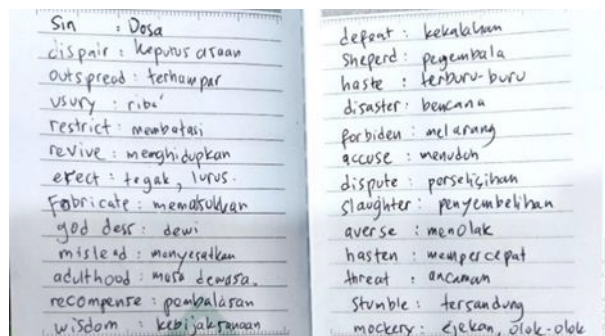


Figure 11: Students' Vocabulary List

Some students were interviewed by the researcher also said that they always improve their vocabulary in every meeting. They always get new vocabulary in every meeting; it is around three to ten vocabularies. The researcher interviewed eight students three of them are male students and five students are female.

“Speaking anyway, because we got it from translating the Qur'an activity, after that I wrote it down and after reading the Qur'an I spoke up and applied with my roommates”.<sup>24</sup>

The students said, she improved her vocabulary in every meeting by writing the new vocabulary that she gets into her vocabulary notebook afterward she applies it in her room dormitory with her roommate.

“One page, sometimes it repeats itself, maybe a maximum of 10 vocabularies at most”.<sup>25</sup>

The students got 10 new vocabularies in one meeting; it is the maximum vocabulary that she gets in one meeting. Through this activity and with their awareness to improve their vocabulary mastery, it will be an effective way for them if they always keep their persistence.

Another student, she is Firsty Bunga Prakasya stated that she gets three or five new vocabularies in a meeting, based on the material delivered by the teacher.

<sup>24</sup> Agniya Rahmawati, The Interview from the researcher, February, 15<sup>th</sup>, 2022, interview 4, transcript

<sup>25</sup> Asya Arifah, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 5, transcript.



“Because I always listen of it, for example, I join the recitation and if someone says the vocab that I do not know and I directly write it then when I arrive at the boarding house, I look at in the dictionary that's why I can improve it, I write it on my notebook”.<sup>26</sup>

Through this activity she can improve her vocabulary because of she always listens of it. It has been becoming her habitual action. If she found some difficult vocabularies. She directly writes it on the space of Qur'an it is above the Qur'anic sentence, then she writes the meaning the new vocabularies but after she arrived at dormitory she writes in her notebook.

“The way I have to understand the vocab is if there is a vocab that I don't know and it's foreign to my friends, the teacher immediately tells me what it means then I write it down in a book, sometimes I also practice it right away if I remember it in my brain and immediately remember it”.<sup>27</sup>

She can get new vocabulary in one meeting for about five or four, she told that if there were some vocabularies that she and her friends do not know the teacher directly give the meaning of that vocabulary then she writes the new vocabulary in her notebook, but sometimes if she can memorize it directly, she applies in her daily conversation, but it only one or two vocabularies.

“Here there is an English recitation activity, namely translating the Al-Qur'an into English and from here I can add a lot of vocab. Usually, if I don't know what it means, I immediately ask the teacher what it means, usually, I also bring a dictionary to make it easier. I translated earlier to add my vocab, I immediately wrote down and made a list like that, with that I can add a lot of vocabs”.<sup>28</sup>

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<sup>26</sup> Firstly Bunga Prakasya, The interview from the researcher February, 15<sup>th</sup>, 2022, Interview 6, transcript,

<sup>27</sup> Sindy Melany Putri, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 7, transcript.

<sup>28</sup> Mayang Novita Yanti, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 8, transcript.

Based on the interview with the student this MTI Recitation is the mediator for increasing her English vocabulary mastery if she found a difficulty in recognizing the vocabulary. She directly asks the teacher, how is the spelling and what is the meaning. Then after that, she makes a list of new vocabulary that she just finds at that time. The minimum vocabularies that she gets in one meeting is around five vocabularies. It depends on the material that delivered by the teacher or tutor.

However, based on the student statement. He got an improvement in English because of this activity. The student acquired a lot of vocabularies than before joining this activity.

“For the first, I want to improve my English skill before joining the MTI my English skill is not good like an underrated but right now, I think it is better than before”.<sup>29</sup>

He has his way to improve his vocabulary. Based on the interview with the students. Students has some way to improve it with memorizing and practicing in the daily activity.

“Memorize and practice in daily life”.<sup>30</sup>

He directly practices and memorizes when he gets new vocabulary. In a meeting, he got around nine new vocabularies, and under nine vocabularies, he said also it depends on the material.

“The way is when I listen to the new vocabulary from the teacher and then I record it in a booklet and look up the meaning from the dictionary”.<sup>31</sup>

The student said he also can improve his vocabulary. In a meeting he gets three to five vocabularies the way he improves his vocabulary is to write the new vocabulary in the notebook and then he looks for the meaning in the dictionary.

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<sup>29</sup> Aji Rohton Firdaus, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 9, transcript.

<sup>30</sup> Aji Rohton Firdaus, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 9, transcript.

<sup>31</sup> Firman Abdamahrum, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 10, transcript

Translating Qur'an into English techniques to improve students' vocabulary also works for a student named Abror.

“Yes, when there is a new vocab, I usually write it down in the corner and then I write the meaning, and later when I have arrived at the room there will be a speak up activity in front of the mirror where we tell everything we want. Depending on the title given by the senior, sometimes we choose by ourselves, where the vocabulary can be reused in remembering with visualization”.<sup>32</sup>

Then the vocabulary that he usually gets in a meeting based on the interview.

“Usually three, the maximum depends on the material, the maximum is at least seven”.<sup>33</sup>

He got three but sometimes he got seven vocabularies in one meeting. The way he improves his vocabulary is to write the new vocabulary that he just found in the Al-Qur'an above the Qur'anic sentence and then after that he duplicated it in the small book. They always improve their vocabulary mastery through this activity, which means this activity is an effective way to improve their vocabulary.

### 3. The Problems Faced by The Students in Translating Qur'an Verses into English at SMA Budi Utomo Jombang

In the learning process not all the students can follow the activity well, because every single student has their own ability in capturing the knowledge which is conveyed by the teacher. Some of them may have a problem understanding the material in the MTI recitation activity. Mr. Maksum and Sister Tije said that the parable of the students who are followed and left behind in the learning process is 70% and 30%, 30% of students who are left behind and 70% are the students who can follow the learning.

“Mostly they can follow this activity, maybe around 30% who have problems during this activity”.<sup>34</sup>

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<sup>32</sup> Abror Amar Jaya, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 11, transcript

<sup>33</sup> Abror Amar Jaya, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 11, transcript

“There are several but the comparison is 70% and 30%, 70% can and 30% have problems, from the acceptance of children's own understanding that”.<sup>35</sup>

In accepting the knowledge that delivered by the teacher, some problem faced by them are multifarious.

In the research, the researcher found some students who have had the problem since the first when they were joining that activity, and some students still feel like a problem happen to them. Based on the first interview with the student.

“The first time it might be a little difficult, how to write it, I'm afraid it's wrong too”.<sup>36</sup>

Based on the students' statemen in the first time she found some difficulty to follow the learning process because there are some unfamiliar vocabularies that she gets and confused about how to write it, she felt doubt with the vocabulary that she wrote, and she felt afraid if she made some mistakes in writing. Making a mistake in translating the Qur'an, into English will affect the meaning of translation because in translating Al-Qur'an if only one letter is false it will make a disaster for all the learners.

However, there is an external problem faced by the students. It is less teachers' awareness of spelling the difficult word that they say to the students.

“If the obstacle may be the voice from the teacher who is not clear, that's the only problem, there is another problem; we don't understand the vocab and the teacher sometimes doesn't spell unfamiliar vocab then we talk to the teacher, please spell it, sis”.<sup>37</sup>

The teachers' unawareness will become a problem for the new students who join MTI recitation, and the teacher may not

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<sup>34</sup> Mr. Maksum, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 2, transcript

<sup>35</sup> Fadhillah Fajriyani, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 3, transcript

<sup>36</sup> Agniya Rahmawati, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 4, transcript

<sup>37</sup> Asya Arifah, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 5, transcript

underestimate that problem because it will make the students can not improve their vocabulary.

“Sometimes there are some problems, how to write it, and the spelling, sometimes the voice is not very audible, it's not clear.”<sup>38</sup>

The voice of the teacher sometimes is unclear, and it becomes a major problem for the students in translating the Qur'an into English, it makes them get empty of some words. Its problem must be solved by the teacher and become the evaluation to make the learning process efficient.

On the other hand, the problem comes from student named Mayang. Writing the new vocabulary becomes her problem in this activity. The teacher did not spell the new vocabulary for the students.

“Usually the problem is writing when there is a new vocab may be and I can't spell it well and I told the teacher to spell and Sometimes when the teacher was telling the English vocabulary, the pronunciation is unclear”.<sup>39</sup>

The clearest pronunciation is important for the teacher in delivering the vocabulary, it will reduce the error in the writing of letters in a word. But sometimes, people ignored that matter and thought all the students can follow the learning well.

“The voice is unclear, and mostly it comes from the female tutor, the sounds of the girl tutor not say load”.<sup>40</sup>

It makes them confused to write the meaning, and if the students reproof it, the teacher did not hear it because they stay in a different class, and it barricaded by a wall, because it placed in a different room but there is the connecting door to connect the room.

“Yes, sometimes there are problems when I just listening to the new vocabulary from the teacher, maybe the teacher forgets to spell it”.<sup>41</sup>

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<sup>38</sup> Sindy Melani Putri, The interview from the student four, February, 15<sup>th</sup>, 2022, Interview 7, Transcript

<sup>39</sup> Mayang Novita Yanti, The interview from the student five, February, 15<sup>th</sup>, 2022, Interview 8, Transcript

<sup>40</sup> Aji Rohton Firdaus, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 9, transcript



The reason was becoming his problem. Because, if there is an error writing in a word it will become a diaster for a moslem. It will produce a different meaning.

“Because sometimes there are many vocabularies in English, if there is error writing even one letter the meaning is different, I'm a little bit worried if there is a misunderstanding”.<sup>42</sup>

Same as the previous statement, the teachers' unawareness makes them worried about getting some errors writing in translating into English. But one of the student named Firman has problem-solving to reduce the errors in writing.

“I asked my friend, and matched it with my friend”.<sup>43</sup>

He has the initiative to check his translation product with his friend after the activity is done. Therefore, he could repair the error writing, and fulfill the blank space when he is left behind the translation was delivered by the teacher.

The next problem is stated by the student named Abror Amar Jaya is one of the students from the second grade of senior high school, he is the younger member who joins MTI recitation.

“Yes, sometimes when the teacher is sick or what and it causes the teacher's voice to be unclear”.<sup>44</sup>

He felt uncomfortable when the tutor is getting sick. It affected the voice of the tutor when they delivered the translation.

Based on the statements was revealed by the students. Most of them got some internal problems, it comes from the teachers' voice is unclear. Because it affected the pronunciation, so the students were confused about how to write it, and sometimes they are unaware of spelling the new vocabulary. Based on the problems faced by the students, the teacher must take an action to solve and reduce those problems. However, on the other hand, some students have the initiative to solve that problem. So, after the activity is done, they did

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<sup>41</sup> Firman Abdamahrum, The interview from the student seven, February, 15<sup>th</sup>, 2022, Interview 10, Transcript

<sup>42</sup> Firman Abdamahrum, The interview from the student seven, February, 15<sup>th</sup>, 2022, Interview 10, Transcript

<sup>43</sup> Firman Abdamahrum, The interview from the student seven, February, 15<sup>th</sup>, 2022, Interview 10, Transcript

<sup>44</sup> Abror Amar Jaya, The interview from the student eight, February, 15<sup>th</sup>, 2022, Interview 11, Transcript

review the material that is just delivered. They ask each other to fulfill the blank space. They also check the vocabulary which is doubted by them, so that they get the right word that suits the Qur'anic words. Its problem-solving works for them but sometimes it makes them afraid if the vocabulary that was delivered by the teacher is not appropriate for their vocabulary was checked by them. Therefore, the teacher must pay attention to this problem.

#### 4. The Advantages and Disadvantages of Translating Qur'an Verses into English to Enhance Students' Vocabularies at SMA Budi Utomo Jombang

Every technique and method used by the teacher in the learning process of course there are some advantages and disadvantages in the implementation. The advantages will be felt by the students after they study in the teachers' way. There are some advantages that students revealed to the researcher.

"Honestly, I got a lot of Vocab from the recitation itself from the basic to the advanced ones from the recitation".<sup>45</sup>

She gets more benefit from this activity she can increase her vocabulary with this activity, and it is the effective way to increase the vocabularies. Getting new vocabulary is the purpose of this activity, therefore its activity fulfills the main target of translating the Qur'an into English as a technique to improve the students' vocabulary.

Besides that, by this activity students not only get new vocabulary instead of increasing the Islamic knowledge of students.

"Get new vocabulary, from us reciting the Qur'an by interpreting English, because maybe we have read the Qur'an in Indonesian translation and have understood it before then by translating the Qur'an in English again, we can understand the content again. What is the Qur'an like, and what we have learned what we might forget at first and it's been a long time since we remembered, oh yes, there is a law like this, there is a story like this?".<sup>46</sup>

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<sup>45</sup> Agniya Rahmawati, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 4, transcript

<sup>46</sup> Asya Arifah, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 5, transcript

Based on the interview result, she can increase her religious knowledge, because she learns the content of Al-Qur'an again and she learns deep into Al-Qur'an using English translation before she translates the Qur'an she has been translated the Qur'an into Indonesian translation but as the time went by. She sometimes forgets the content of Al-Qur'an she ever learned to, but with this activity, she can remember the message of Al-Qur'an and the Islamic law inside Islamic religion. Moreover, she translates it into English it becomes more worth for her besides that this activity makes us more cohesive one another because we are from many kinds of domicile it makes us knowing each other. Students feel that translating Al-Qur'an into English and delivering the message Al-Qur'an in English is a positive value.

However, based on the interview with the tutor, this activity may improve the students' English skills.

"Maybe improve their pronunciation, the conversation is more fluent, besides the Al-Qur'an is filled with English in their daily life they speak much more fluently and better than before".<sup>47</sup>

Through this activity the students can speak English fluently with the right pronunciation.

The other benefit joins this activity is they know more about the world, and how big Islam is in this world, some countries need mubaligh and mubalighot to teach Islam.

"I know more about the world; our purpose is actually to teach Islam all around the world we know how big MTI is".<sup>48</sup>

Her motivation for joining this activity is to become the teacher of the world, she can spread out the Islamic knowledge all around the world is her dream, with this MTI recitation she knows more how to deliver Al-Qur'an with English.

"Of course, there are many benefits from here. I can convey religious knowledge in English, which is a plus for me".<sup>49</sup>

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<sup>47</sup> Fadillah Fajriani, The interview from the researcher, February, 16<sup>th</sup>, 2022, Interview 3, transcript.

<sup>48</sup> Firstly, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 6, transcript

<sup>49</sup> Mayang Novita Yanti, The Interview with the student five, 15<sup>th</sup>, 2022, interview 7, Transcript

From this activity she got additional value, she thought if she is being able to convey the Qur'an is a plus for her. That is the positive side of this activity because it makes the students confident in conveying and speaking English.

“Improve my knowledge about religion improves my faith, then my listening skill also”.<sup>50</sup>

He can improve his faith in Allah because he always learns about the content of Al-Qur'an, and another benefit is he can improve his listening skill because every day he always listens to the teachers' taught using English. Every day, the students always listen to the teacher's explanation in English and it becomes their habitual, habit that will improve the students' skills automatically, that is why this activity is also beneficial to improve their listening skills.

“Yes, one of them is where we get grammar when we are asked to make religious advice in English, here we can get sentences where we can put the advice into it”.<sup>51</sup>

That it is beneficial for him because it trains him to improve his grammar also, because of the teacher always using English in explaining the verses, therefore he automatically understands the grammar and it makes him automatically using that grammar in speaking in the room or with his friend.

During this activity is run, not only the advantages felt by the students but students also felt the disadvantages during this activity, some students state that they find the deficiency of this activity. The students find difficulties when they get some new vocabulary but the teacher did not aware that it is something that should be explained to the students, then the teacher did not spell it, until makes the students misunderstand, and left behind because they did not know the meaning of the new vocabularies.

The other weakness of this activity is when the Qur'an translation is delivered to the students. The new vocabulary delivered by the teacher sometimes does not hear clearly by the students and it makes the students doubt the students' written translation.

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<sup>50</sup> Aji, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 9, transcript

<sup>51</sup> Abror, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 11, transcript

“Yes, sometimes there are problems when I just listen to the new vocabulary from the teacher, maybe the teacher forgets to spell it”.<sup>52</sup>

They are afraid if they made some disaster if sometimes, they delivering it to their friends.

“Yes maybe the sound of girls not saying loud, I mean the tutor then we cannot hear clearly”.<sup>53</sup>

It happens caused of the female teacher staying in a different room and not facing the boy students. Because the rule of the dormitory, girls may not face the boys directly, therefore the boys' and girls' places are bounded by a curtain, and the female tutor may not face the male students, but for male tutor may teach in front of the male and female students in front of the class. That is why the female tutor when teaching stay in a different room from the boys' place and did not stare at the male student. Perhaps it affects the students' understanding of vocabulary.

The accident is uncontrolled by the teacher, maybe the teacher feels that the students know the meaning of those vocabularies, therefore they did not spell it to the students, but this problem should be solved by the students to avoid the students misunderstanding in Translating Qur'an verses into English.

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<sup>52</sup> Firman Abamahrum, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 10, transcript

<sup>53</sup> Aji, The interview from the researcher, February, 15<sup>th</sup>, 2022, Interview 9, transcript



## B. Discussion

### 1. The Implementation of Translating Qur'an Verses into English at SMA Budi Utomo Jombang

Translating Qur'an verses into English is an activity that is conducted at SMA Budi Utomo, especially in MTI Organization, it is like an organization that is supported by SMA Budi Utomo, and it is also facilitated by SMA Budi Utomo. The researcher has done the research at MTI organization and got some results. Before doing that activity, it needs some preparation even not only the material but also the school supplies to support that activity. Then the researcher also found the implementation of translating Qur'an verses into English, and the evaluation of this learning process. So that, it will be discussed below.

#### a. Preparation of Translating Qur'an Verses into English

Before starting the learning process, it needs to prepare the supplies of the learning process and the material and also the strategy or technique to teach the students to get the best result in teaching. Based on the researcher's observation, before the MTI recitation started, the students prepare the tools to support the activity run, the tools that are needed are a laptop for typing the new vocabulary, and an LCD for showing the new vocabulary to the students to decrease the students' misunderstanding, and sound system to make the teachers' voice load.

Those are the tools that the teachers need for teaching and translating Qur'an verses into English, the teacher also needs to prepare the material for delivering it to the students. Mr. Maksum usually prepares the material monthly and he prepared until one juz, first Mr. Maksum translates the Qur'an from Arabic directly into English and decides the kind of translation that he holds for translating the Qur'an, literally there are five kinds of translation based on Hartono's Opinion, those are; Dynamic translation, pragmatic translation, aesthetic-poetic translation, Ethnographic translation, and linguistic translation.<sup>54</sup> But Mr. Maksum chose Pragmatic translation and Ethnographic translation.

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<sup>54</sup> Rudi Hartono, "Pengantar dan Ilmu Menerjemah; Teori dan Praktek Penerjemahan", P. 11-14.

The teacher chose pragmatic translation because the teacher translated precisely with follow the Islamic vocabulary for the example the word; worship, Allah, Prophet Muhammad, and many other words. The teacher also uses ethnographic translation because the teacher still follows the cultural language of Arabic, like the idiom of Arabic, Mr. Maksum always searches for an Arabic-English dictionary told him.

Mr. Maksum also follow the method of translation in translating the Qur'an into English. Based on Newmark there is some method to translate from the source language into the target language, those are; word-for-word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation.<sup>55</sup> Automatically Mr. Maksum chose one by one of that method to get the best translation. For the first the teacher translated by Word for word translation, Mr. Maksum said that he always translated word by word translation. The next step, he used adaptation translation with this adaption translation, combine the word for word translation then he arranges the sentence into the proper sentence and attends the grammatical of the target language, but he also noticed the translation and make it flexible translation to avoid misunderstanding. He also uses Idiomatic translation because in the Al-Qur'an language appear idiom sentence also, Mr. Maksum always searches the idiom of Arabic from the dictionary of Arabic-English, to make the translation pure and avoid the beyond of context meaning. After the process of translation is done, Mr. Maksum reviews it, and always read it again when he has spare time.

However, the tutor usually prepares the material before teaching, and it needs one hour to prepare the material, and it is usually prepared until one page or one sheet, it depends on the time. Not only does the teacher prepare some tools or material, but the students also need to prepare themselves to join this learning process, they need Al-Qur'an, a pen, and also a notebook for writing the new vocabulary, then they can improve their vocabulary through it.

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<sup>55</sup> Peter Newmark, "A Textbook of Translation", P. 45-47

## b. Translating Qur'an Verses into English

The activity of translating the Qur'an creates students' rich vocabulary; this activity has been planned by the teacher since 1996. This research is going to study the students' acquisition through translating Qur'an verses into English. There are some activities in translating Qur'an learning as a technique for improving students' vocabulary.

First, the teacher delivers the Qur'anic translation to the students in word-by-word meaning. The Qur'an translation is provided by the teacher and delivered by himself (the teacher). The reason is to avoid the misunderstanding by the audience. There are some Arabic words that may not be translated to the target language to preserve the authenticity in Arabic terms. "The use of certain words in the Qur'an reserved in Arabic terminology is restricted because these words cannot be fully expressed in English. The word is called Islamic English".<sup>56</sup> Therefore in MTI organization the one who are able to conveying the Qur'an verses are the teacher.

The next step of this activity, if there is some unfamiliar vocabulary the teacher types the new vocabulary and shows it on the projector, after the teacher has delivered a verse word by word, the teacher explains it with denotative meaning (if that verse there are no explicit word to explain). But, if the verse is needed to explain more, because of the parable word of Al-Qur'an, therefore the teacher must explain the purpose of that word and the ayah.

Then, when the students are getting the new vocabulary, they usually write it on their Qur'an in the blank space, after they arrive at the dormitory, they directly duplicate it into their notebook. Based on Alis' reseach, a personal note will support the students in improving their vocabulary "Personal Vocabulary Note help students to enrich students' vocabulary in selecting the words by following the translating Qur'an activity".<sup>57</sup> Finding the new vocabulary and put it in the note

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<sup>56</sup> Azhari, Liza Mariah, "Incorporating Qur'an Translation into Teaching English to Moslem Learners" (brunei Darussalam: Elsevier, 2015) P. 2

<sup>57</sup>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. 120 DOI: <https://doi.org/10.31605/eduvelop.v4i2.857>

book will encourage the students in improving their vocabularies.

### c. Evaluation of Translation of Qur'an Verses into English

Every learning process needs some evaluations. In this research, the researcher finds the evaluation that is used by the teacher. The teachers use communicative language teaching and speak English for every situation in the classroom and making some communication in the classroom.<sup>58</sup> At the end of the meeting the teacher always commands the students to explain what the teacher did before, and they can use their language to explain the ayah that has been delivered by the teacher. To do that it may build the students' mentality to be brave and speak in front of the audience, and it also makes the students able to improve their speaking skills.

The evaluation session by the teacher was applying the theory from Hassanudin. Students can review the material just delivered by the teacher, and the teacher becomes the audience, who acts like the students who do not know everything.<sup>59</sup> Teacher can ask some questions to the students who are commanded to deliver the Qur'an translation by the teacher so that the teacher knows the students' comprehension of the material.

## 2. Problems Faced by the Students in Translating Qur'an Verses into English at SMA Budi Utomo Jombang

In every learning process, problem will always face by the students. Similarly in translating Qur'an into English activity to improve the students' vocabulary. When the researcher conducted research in MTI organization, the researcher also found some problems are faced by the students, it will be discussed below.

There are three problems found by the reserher. The first problem is the new students will feel confused because they find

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<sup>58</sup> Hassanudin, *Teaching English as A Foreign Language*, (Yogyakarta: CV Budi Utama, 2014) P. 56

<sup>59</sup> Hassanudin, *Teaching English as A Foreign Language*, (Yogyakarta: CV Budi Utama, 2014) P. 44

some unfamiliar vocabularies that are used by the teacher in translating the Qur'an into English. They feel confuse because they do not know the meaning of that vocabulary. But some students said they try to find the meaning by looking for that new words in dictionary and they take a note in their personal book.

The second is the teacher's voice is unclear, mostly it comes from the female tutor because their voice is low. It makes the students not listen to their voice clearly and it makes the students confused with the vocabulary that is delivered by the teacher. Even the students ask the teacher to spell it, to avoid misunderstanding.

The third is the teacher pronunciation sometimes is unclear, because of the teachers' voice is too low. Usually, it comes from the female tutor who say too low. Mostly, its problem comes from the male students. It is also because of female tutor who delivered from a different place, it means the female teacher sit in the female space.

Nevertheless, the students have some initiative to solve that problem. The students try to ask and review the material with their friend at the dormitory. So that, they could ensure the translation product, and recheck it.

The fourth is the teacher's awareness of spelling the new vocabulary. Sometimes the teacher did not spell the unfamiliar vocabulary for the students, which makes the students confused about how to write the true vocabulary. Almusharaf pointed "The teacher's role is to identify the student's strengths and weaknesses and give the student control over their own learning development."<sup>60</sup>

A teacher must be creative in teaching, event the learning process based on students-centered learning. A teacher has to foster the student in learning. The teacher must control the students' ability, and emotions, to reduce the wastefulness of each student.

Those problems must be solved by the teacher to make the students have the spirit to join the recitation. The teacher should create the best quality of the learning process to get the good quality of students.

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<sup>60</sup> Norah Almusharraf, "Teachers' perspectives on promoting learner autonomy for vocabulary development: A case study", *Cogent Education*, Volume 7, (2020). P. 3, <https://www.tandfonline.com/doi/full/10.1080/2331186X.2020.1823154>



### 3. The Advantages and Disadvantages of Translating Qur'an Verses into English activity

#### a. The Advantages of Interpreting Qur'an Verses into English

Every technique in teaching has some advantages that make the teacher sure to use that technique. This technique not only beneficial for improving students' vocabularies, but there are some results revealed that there are some advantages beside improving students' vocabulary. Based on the research conducted by the researcher there are four advantages in using interpreting Qur'an in English as the technique. Those advantages will be discussed below.

First, Translating Qur'an is an activity that makes the students will have more knowledge and another gets new vocabulary. It explains the history of Islam Religion widely and it also studies Islamic law, therefore they can remember what they have studied about Islam through this activity.

Second, beside of this activity increased their vocabulary, while translating Qur'an into english they also can increase their listening skills and speaking skills. Every day they listen to the teachers' explanation of Al-Qur'an using English. Automatically, they can improve their listening skill, and with every evaluation, they can review the material that has been delivered by the teacher. They automatically being confident to speak in front of an audience and it also improves their speaking skill. They are able to speak fluently because it has become their habitual action.

Vocabulary knowledge assists learners to communicate effectively and perform successfully in all related skills of listening, speaking, reading, and writing.<sup>61</sup> Vocabulary is the effective material that impacts the other's skills development. Learning vocabulary may improve listening, speaking, and reading skills.

The third advantage is the students are able to improve their knowledge about grammar. From the explanations are given by the teacher, students usually hear the explanation and follow the teachers' style of speaking. That is why it

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<sup>61</sup> Rezvan Ghalebi, "A Study of Vocabulary Learning Strategies among High and Low Iranian English Vocabulary Learners", P. 2

affects the students' communication and creates the sentences in English, it improves the students' Grammar.

The fourth, it also improves their faith in their Lord (Allah). They become more diligent in worshipping to Allah. Every day they do recite and are always advised by the teacher to be the pious human in this world. Because the students are study about the content of Al-Qur'an, and it explained Gods' authority, humans obligatory, the law of Islam, and many others. Therefore, they get more motivation to be diligent in worshipping to their Lord (Allah).

Those are the advantages based on the result of the research. Those advantages must be maintaining by the teachers and the students to exploit the success in the world and here after. It will give more beneficial for them. While they get more knowledge about islam, automatically they will increase their faith to Allah and always be obey to the rules of Allah.

#### **b. Disadvantages of translating Qur'an Verses into English**

Translating Qur'an into English is very beneficial for every Muslim because English is the international language. It supports the spreading of Islam in conveying the knowledge from Al-Qur'an.

“English is one of the official languages of the United Nations and other key international bodies. Diplomats may learn several languages during their careers, but when it proves impossible to learn the language of a country, and then English may be used as a *lingua franca*”.<sup>62</sup>

Therefore, this translating Qur'an is giving beneficial for the learners. But this technique for improving students' vocabulary has some problems and disadvantages.

There are some disadvantages using interpreting Qur'an into English as a technique to enhance students' vocabulary:

First, this technique needs much time. Because some verses may give a few new vocabularies for the learners. It needs some verses to get the vocabulary targeted. Whereas,

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<sup>62</sup> Ayu Paramita Sari, “The Advantages and Disadvantages of English Learning for Early Childhood Education in Indonesia”, *Jurnal Bahasa dan Sastra*, Volume. 8, No. 1, July 2019, P. 31

in a meeting they only get 13 verses it is the maximum verses they get. Sometimes they only get five verses because of the duration in the dawn time. In a verse uncertainly they get the new vocabulary. That is why, it needs much time for improving their vocabulary significantly.

Second, the teacher must use the projector to show the new vocabularies that have just been introduced by the teacher. Maybe, it is not the simple way. In this era has ben grown so much with technology. Students could find the new vocabulary through handphone and e-dictionary like U dictionary app, and many others. But, because that school is Islamic boarding school, and there are some rules must be obeyed. Therefore, they did not use loke handphone and another, except itfacilitated from the school like laptop, and another to expendit the activity.

Third, it needs some preparation for the teacher like a projector, laptop, microphone, loudspeaker, and Qur'an as the material. Those tools are supported the activity is running. but it needs so much time to take some preparation.

Fourth, sometimes the teacher's voice sounds unclear, mostly the female tutor is unclear. It makes the students unable to hear clearly, and doubt about the vocabulary written. It comes from the female tutor who is delivered from the female space. Because it has been the rules of dormitorian to not face directly between male and female.

Fifth, miscommunication sometimes is faced by the students and teachers. Like sometimes the teacher did not spell or type the new words to the students. It makes the students being doubt about the translation that they have written. They are afraid of making some mistakes in writing the vocabulary that may change the meaning and the message of the ayah.

Thus, the disadvantages from this activity. It must be solved by the teachers or students have some initiative to decrease the advantages from this activity. In order that this activity will be running effectively.