CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestions of this research. The conclusion was arranged from the research question and the suggestion provided some ideas addressed to English teachers related to the teachers' technique in the teaching and learning process.

A. Conclusion

Based on the research findings, the researcher made some conclusions, as follows:

1. The implementation of translating Qur'an verses into English to enhance students' vocabularies at SMA Budi UtomoJombangis divided into three parts; Preparation, Implementation, and Evaluation.

   a. The teacher made some preparations before teaching the students. He prepares the material by translating the Qur'an into English, translating from Arabic directly into English. Before starting this activity, the teacher also prepared the tools,those are a laptop, projector, and sound system.

   b. The implementation of this activity was conducted three times in a day, in the dawn time, afternoon time and at night time, it is participated by the students who has passed the intermediate. The teacher noticed some elements to fulfil the criteria in translating and delivering Qur'an into English, those are:

      1) Kind of translation; based on the research result. The teacher used pragmatic and ethnographic translation in translating the Qur'an into English.

      2) Translation method; based on the observation. When the teacher was teaching. The teacher used word for word translation method, adaptation translation, flexible translation, and idiomatic translation. it based the sentence needed in translating the Qur'an into English. When the students find unfamiliar vocabulary, the teacher usually types the new vocabulary on the projector.

      3) Types of translation meaning produced by the teacher; there are two types, those are connotative and denotative meaning. The teacher used both of types. Because the translation products are fulfilling the feature of each type.

   c. The evaluation of this learning was controlled by the teacher. In the end of meeting the teacher asked the students to review

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what the teacher has delivered.The other evaluation was controlled by the students.When learing process the students write the new vocabulary into their Qur'an and give the meaning.After they arrived at their dormitory, they directly write it in their notebook and practice it in their daily activity,

2. The problems faced by the students in translating Qur'an verses into English at SMA Budi Utomo Jombang are:
   a. Internal problems:
      1) The new students feel confused because they were still unfamiliar with the vocabularies used by the teacher in translating the Qur'an into English.
      2) The students' ability of listening skill is still low. Students feel confused in identifiying the vocabularies.
   b. External problems:
      1) The teachers' voice is unclear, mostly it comes from the female tutor because their voice is low.It makes the students did not listen to their voice clearly and it makes the students confused with the vocabulary delivered by the teacher.
      2) The teachers' awareness of spelling the new vocabulary is still low.Sometimes the teacher did not spell the unfamiliar vocabulary for the students, and it makes the students confused.

3. The advantages of translating Qur'an Verses into English to enhance students' vocabularies at SMA Budi UtomoJombang are:
   a. It makes the studentshave more knowledge as well asgets new vocabularies because it explains the history of Islamwidely and Islamic law.
   b. It affects the students'communicative competence, such as: listening skill and speaking skill
   c. The students can increase their vocabularies.
   d. It also improves their faith in their Lord (Allah), and they become more diligent in worshipping to Allah.
   e. It improves their grammatical knowledge in making a sentences.

   The disadvantages of translating Qur'an Verses into English to enhance students' vocabularies at SMA Budi UtomoJomban are:
   a. This technique needs much time because some verses may give a new vocabulary for the learners while others are not.

b. It needs some tools for conducting the activity, like projector, laptop, microphone, loudspeaker, and Qur'an as the material.

c. Sometimes the teachers' voice sounds unclear, mostly the female tutors' voice is unclear.It makes the students cannot hear clearly, and feel doubt about the correct vocabulary.

d. It makes the students feel doubt about the translation that they have written. They are afraid made some mistakes in writing the vocabulary that may change the meaning and the message of the verses.

B. Suggestion

From the research finding presented in chapter four, there is some suggestion provided by the researcher for considering the teacher and the students.

1. For English Teacher

The researcher suggests that the teacher must be attention to the students who get problems with the new vocabulary that they have not known but it did not showon projector.The teachers are expected to have more in communicate with the students, and give the time for asking, or question and answer session, and the teacher also expected to be giving more attention to the tutor especially female tutor when they are teaching. Sometimes it needs to be monitored by the teacher, to ensure the female teacher in delivering the Qur'an and the voices' condition, the teacher must conduct a test before accepting the new tutor to choose the clear voice tutor and best in delivering the material. Students

2. For the Students

It is suggested that the students have to be the focus on the teachers' explanation to avoid the misunderstanding.If the teacher is not able to show the new vocabulary, the students must be aware to bear in mind the teacher to spell the new vocabulary or type it, and if the explanation from the female tutor is not clear the students must be asked to the teacher to repeat. If the students are doubtful about the translation that is written by them, the students must be more creative to fix the translation with their friends' translation, to get the truth.

3. For the Researcher

The research is still a flaw, so the researcher hopes that there will be another study related to this theme that will be studied more deeply by the next researcher.

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