Inculcating Islamic Values in ELT: Teacher's Technique in Enhancing Students' Vocabularies through Translating Qur'anic Verses

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ABSTRACT

The key to language improvement for English skills is vocabulary. This research attempts to analyze the teachers' technique in improving students' English vocabularies by translating Qur'anic verses into English at SMA Budi Utomo Jombang. This study highlights the implementation, problems, benefits, and drawbacks of translating Qur'anic verses into English. This research used a qualitative approach. To collect the data, the researchers employed three techniques: observation, interview, and documentation. The result showed that translating Qur'anic verses into English is significantly improving students' vocabulary. However, they still have some problems. The problems are the teacher's use of unusual terminology, the students' poor listening abilities, the teachers' unclear voices, and teachers' awareness of spelling the new vocabulary. The benefits include improving students' knowledge of Islam, increasing their communicative skills, enhancing their vocabulary, strengthening their faith in God, and enhancing their grammatical knowledge. The drawbacks include the time commitment, use of advanced instruments, incomprehensible teacher's voices, and students' uncertainty regarding the appropriate vocabulary.

Introduction

Language plays a significant role in communication, whereas language needs a good sentence to avoid misunderstanding each other, a good sentence is available through the right wording. English is a foreign language in Indonesia, and it has been becoming a compulsory subject in elementary school, junior high school, and senior high school. English is an international language that should be mastered by the generation facing the new era in this world. There are some matters that students should be learned, and those are language skills: Writing, speaking, listening, and reading in gaining language skills students must be mastering in the language component: Grammar, Vocabulary, and Pronunciation (Simpuruh & Syamsinar, 2021).

The first thing that students must be mastered before the other matter is vocabulary. Students who study English as a Foreign Language (EFL) must have a rich vocabulary. Vocabulary is the main component in language learning. Some vocabulary may create a sentence that makes someone understand what the speaker is saying or the writers writes (Bahang et al., 2021). Vocabulary is important for all people who learn a language while vocabulary is the key for language learners, especially EFL Learners', vocabulary is the important thing that should be

mastered by the students, the students who lack vocabulary are poor students in learning English (Fahrurrozi, 2017).

Learning English as a second language is not easy for learners, the student who wants to study English and master it must have a rich vocabulary for communication and study more closely about English. Whilst, the list of vocabulary that must the students acquire is boring for students based on Brown's statement (Brown, 2001). Learning approach, method, and strategy must be planned by the teacher before it served the learner because those elements are compulsory in the learning process, there are two kinds of learning approaches: Teacher Oriented and Learner Oriented while learning strategy is necessary for the learning process to encounter the learners in improving the knowledge through discovery and inquiry, strategy is the manner in delivering the material to the learner and should include the method or procedure of learning process (Yuberti, 2014). Learning vocabulary is not an easy thing for L2 (Second language) learners. It will make the teacher have a limitation in delivering the material because of the students' lack of vocabulary, which causes less knowledge of students. Vocabulary is one of the major problems for second or foreign language learners, it affects the students in improving their speaking and writing skills (Ghalebi et al., 2020). Students cannot be delivering their creativity in writing and speaking if they do not have enough vocabulary. A vocabulary is a tool of communication and how to express the students' creativity in speaking or writing. Harmer said that "we must have something to say, we have meant that we wish to express and need the stock of words that can describe how you feel at this moment, you have to be able to find a word which reflects the complexity of your feeling" (Simpuruh & Syamsinar, 2021). Improving new vocabulary is significant for L2 learners to express their feelings in that situation. Meanwhile, most of the students are bored with improving the new vocabulary in the same way.

The teacher must invite their intention and motivate them with new ways that would interest students, according to the research game could be a tool to attract the students in improving students' vocabulary based on Dahlans' statements, he states that Bananas Race Game can encourage the students in improving their vocabularies and their understanding about the word meaning (Bahang et al., 2021). The result of the students' achievement is based on the teachers' strategy and method of teaching, and how the teacher led the students to be interested in their learning process (Ebrahimzadeh & Alavi, 2016). The enjoyment can be an activity that the students are attracted to, university students ensure that video games are a tool of education, in this research study about video games as the media to memorize vocabulary based on the study of Mohsen.

The students can increase their knowledge if the learning processes are enjoyable, and it causes the students to easily figure out the materials that the teachers taught. Reza stated that task-based writing on Iranian EFL learners' writing competence will enhance all English skills (writing, reading, listening, and speaking) automatically the learners will get so much unfamiliar vocabulary when they do their task, they will get their fluency and confidence to speak (Kafipour et al., 2018). It affected the students in improving vocabulary and it challenged the students to get more vocabulary in writing because the method encountered the students' acquisition in every aspect of English skills and components.

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 (Hartono, 2017). Translation is the process of producing the meaning from the source

language into the target language with the equivalent meaning. It means that translation is replacing the sentence in a language to another language that has 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 (Newmark, 1998). 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 (Sundari & Febriyanti, 2016). 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. Hartono classified there are some kinds of translation in translation product, those are: Dynamic Translation, Pragmatic Translation, Aesthetic-Poetic Translation, Ethnographic Translation, Linguistic Translation (Hartono, 2017). Newmark defined there are eight methods to produce the translation text: Word-for-Word Translation, Literal Translation, Faithful Translation, Semantic Translation, Adaptation Translation, Free Translation, Idiomatic Translation, Communicative Translation (Newmark, 1998).

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 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 (Alhaj, 2018). 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 (Sumarsono, 2019). 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: Connotative meaning, Denotative meaning, Word-by-word meaning (Abdelaal, 2018). To ease the students' learning and understanding in translating Qur'an, based on Azahari's 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 rarely used in this era (Azahari, 2014). This translation product is for the students who are interested in studying English literature and language. It may improve their vocabulary learning and be comparable with English and Arabic words.

While getting new vocabulary the students also got new knowledge and know further about the theology of Islam. They also could deliver the Qur'an translation to foreigners who study Islam and want to be Muslim. This activity also related to Prophet Muhammad's statement. It is the one who studies and delivers Al-Qur'an that is the majestic person in the eyes of Allah. He or they automatically get so many rewards from Allah in the hereafter.

حَدَّثَنَا حَجَاجُ بْنُ مِنْهَلٍ حَدَّثَنَا شُعْبَةُ أَخْبَرَنِي عَلْقَمَةُ بْنُ مَرْثَدٍ سَمِعْتُ سَعْدَ بْنَ عُبَيْدَ ةَ عَنْ أَبِي عَبْدِالرَّحْمَنِ السُّلَمِيِّ عَنْ عُثْمَنَ رَظِيَ اللَّهُ عَنْهُ عَنْ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّم قَلَ خَيْرُكَمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ. رواه البخري

Meaning: "Told to Hajjaj bin Minhal, told to su'bah, he said: Alqomah bin Martsad told to me, I heard that Saada bin Ubaidah from Abi Abdirrohman Al-Sulamiy, from Ustman RA, from Prophet Muhammad, he said: (The best person is the one who learns Al-Qur'an and deliver it)". (Al-Bukhori, 2005, p. 192).

The theorem is related to the activity conducted at MTI organization. That is translating Qur'an into English as a technique to improve students' vocabulary. It shows Qur'an as the media in teaching and learning. People who learn and teach Al-Qur'an will become noble people in the eyes of Allah.

This study has differentiation from the other research. In the previous study, the researchers used word game media in improving the students' vocabularies. Vocabulary games made the students happy and have a good mood in improving their new vocabulary (Hidayat, 2016). But not all the students will feel proper with the game as the media in improving their vocabularies. Therefore, in this case, the writers serve another case which is the strategy to improve students' vocabulary thus could be enhancing students' vocabularies, they would always have to collect it while they were translating Qur'an.

In this research, the writers want to discuss the teachers' method of teaching and students' vocabulary acquisition. The teacher used translating Qur'an verses into English to improve the students' vocabulary acquisition. The students write the new vocabulary acquisition in the notebook that the students served if the teachers' strategy elevates the students' interest in increasing their vocabulary or the students become confused. The writers want to observe the activity between the students and the teacher in the learning process, and the benefits of translating the Qur'an activity. An enjoyment and interest method in teaching will increase the students' motivation and interest in increasing their knowledge, it must be awakened by the teacher as the facilitator and guide of students (Brown, 2001). In this study, the researchers address the following research questions: how the implementation of translating Qur'anic verses into English to enhance students' vocabulary is, the problems in implementing this technique, as well as the benefits and drawbacks of this technique.

Method

This research used a qualitative approach. A qualitative method is proved by some sentences and pictures, the researchers must collect the text and the picture for the database of qualitative research. Those elements are found by conducting interaction with the subject in-depth interview also with observation to the participants (Creswell, 2012). The qualitative method is conducted intensively, the researchers has a role as the instrument in collecting data activity, and during the investigation, the researchers must be careful in collecting the data, analyzing the documentation in the field, and reporting the result in detail (Sugiyono, 2016).

In this study, the researchers collects the data naturally with the qualitative method those observe the activity of translating Qur'an, start with the teachers' creative style in teaching the Qur'an Verses and then observe the students' awareness in improving their vocabulary through that activity at MTI's Organization, one of the organizations in SMA Budi Utomo Jombang, then

the researchers is going to conducting the interview in deep with the teachers and the participants in that activity. Then the result of the data is the form of description. The researchers is interested in investigating this case because the teachers' creativity in teaching could make the students improve their vocabulary.

Research Participant

The subject of this study is the male and female members of MTI organization in SMA Budi Utomo, the researchers chose snowball sampling as the technique. The researchers chose some of the male and female members as the subject of this study and the researchers may improve the sample to complete the data.

Data Collection Techniques

Data collection technique is the effective steps in doing research, collecting data is the main purpose of committing the research, collecting the data as the subject of the research, therefore it would fulfill the data researcher's needs (Sugiyono, 2016). The data source obtained is the subject of the research, therefore it is a significant role in research.

The sources of data of this research are set words (the information about the students' vocabularies improvement through translating Qur'an Verses into English at SMA Budi Utomo Jombang exactly the members of MTI's Organization Program) the data that obtained through observation, depth interview, and documentation.

1. Observation

   Observation is the basic knowledge, the researchers can get the knowledge through observation, qualitative research is learning about the behavior and sense from the activity (Sugiyono, 2016). In this study, the researcher employed participant observation, in which they just arrived at the location without getting involved in the activity. The researchers observed the daily activity at the program unconsciously by the participants (the members).

   In this step the researchers observed the learning process that are conducted in the MTI organization during the research. During the activities the researchers observed the situation of the translating process and the students' awareness in improving the vocabularies during translating some verses activities.

   This research is conducted because of the curiosity of the researchers to know deeply about the use of Translating to enhance students' vocabularies. This observation aimed to ensure the teachers' perception in enhancing students' vocabulary. The researchers observed the subject carefully so that it was gotten the means of this research.

2. Interview

This research collected the data through interview with seeking the information through the members of MTI's Organization and would be involved eight members, Three male members and five female members, and it also the researchers did the interview with the teacher, and the name is Mr. H. Maksum he is the Arabic teacher of SMA Budi Utomo and as the English teacher, then one of tutor of Organization the name is Nadia Noor Rachmawati, they is the alumnus of SMA Budi Utomo and they used to the members of MTI.

3.   Documentation

The document is the accident note that has happened. For instance, the public document (e.g. minutes of the meeting, official report, and lesson plan), or private document (e.g. personal journal) (Creswell, 2012). This research collected the picture when learning process, the public documents (Activity Journal, Material, and Attendance list).

Result

SMA Budi Utomo is an institution that has been translating Qur'an verses into English as a technique to improve students' vocabulary since 1996. Translating Qur'an verses into English is an activity that is conducted by MTI organizations, especially at SMA Budi Utomo. 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.

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 at 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 MTIs' learning process.

Figure 1. MTI Program

Before teaching the students, the teacher usually prepared the materials. 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.
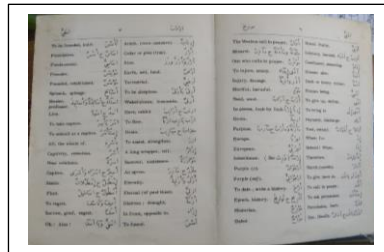
Figure 2. Arabic-English Dictionary

Then, the next step he read his translation product whenever he wants to teach the students. He usually reviewed his reading of Qur'anic translation to ensure his translation product. To avoid vocabulary misunderstanding. The teacher also served the list of vocabularies that may help the students if they find the difficulties when translating process.
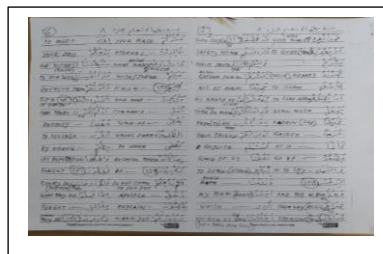

Figure 3. List of vocabularies

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 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 4. 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 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 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. MTI recitation is usually taught by the teacher or tutor. They delivered the Arabic into English translation and if the students find some difficulties, the tutors spell the word and type it on the laptop and show it on the LCD.

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

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

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

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. 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.

3. Types of Translation Meaning Produced by The Teacher

The process of translating process. Translating process was explained by the teacher in the interview session. First, he translated Arabic into English using the word-by-word method for the example بسم الله= 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 the teacher explained one verse that just translated word-by-word.

Figure 5. Qur'an Translation

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

﴿ٱللَّهُ نُورُ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ مَثَلُ نُورِهِۦ كَمِشْكَوٰةٍ فِيهَا مِصْبَاحٌ ٱلْمِصْبَاحُ فِي زُجَاجَةٍ ٱلزُّجَاجَةُ كَأَنَّهَا كَوْكَبٌ دُرِّيٌّ يُوقَدُ مِن شَجَرَةٍ مُّبَٰرَكَةٍ زَيْتُونَةٍ لَّا شَرْقِيَّةٍ وَلَا غَرْبِيَّةٍ يَكَادُ زَيْتُهَا يُضِيٓءُ وَلَوْ لَمْ تَمْسَسْهُ نَارٌ نُّورٌ عَلَىٰ نُورٍ يَهْدِي ٱللَّهُ لِنُورِهِۦ مَن يَشَآءُ وَيَضْرِبُ ٱللَّهُ ٱلْأَمْثَٰلَ لِلنَّاسِ وَٱللَّهُ 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".

It shows that the translation product of surah An-Nur verse 35 using connotative meaning, the word نُورِهِ 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, لَّا 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 rays only in the morning)". Then وَلَا غَرْبِيَّةٍ 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 وَأَرْجُلُهُم بِمَا كَانُوا۟ 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".

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, وَأَرْجُلُهُم = and Their legs, بِمَا = For whatever, كَانُوا۟ = to do in the world, يَعْمَلُونَ = They used. Then it translated similar with the word-by-word translation, it means, it uses denotative meaning.

Evaluation of Translating Qur'an Activity

Every learning process needs an evaluation to know the students' enhancement of their knowledge. In this research the researchers 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 commands the students to re-convey their Qur'an translation it stated by the teacher.

Figure 6. Evaluating process

In another way, the students were applied some technique to improve their vocabularies. 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.
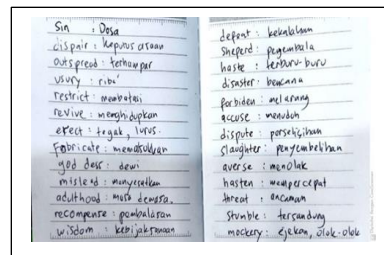
Figure 7. Students' Vocabulary List

The students said, they improved their vocabulary in every meeting by writing the new vocabulary that they get into their vocabulary notebook afterward they applied it in their room dormitory with their roommate. The students got 10 new vocabularies in one meeting; it is the maximum vocabulary that they get 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.

Based on the interview with the students this MTI Recitation is the mediator for increasing her English vocabulary mastery if they found a difficulty in recognizing the vocabulary. They directly asked the teacher, how is the spelling and what is the meaning. Then after that, they made a list of new vocabulary that they just find at that time. The minimum vocabularies that they get in one meeting is around five vocabularies. It depends on the material that delivered by the teacher or tutors.

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. Based on the teachers' statement. They 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.

In accepting the knowledge that delivered by the teacher, some problem faced by them are multifarious. In the research, the researchers 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 students' statemen in the first time they found some difficulty to follow the learning process because there are some unfamiliar vocabularies that they get and confused about how to write it, they felt doubt with the vocabulary that they wrote, and they felt afraid if they 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. The teachers' unawareness will become

a problem for the new students who join MTI recitation, and the teacher may not underestimate that problem because it will make the students can not improve their vocabulary.

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. 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.

The reason was becoming his problem. Because, if there is an error writing in a word it will become a disaster for a Muslim. It will produce a different meaning. One of the students 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 Benefits 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 researchers.

They get more benefit from this activity they 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. Based on the interview result, they can increase their religious knowledge, because they learn the content of Al-Qur'an again and they learn deep into Al-Qur'an using English translation before they translate the Qur'an, they have been translated the Qur'an into Indonesian translation but as the time went by. They sometimes forget the content of Al-Qur'an they ever learned to, but with this activity, they can remember the message of Al-Qur'an and the Islamic law inside Islamic religion. Moreover, they translate 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 know each other. Students feel that translating Al-Qur'an into English and delivering the message Al-Qur'an in English is a positive value. 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. They can improve their faith in Allah because they always learn about the content of Al-Qur'an, and another benefit is they can improve their listening skill because every day they always listen 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. It trained them to improve their

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.

Discussion

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 the strategy or technique to teach the students to get the best result in teaching. Based on the researchers' 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. The teacher usually prepares the material monthly and he prepared until one juz, first, translated 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 (Hartono, 2017). But The teacher chose Pragmatic translation and Ethnographic translation. The teacher chose pragmatic translation because the teacher translated precisely with follow the Islamic vocabulary for the example the words; 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, the teacher always searches for an Arabic-English dictionary told him.

The teacher also followed 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. Automatically The teacher chose one by one of that method to get the best translation (Newmark, 1998). For the first the teacher translated by Word for word translation, The teacher 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, the teacher 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, the teacher 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 a notebook for writing the new vocabulary, then they can improve their vocabulary through it.

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" (Azahari, 2014). Therefore, in MTI organization the one who are able to convey 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 Ali's research, 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" (Alhaj, 2018). Finding the new vocabulary and put it in the notebook will encourage the students in improving their vocabularies.

Evaluation of Translation of Qur'an Verses into English

Every learning process needs some evaluations. In this research, the researchers found 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 (Hasanuddin, 2014). 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 (Hasanuddin, 2014). 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.

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 researchers conducted research in MTI organization, the researchers also found some problems are faced by the students, it will be discussed below.

There are three problems found by the researchers. The first problem is the new students will feel confused because they find some unfamiliar vocabularies that are used by the teacher in translating the Qur'an into English. 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, 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. Almusharraf pointed "The teacher's role is to identify the student's strengths and weaknesses and give the student control over their own learning development." (Almusharraf, 2020).

The Benefits of Translating Qur'an Verses into English activity

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 researchers 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. Second, while translating Qur'an into English they also can increase their listening skills and speaking skills. Vocabulary knowledge assists learners to communicate effectively and perform successfully in all related skills of listening, speaking, reading, and writing (Ghalebi et al., 2020). 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 can 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 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 worshiping to their Lord (Allah).

Conclusion

Translating Qur'an into English technique is significantly improving the students' vocabularies. The implementation of translating Qur'an verses into English is divided into three parts: preparation, implementation, and evaluation. Through this activity, the students can increase their vocabularies by taking notes when they encountered unfamiliar vocabularies or whose meaning they are unsure of. However, they still face several challenges while translating the Qur'an into English, such as the teacher's usage of foreign words, the students' poor listening comprehension, the teachers' incorrect pronunciation, and the teachers' awareness of how to spell new words. There are several benefits to translating the Qur'an into English, including expanding students' Islamic as well as grammatical knowledge, communicative skills, linguistic abilities, vocabulary, and faith in God. The drawbacks of this activity include the time commitment, use of advanced instruments, incomprehensible teacher's voices, and students' uncertainty regarding the appropriate vocabulary.

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