

**THE CORRELATION BETWEEN STUDENTS' QUR'ANIC
MEMORIZATION AND THEIR VOCABULARY RETENTION
(A Study at the Second Semester of the Seventh
Grade Students of SMP IT Az-Zahra Lampung
in 2017/2018 Academic Year)**

**A Thesis
Submitted as Partial Fulfillment of
the Requirements for S1-Degree**

**By
KHUSNUN AFIFAH
SRN. 1411040083**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY OF LAMPUNG
2018/1439 H**

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' QUR'ANIC MEMORIZATION AND THEIR VOCABULARY RETENTION (A Study at the Second Semester of the Seventh Grade Students of SMP IT Az-Zahra Lampung in 2017/2018 Academic Year)

By
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This research was about the correlation between students Qur'anic memorization and their vocabulary retention. Based on the preliminary research, the students' vocabulary retention score was still low. The objective of this research was to know whether there was a correlation between students' Qur'anic memorization and their vocabulary retention at the second semester of seventh grade students. Thus, correlational research design was used.

The population of this research was taken from all of the students at SMP IT Az-Zahra Lampung in 2017/2018 academic year consisted of 62 students. In taking the sample of the research, cluster random sampling technique was used. The sample was taken from the population consisted of 3 classes. In collecting the data, the archival data of students' Qur'anic memorization and vocabulary retention test. After giving try out test, the test was given and then the data was analyzed by using Pearson's Product Moment formula with SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The result of the hypothetical test showed that the value of significant generated $Sig. (P_{value}) = 0.000 < \alpha = 0.05$. It means that H_a was accepted and H_o was rejected. Based on the computation, it could be concluded that there was a positive correlation between students Qur'anic memorization and their vocabulary retention. While, based on the table of r value interpretation, we could know that the r observed was high correlation because the value of r observed 0.622 was in the level of 0.600 – 0.800.

Keywords: *Correlational Research Design, Qur'anic Memorization, Vocabulary Retention.*



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I hereby declare that this thesis entitled “The Correlation between Students’ Qur’anic Memorization and Their Vocabulary Retention (A Study at the Second Semester of the Seventh Grade Students of SMP IT Az Zahra Lampung in 2017/2018 Academic Year)” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

And He taught Adam the names all of them. Then He showed them to the angles and said, “Inform Me of the names of these, if you are truthful” (Al-Baqarah (2): 31)¹

¹ Surah Al-Baqarah [2:31] “القرآن الكريم - Al-Qur'an al-Kareem” (on-line) available at: <https://quran.com/2/31>

DEDICATION

This thesis is dedicated to:

1. My parents, Mr. Mat Suyatno and Mrs. Murtini (*Rahimahallaah*) who always pray for my success, give me support and some advices.
2. My brothers and sisters.
3. My beloved husband, Achmad Alfarezi.
4. My friends and lecturers at UIN Raden Intan Lampung.
5. My alma mater, UIN Raden Intan Lampung.

CURRICULUM VITAE

Khusnun Afifah was born on January 12th, 1997 in Seputih Banyak, Central Lampung. She is the fifth child and the third daughter of Mr. Mat Suyatno and Mrs. Murtini (*Rahimahallaah*). She has two elder brother and two elder sisters. Her address is at Sumber Bahagia, Seputih Banyak, Central Lampung.

The writer graduated from SD N 02 Sumber Bahagia in 2008. Then, she continued her study at SMP N 01 Seputih Banyak and finished her study in 2011. After that, she continued studying at SMA Muhammadiyah 01 Seputih Banyak and graduated in 2014. After finishing her high school, she continued her study at S1 degree of English Education at UIN Raden Intan Lampung.

During studying at UIN Raden Intan Lampung, the writer followed organizations, such as UKM Al-Ittihad, and FORMASI (*Forum Mahasiswa Islam*). Then, the writer has experiences to be an English teacher in MTs Ulul Albab Darul Aitam Putri Lampung. Besides, the writer also has experience to be a caretaker in Khalid and Sarah Orphans Boarding Schools.

ACKNOWLEDGEMENT

Praise be to Allah *Subhanahu wa ta'ala* the Almighty God, the most Merciful, and the most Beneficent, for His blessing, so the writer with His mercy and guidance can finish this thesis. Peace be upon our prophet Muhammad *Shalallaahu 'alaihi wasallam*, who has guided us from the darkness to the lightness. This thesis entitled “The Correlation Between Students’ Qur’anic Memorization and Their Vocabulary Mastery (A Study at the Second Semester of the Seventh Grade Students of SMP IT Az Zahra Lampung in 2017/2018 Academic Year)” is submitted as a compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung. Without help, support, and encouragement from several people and institution, this thesis would never come into existence.

Therefore, the writer would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M. Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Satria Adi Pradana, M.Pd, the Primary Examiner who has given some criticism and suggestions in revising this thesis.
4. Dr. M. Muhassin, M. Hum, the Advisor who has patiently guided and directed the writer until the completion of the thesis.

5. Rohmatillah, M.Pd, the Co-Advisor who has given guidance and support in arranging this thesis.
6. All of the lecturers of UIN Raden Intan Lampung who have taught and given me knowledge.
7. Headmaster Mr. Kuncoro, S.Si. I who has permitted me to research in SMP IT Az-Zahra Lampung.
8. All teachers of SMP IT Az-Zahra Lampung, especially Mrs. Resti Febtrina, S.Pd and Mrs. Siti Nurhayati, S.Pd.I, who has help and guided me to complete this research.
9. All students of SMP IT Az-Zahra Lampung, especially students in seventh grade who have given their best participation as the research sample in the process of taking data of this research.
10. All teachers of SMP IT Al-Mujtama' Al-Islami Karang Anyar, especially Mrs. Mailan, S.Pd and Mrs. Desi Novianti who has helped the writer to conduct the try out test.
11. All students of SMP IT Al-Mujtama' Al-Islami Karang Anyar, especially students in seventh grade who have given their best participation as the research sample of try out test in the process of taking data of this research.
12. Her beloved friends, class A, who always give spirit and motivation in completing this thesis.
13. The last, the writer would like to say thanks to all of the students of English Education Department batch 2014, her sisters in UKM Al-Ittihad,

and her big family in Khalid and Sarah Orphans Boarding Schools, who always give support and pray for her success.

The writer realizes that this thesis is still far from perfect. Hence, the writer truthfully welcomes criticism and suggestion from the readers to enhance the quality of the thesis. Furthermore, she hopes that this thesis will be useful to the readers. *Aamiin Yaa Robbal 'Aalamiin.*

Bandar Lampung, August 2018

Writer,

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CHAPTER I

INTRODUCTION

A. Background of the Research

According to Wardhaugh, language is the system of communication that employs a code.¹ Communication meant that we shared our ideas to others in order to certain purpose. Communication had an important function for human life. A good communication meant that between the speaker and the hearer can get the point or information from each other and there was no misunderstanding between them. Language was a tool for communication, so, human must study about language in order to communicate effectively. The most important tool to communicate with people around the world is English because English was a global language.

A language achieved a genuinely global status when it developed a special role that was recognized in every country.² As a global language, English must be learned by people around the world. In Indonesia, English was taught for students at Elementary School until Senior High School. Teaching and learning English was not an easy work because it was not our mother tongue, so, it had many differences with Indonesian. Its differences were about grammar, pronunciation, vocabulary, etc.

¹ Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Oxford : Blackwell Publishing, 2006), p. 1.

²David Crystal, *English As A Global Language* (New York: Cambridge University Press, 2003), p. 3.

It made a lot of students claim that learning English was difficult. Learning English involved four skills. They were listening, speaking, reading and writing.

Four language processes worked together to enhance the development of each of the others.³ It meant that each skill in English could not be separated one to another. Listening and reading were the receptive processes while speaking and writing were the productive processes. The receptive process meant that we could take in information and the productive process meant to give out information. The receptive skills could give the way to productive skills, so, four skills above were support each other. Beside learned four of these skills, students must learn some language components. One of them was vocabulary.

According to Hatch and Brown, vocabulary referred to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use.⁴ Vocabulary dealt with words. The words in a particular language or a special set of words we were trying to learn. A student's vocabulary was the which he or she could understand when reading and listening and used when writing and speaking, and it became critical to success in language learning.

Cameron said that vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.⁵ Vocabulary became the central in English language teaching because without sufficient vocabulary students cannot express their own ideas or understand others. While the function

³ Andrew P. Johnson, *Teaching Reading and Writing* (Lanham: Rowman & Littlefield Education, 2008), p.7.

⁴ Sri Yanti, "Improving Students' Vocabulary Mastery Through Electronic Dictionary". *Indonesian EFL Journal*. Vol. 2 No. 2 (July 2016), p.88.

⁵ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught". *International Journal of Teaching And Education*, Vol. 3 No. 3 (2015), p.22.

of language was communication. So, without vocabulary, students cannot achieve the function of language as a tool to communication.

According to Thornbury, vocabulary knowledge is largely a question of memory.⁶ Memory is the physiological organs or networked neural clusters in the brain for retaining and retrieving information.⁷ Memory helped us to remember all kinds of information such as some important informations about knowledge, personal memories, etc. It was important in creating and developing human personality. So, memory was one of the most important cognitive functions in a human's life.

The memory, in many ways, is like a muscle. A muscle must be exercised and developed in order to give proper service and use, so must the memory. The difference is that a muscle can be overtrained or become musclebound while the memory cannot.⁸ While Ummat Muhammad quoted in Nawaz and Prof. Jangahir, he states that the more one memorizes, the more easier it becomes to memorize more.⁹ Thus, from those theories we knew that there was no such thing as a poor memory, only a trained or untrained one. A trained memory would have greater capacity than untrained memory. It meant that to gain a perfect memory, we should train it continuously. Meanwhile, as a muslim, we had a special way that we can do to train our memory. The way was memorizing the holy Qur'an.

⁶ Scott Thornbury, *How to Teach Vocabulary* (Edinburgh : Pearson Education Limited, 2002) p. 23.

⁷ Yingxu Wang, "Formal Description of the Cognitive Process of Memorization" Schulich School of Engineering, University of Calgary, p.81.

⁸ Harry Lorayne, *How to Develop a Super-power Memory* (A. Thomas & Co. Preston), pp.21-22.

⁹ Nazia Nawaz & Prof. Dr. Syeda Farhana Jahangir, "Effects of Memorizing Quran by Heart (Hifz) on Later Academic Achievement" *Journal of Islamic Studies and Culture*, Vol. 3 No.1 (June 2015), p. 59.

There were many virtues of the holy Qur'an which mentioned by Allah in the Qur'an itself. Allah said in the Qur'an :

وَنُزِّلُ مِنَ الْقُرْآنِ مَا هُوَ شِفَاءٌ وَرَحْمَةٌ لِّلْمُؤْمِنِينَ وَلَا يَزِيدُ الظَّالِمِينَ إِلَّا خَسَارًا ﴿٨٢﴾

“And We send down of the Qur'an that which is healing and mercy for the believers, but it does not increase the wrongdoers except in loss.” (Al-Israa' : 82)

Memorizing the holy Qur'an by heart can be said as encoding, storing and retrieving the text of Quran by practicing and reciting it again and again, a process known as *Hifz*.¹⁰ *Hifz* as well as academic achievement both involve enhanced memory capacity and storage.¹¹ *Hifz* involves first encoding the text of Qur'an by giving it attention, storing it by maintaining the encoded information and then retrieving the information from memory stores. Research studies reveal that memorizing and continue challenging the brain prevents memory loss as Alzheimer and since the *Hifz* of Quran requires that a person should not only memorize but to repeat and rehearse the text every day which results in sharpening of memory.¹² It turned out that in addition to including worship, memorizing the holy Qur'an also had many other benefits. One of those benefits was to increase the concentration and intelligence of the brain and improve human memory.

Nowadays, in Indonesia there were many Islamic schools or IT (*Islam Terpadu*) school which required their students to memorize the holy Qur'an with

¹⁰ *Op.Cit.*, Nazia Nawaz, p.58.

¹¹ *Ibid.*, p.59.

¹² *Loc.Cit.*

some determining target. Indonesian muslim parents in urban and rural areas were becoming more inclined to send their children to Islamic schools as they were confident that the institutions would help to build a good character among their children. But, most of them still did not know about the greatness of some Islamic schools in language teaching. Whereas, some Islamic schools also had good language teaching which can be seen in the program which required students to speak in other language like English and Arabic in a particular time.

One of those Islamic Schools especially in Lampung is SMP IT Az-Zahra Lampung which required the students to memorize 1 *Juz* in each semester and at least 5 *Juz* to pass the school.¹³ The preliminary research was conducted at the seventh grade students of SMP IT Az-Zahra to know the students' Qur'anic memorization and their vocabulary retention.

The results of this preliminary research is as follows:

Table 1.
The Students' Qur'anic Memorization of Seventh Grade of SMP IT Az-Zahra Lampung in 2017/ 2018 Academic Year

No	Qur'anic Memorization (<i>Juz</i>)	Total	Percentage
1	<2	1	5.6%
2	≥2	17	94.4%
Total		18	100%

Source : Data from *Tahfidz* teacher of SMP IT Az-Zahra in the academic year of 2017/2018. (See Appendix)

Based on the table above, it can be seen that students' Qur'anic memorization were good. Most of students had already memorized at least 2 *juz* and only one

¹³ Siti Nurhayati, *Tahfidz* Teacher of SMP IT Az-Zahra South Lampung, (*Interview*), on May 10th, 2018.

student whose memorized less than 2 *juz*. It meant that most of the students have met the requirement to pass the school.

In addition, the vocabulary test was given to the students to know their vocabulary retention. The test was a multiple choice test which consist of 20 items with four option (a,b,c and d). In this case, some qualification for vocabulary retention was used. According to the qualification, the students vocabulary retention was still low because most of students get the score in category fail.¹⁴

The result of the vocabulary test can be seen in the following table :

Table 1.1
The Students' Score of Vocabulary Retention of Seventh Grade of
SMP IT Az-Zahra Lampung in 2017/ 2018 Academic Year

Range	Qualification	Number of Students	Percentage
100 – 90	Excellent	-	0 %
89 – 80	Very Good	1	3.6 %
79 – 70	Good	4	14.3 %
69 – 60	Fair	7	25 %
59 or Fewer	Fail	16	57,1 %

However, from two tables above, we knew that there was unbalanced correlation of students' Qur'anic memorization and their vocabulary retention. Whereas, based on the result of Nawaz & Prof. Jahangir research, we knew that *Hifz* or memorizing the Holy Qur'an as well as academic achievement both involve enhanced memory capacity and storage. On the case of learning

¹⁴ Luis Villalobos "Rubrics : a Useful Tool for Assessing Students' Performance" (Online), available at: <https://www.slideshare.net/lavillal/rubrics-presentation> (Sep 9, 2010).

vocabulary, students need to use memory and memory can be trained by memorizing the holy Qur'an continuously. Therefore, this research was conducted to know whether actually there is a correlation between students' Qur'anic memorization and their vocabulary retention or not.

Furthermore, there were some previous researches which prove the relationship between Qur'anic memorization and academic achievement. One of the research was "*Hubungan Antara Hafalan Al-Qur'an dengan Prestasi Belajar Siswa Kelas IV Sekolah Dasar Islam As-Salam Malang*" which was conducted by Mazidatul Ilmia. In this research, she found the significant correlation between students' Qur'anic memorization and their learning achievement with a medium interpretation relationship.¹⁵ Moreover, a research which was conducted by Nazia Nawaz and Prof. Dr. Syeda Farhana Jahangir entitled "Effects of Memorizing Quran by Heart (Hifz) on Later Academic Achievement" also got a result that there was a significant difference in academic achievement of *Huffaz* (Qur'anic memorizers) before and after *Hifz* (memorizing the holy Qur'an). Moreover, the content analysis showed overall positive impacts on education and socio-cultural life of *Huffaz*.¹⁶

From the background above, this research was designed to be entitled "The Correlation between Students' Qur'anic Memorization and Their Vocabulary Retention (A Study at the Second Semester of the Seventh Grade Students of SMP IT Az-Zahra Lampung in 2017/2018 Academic Year)".

¹⁵ Mazidatul Ilmia, "Hubungan Antara Hafalan Al-Qur'an dengan Prestasi Belajar Siswa Kelas IV Sekolah Dasar Islam As-Salam Malang". (A Thesis for Degree of Bachelor of Islamic Elementary School Teachers' Education Program, Maulana Malik Ibrahim State University For Islamic Studies, Malang, 2016), p.70.

¹⁶ Nawaz & Prof. Jahangir, *Op.Cit.*, p.58.

B. Identification of the Problem

Based on the background of the research above, the problem of the research was identified as follows:

1. The students' Qur'anic memorization had been good enough.
2. The students' vocabulary retention was still low.

C. Limitation of the Problem

Based on the identification above, the problem of the research was limited on the finding of the correlation between students' Qur'anic memorization and their vocabulary retention.

D. Formulation of the Problem

Based on the background above, the formulation of the research question can be seen as follows:

Is there a correlation between students' Qur'anic memorization and their vocabulary retention at the second semester of the seventh grade students of SMP IT Az-Zahra Lampung in 2017/2018 academic year ?

E. Objective of the Research

The objective of the research was to know whether there is a correlation between students' Qur'anic memorization and their vocabulary retention.

F. Uses of the Research

The uses of the research were as follows:

1. Theoretically

To give information for the English and *Tahfidz* teacher about the correlation between students' Qur'anic memorization and their vocabulary retention.

2. Practically

To give information for the English and *Tahfidz* teacher, especially in SMP IT Az-Zahra, that students' Qur'anic memorization can be related to their vocabulary retention, and as the information for the further study.

G. Scope of the Research

To limit the scope of the research, the discussions were only as follows:

1. Subject of the Research

The subject of the research was at the second semester of the seventh grade of SMP IT Az-Zahra Lampung in 2017/2018 academic year.

2. Object of the Research

The object of the research is the correlation between students' Qur'anic memorization and their vocabulary retention.

3. Place of the Research

The place of the research was in SMP IT Az-Zahra Lampung in 2017/2018 academic year.

4. Time of the Research

The time of the research was at the second semester in 2017/2018 academic year.

CHAPTER II

THEORITICAL REVIEW

A. Frame of Theories

1. Teaching English as Foreign Language

According to Maxom, teaching English as foreign language or TEFL is presenting lessons which match with student level in an enjoyable way in order to produce students who can speak the language well.¹ It meant that teachers have to know the appropriate way to teach English as foreign language in the classroom. While teaching, teachers have to certain some points like the nature of the social interaction that was taking place, the nature of the language activity that was taking place, the mode by which the teacher was teaching, the materials which was used by the teacher, the possibility to tell whether one lesson was in some way which better than another.

Furthermore, Bambang says that TEFL is delivering knowledge from teacher to students for acquiring the target language.² Based on that definition, we can infer that whether people learn English as a second language or foreign language, they were learning a target language. There were two ways of developing ability in learning a target language such as acquisition and learning. Acquisition was defined as a subconscious process that was identical to the process used in first language acquisition, learning was defined as conscious knowing about a target

¹ Michelle Maxom, *Teaching English as Foreign Language for Dummies* (West Sussex: John Wiley & Sons, Ltd, 2009), pp. 20-22.

² Bambang Setiyadi, *Teaching English as Foreign Language* (Yogyakarta : Graha Ilmu, 2006), pp. 21-22.

language. While acquisition was taking place, language learners were not always aware of the result, they were not very concerned with grammatical rules they were just gaining a target language by living in the society where the language was used in their daily lives.

While according to Geoffrey, et. al. TEFL was giving language lessons which is matched with any factors that influenced students variety in learning.³ It can be seen that before presenting the materials to students, teachers should know students' condition. Knowing the important of teaching foreign language can also help teachers to improve their teaching performance. There were some reason that make teaching foreign languages in schools became an important thing. For example, by learning a foreign language we saw our own in perspective, we recognised that there were other ways of saying things, other ways of thinking, other patterns of emphasis. Learning a foreign language was also can open our view and develop our perceptual and affective.

Based on those explanation above, we can conclude that TEFL was the process of delivering language knowledge from teacher to students where the teacher was the main fasilitator to make student success in learning target language. The teacher should make a good environment in teaching and learning process. So, students will enjoy and comfort to study the target language. In TEFL, teachers should not only deliver the materials to their students but also they should engage them to be more active in the classroom. The main goal in TEFL was the students

³ Geoffrey Broughton, et. al., *Teaching English as Foreign Language* (2nd ed) (New York : Routledge education book, 2003), p. 7.

can get the target language and also understand about the social function of language.

2. Concept of Vocabulary

a. Definition of Vocabulary

Hornby quoted in Mofareh, defines vocabulary as the total number of words in a language, it is a list of words with their meanings.⁴ Vocabulary helped people to understand the meaning of the other people said and it will make them easier to communicate effectively. Communicate effectively meant that there was no misunderstanding between the speaker and the hearer. So, the hearer can get the point of what the speaker meant. Vocabulary was also essential in comprehending the books or articles which they need to read to improve their knowledge. It meant that vocabulary was also essential in the learning process.

While according to Neuman and Dwyer, vocabulary can be defined as words we must know to communicate effectively : words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).⁵ In foreign language learning, vocabulary was an important part because there was a clear connection between students' vocabulary retention and their performance of language skills. For example in speaking skill, the student who has a lot of vocabulary will be easier to speak up than the other one who had lack of vocabulary. Having enough vocabulary made the learners be able to express themselves correctly. Vocabulary

⁴ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught". *International Journal of Teaching and Education*, Vol. 3 No. 3 (2015), pp. 24-25

⁵ *Ibid.*, p. 24

knowledge also helped them to express their idea in asking or giving arguments, suggestions, etc.

Additionally, Diamond and Gutlohn suggest that vocabulary is the knowledge of words and their meanings.⁶ Vocabulary knowledge was something that can not be fully mastered. It was something that can be developed and deepened throughout one's life or it can be said that it was lifelong learning. The longer someone learned the language and used it, the more vocabulary he will get.

Based on the definitions above, vocabulary can be concluded as the total number of words in a language that we must know to communicate effectively. The words included words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

b. Aspects of Vocabulary

Thornbury said that in the most basic level, knowing a word involves knowing its form and its meaning.⁷ While according to Nation, English vocabulary is complex, with three main aspects related to form, meaning, and use.⁸ The *form* of a word involved its pronunciation (spoken form), spelling (written form), and any word parts that made up this particular item (such as a prefix, root, and suffix). *Meaning* encompasses the concept and what items it referred to, and the associations that come to mind when people thought about a specific word or expression. *Use*, involved the grammatical functions of the word or phrase,

⁶ Lanísia Helena Fortes Ferreira, *How to teach vocabulary effectively* (Praia, 2007), p. 11

⁷ Thornbury, *Op. Cit.*, p. 15.

⁸ Paul Nation, *Learning Vocabulary in Another Language* (New York : Cambridge University Press, 2001), p. 41.

collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.

Based on those two theories, there were three aspects of vocabulary. They were word formation, word meaning and word use. Nevertheless, the aspects of vocabulary were limited on the materials in the syllabus. Those aspects were word formation and word meaning.

c. Types of Vocabulary

Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

Stuart Webb said that receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.⁹

2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).¹⁰

⁹ Alqahtani, *Op.Cit*, p. 25.

¹⁰ *Ibid.*

While Thornbury said that there are words like *for*, *and*, *them*, *to* that mainly contribute to the grammatical structure of the sentence. These are called grammatical words or function words and are generally prepositions, conjunctions, determiners and pronouns. On the other hand, there are the content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs.¹¹

1) Noun

A noun is a word describing *who* or *what* in a sentence, it can be a person, place or thing.¹² While Wren and Martin stated that a noun is a word that names a person, a place, a thing, or an idea. Remember, a “thing” can be anything, an animal, a device, a point, an object, an event, and so on.¹³ Thus, a noun was a word that describing a person, a place, a thing, or an idea.

According to Frank, noun is classified into some types given below :

a) Proper nouns

Proper nouns are nouns that refer to specific entities. A proper noun begins with capital letter in writing. It includes :

- Personal names : Mr. John Smith
- Names of geographic units such as countries, cities, rivers, etc. : Holland, Paris
- Names of nationalities and religion : a Dutchman, Christianity
- Names of holidays : Easter, Thanksgiving Day
- Names of time units : Saturday, June

¹¹ Thornbury, *Op.Cit.*, pp. 3-4.

¹² *Grammar Handbook* (Minneapolis : Capella University) p. 4.

¹³ Wren and Martin, *English Grammar and Composition* (New Delhi : S. Chand and Company Ltd, 2000), p. 3.

- Words used for personification, a thing or abstraction treated as a person :
Nature, Liberty.¹⁴

b) Concrete Nouns

Concrete nouns is a word for physical object that can be perceived by the senses we can see, touch, smell the object.¹⁵ For example : *Steak, table, dog, Maria, salt, and wool*. Can I pet your *dog*? Please pass the *salt*. Your sweater is made of fine *wool*.

c) Abstract Nouns

An abstract noun is a word for a concept. It is an idea that exists in our minds only.¹⁶ More ethereal, theoretical concepts used abstract nouns to refer to them. Concepts like *freedom, love, power, and redemption* are all examples of abstract nouns. They *hate* us for our *freedom*. All you need was *love*. We must fight the *power*. In these sentences, the abstract nouns refer to concepts, ideas, philosophies, and other entities that cannot be concretely perceived.

d) Countable Nouns

A countable noun can usually be made plural by the addition of –s (one girl, two girls).¹⁷ To linguists, these countable nouns can occur in both single and plural forms, can be modified by numerals, and can co-occur with quantificational determiners like *many, most, more, several*, etc. For example, the noun *bike* was a countable noun. Consider the following sentence:

¹⁴ Marcella Frank, *Modern English a Practical Reference Guide* (New York : Prentice Hall inc, 1972), p. 6.

¹⁵ *Ibid.*

¹⁶ *Ibid.*, p.7.

¹⁷ *Ibid.*

There was a *bike* in that garage. In this example, the word *bike* was singular as it refers to one bike that was presently residing in a particular garage.

e) Uncountable Nouns

An uncountable noun is not used in the plural. Mass nouns form one type of uncountable noun. They are words for concrete objects stated in an undivided quantity (coffee, iron).¹⁸ For example, the word *clutter* was an uncountable noun. That garage was full of *clutter*. This sentence makes grammatical sense. However, the following example does not. That garage was full of *clutters*. Uncountable nouns can not take plural forms, and therefore a sentence containing the word *clutters* was ungrammatical. Substances, liquids, and powders were entities that were often signified by uncountable nouns such as *wood*, *sand*, *water*, and *flour*. Other examples would be *milk*, *air*, *furniture*, *freedom*, *rice*, and *intelligence*.

f) Collective Nouns

A collective noun is a word for a group of people, animals or objects considered as a single unit. Examples of collective nouns are audience, committee, class, crew, crowd, enemy, faculty, family, flock, folk, government, group, herd, jury, majority, minority, nation, orchestra, press, public, team.¹⁹

g) Compound Nouns

The term compound, as it is used for a part of speech, refers to a group of words. It usually two, but sometimes more joined together into one vocabulary unit that functions as a single part of speech.²⁰ Compound nouns can be words written together (closed form) such as *softball* and *toothpaste*, words that were

¹⁸ *Ibid.*

¹⁹ *Ibid.*

²⁰ *Ibid.*

hyphenated (hyphenated form) such as *six-pack* and *son-in-law*, or separate words (open form) such as *post office* and *upper class* that go together by meaning.

2) Verb

According to Wren and Martin, a verb is a word that expresses action or a state of being and is necessary to make a statement.²¹ Furthermore, a verb is a word used in a sentence to explain what a noun (a person, place, or thing) is doing or to explain what's being done to a noun. It's usually an *action* word, but a verb or set of verbs can also explain an *emotional/physiological response or action*, (like "feel") or a *mental action or state*, (like "think") or a *state of being*, which may not typically be noticed or seen by others.²² Hence, a verb was a word that can be used to explain what a person, place, or thing is doing even though such a word might not automatically come to mind when trying to think of a true action word.

According to Frank, verb is classified into some types given below :

a) Predicating or Linking Verb

A predicating verb is the chief word in the predicate that says something about the subject. The predicating word (or predicator) has traditionally been called a verb of "action".²³ Examples :

- She *needs* more money
- She *wrote* a letter
- The rose *smells* sweet

²¹ Wren and Martin, *English Grammar and Composition* (New Delhi : S. Chand and Company Ltd, 2000), p.65.

²² *Grammar Handbook* (Minneapolis : Capella University) p. 10.

²³ Frank , *Op.Cit.*, p. 48.

b) Transitive verb.

Transitive verb is an action verb that requires one or more objects which receive the action of the verb in the sentence. A transitive verb takes a direct object.²⁴

- She **reads** the book. (verb with the object '*the book*')
- He **gave** me a mobile phone. (verb with the object '*me*' and '*mobile phone*')
- I **saw** her in the market.
- Rifat **wants** a pen form Ryan.

c) Intransitive verb.

Intransitive verb is an action verb that requires no direct object in the sentence.²⁵ Examples :

- The baby **cries** loudly
- They **talked** for hours
- She **works** for a large firm in USA

d) Reflexive Verb

A reflexive verb requires one of the compounds with –self (reflexive pro-noun) as its object.²⁶ Transitive Verb which had a similar subject and a similar object was called a Reflexive Verb. Reflexive object's were: myself, ourselves, yourself, yourselves, himself, herself, itself, themselves, etc. Examples:

- The man cut wood himself.
- He worked out himself.
- You hurt yourselves.

²⁴ *Ibid.*, p. 49.

²⁵ *Ibid.*

²⁶ *Ibid.*, p. 50.

e) Auxiliary or Lexical Verb

Two or more words may be joined together into a single verb phrase that functions as the full verb of the predicate. The first part of the verb phrase is the auxiliary (or auxiliaries), and the second part is the lexical verb (will be, arriving).²⁷ The lexical verb carried the chief burden of semantic content .

Examples:

- *Shall* we start the game? (*Asking the question*)
- You *should* read the book attentively. (*Suggest*)
- *Would* you give a cup of coffee? (*request*)
- I *can* do the su? (*ability*)
- *May* I come in? (*permission*)
- I *used to* have tea in the evening. (*habit*)

f) Finite and Non-finite Verbs

Finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate. It is limited by all the grammatical properties a verb may have person, number, tense, voice, etc.²⁸ Examples :

- I saw her crying.
- He makes me proud.
- I will write a book in this month.
- The honey tastes sweet.
- They are doing a good job.

²⁷ *Ibid.*, pp.50-51.

²⁸ *Ibid.*

While non-finite verbs are incomplete verb forms that function as other parts of speech than verbs. They consist of the infinitive forms (to + the simple form of the verb) and the participial –ing or –ed forms.²⁹

Example:

- He likes to play football.
- I saw her crying.
- Swimming is good for health.

3) Adjective

Wren and Martin said that an adjective is a word that modifies a noun or pronoun by limiting its meaning. An adjective tells us what kind, which one, how many, or how much.³⁰ The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it.³¹ Thus, an adjective was word that modifies a noun or pronoun.

According to Wren and Martin, adjective might be divided into the following classes:

a) Adjectives of quality

Adjectives of quality or descriptive adjective show the kind or quality of a person or thing. Adjectives of quality answer the question : of what kind ?

Examples :

- Kolkata is a large city.

²⁹ *Ibid.*

³⁰ Wren and Martin, *English Grammar and Composition* (New Delhi : S. Chand and Company Ltd, 2000), p. 19.

³¹ *Ibid.*, p. 109.

- He is an honest man.

- She is a kind girl³²

b) Adjective of quantity

Adjectives of quantity show how much of a thing is meant. Adjectives of quantity answer the question: How much?

Examples :

- I ate some rice.
- He has lost all his wealth.
- You have no sense.
- He did not eat any rice.³³

c) Adjectives of number

Adjectives of number (or numeral adjectives) show how many persons or things are meant, or in what order a person or thing stands.

Examples :

- The hand has five fingers.
- Few cats like cold water.
- There are no pictures in this book.
- I have taught you many things.
- All men must die³⁴

d) Demonstrative adjectives

Demonstrative adjectives point out which person or thing is meant.

Demonstrative adjectives answer the question: Which ?

³² *Ibid.*, p.20.

³³ *Ibid.*

³⁴ *Ibid.*

Examples :

- This boy is stronger than Hari.
- That boy is industrious.
- These mangoes are sour.
- Those rascals must be punished.³⁵

4) Adverb

An adverb is a word that modifies a verb, an adjective, or another adverb by making its meaning more specific.³⁶ Furthermore, adverbs are modifiers of verbs, adjectives, other adverbs, or sentences. They are used to enhance one of these types of words or a sentence. For instance, adverbs modifying verbs often answer questions, such as: How? When? Where? Why? To what degree? Or to what extent of quality/quantity?³⁷ Thus, adverbs were words that modify verbs, adjectives, other adverbs, or sentences.

According to Marcella Frank, adverb is divided into some types :

a) Place and direction

Among the adverbs of place and direction may be included some prepositional forms appearing after the verb. Examples :

- He came in
- They walked down

³⁵ *Ibid.*, p.21.

³⁶ *Ibid.*, p. 118.

³⁷ *Grammar Handbook* (Minneapolis : Capella University) p. 15

b) Adverbs of manner

Adverbs of manner are used to tell us the way or how something is done. An adverb can be added to a verb to modify its meaning.³⁸ For example :

- She plays piano.

An adverb of manner can be added to the verb (play) to modify its meaning and give us more information on how she plays piano.

- She plays piano **beautifully**.
- She plays piano **softly**.

c) Adverbs of time

Adverbs of time tell us **when** an action happened, but also **for how long**, and **how often**. Adverbs of time are invariable. They are extremely common in English. Adverbs of time have standard positions in a sentence depending on what the adverb of time is telling us. Examples :

- Goldilocks went to the Bears' house **yesterday**.
- I'm going to tidy my room **tomorrow**.
- I saw Sally **today**.

d) Intensifying Adverb

Intensifying adverb is divided into adverb of degree and distinguishing adverb. Adverb of degree denoting how much with respect to adjectives or adverbs.³⁹

Examples :

- I feel so terribly
- The movie was pretty bad

³⁸ Frank, *Op. Cit.*, p.141.

³⁹ Frank, *Op.Cit.*, p. 142.

While distinguishing adverb emphasize particular words or grammatical constructions such as : especially, even, just, merely, etc.⁴⁰ Examples :

- **Only** she could not come. **Even** they come late.
- **Even** John agree to come. We order two dozen roses, **not** one dozen.

e) Adverb of Sentence

These adverbs often have loose grammatical connection with the rest of the sentence, and are looked upon as modifying the whole sentence rather than the verb : **fortunately , presumably, actually, obviously, evidently.**⁴¹ Examples :

- They **obviously** will not finish on time.
- He **evidently** thinks that he can do no wrong.

f) Conjunctive Adverb

These adverbs establish a relationship between one sentence or clause and the preceding sentence or clause. Conjunctive adverbs indicate such as relationship as result (**therefore, accordingly**) addition (**moreover, besides**), contrast (**however, nevertheless**), condition (**otherwise**), time (**then**). Examples :

- I have a great deal of work to do. **Therefore** I must go to the office on Sunday.
- He quit his job. He needs to look for work **therefore**.

In short, vocabulary can be classified as noun, verb, adjective, and adverb. In this research, The research will focus on words in vocabulary retention based on the syllabus used by the English teacher. The types of vocabulary were limited on noun, verb and adjective. Furthermore, the type of noun were also limited on proper noun, and countable or uncountable noun. The types of verb on transitive

⁴⁰ *Ibid.*, p. 143.

⁴¹ *Ibid.*, p, 144.

or intransitive verb, and auxiliary or linking verb. The types of adjective on adjectives of quality.

d. Vocabulary Retention

According to Hafeez and Amir, retention is the storage of encoded information in the brain.⁴² Retention is an ability to retain things in mind.⁴³ Retention had role which used to store encoded events and information. Those encoded events and information would be useful further. Thus, it could be recalled later.

While Cabeza said that retention is the capability to hold information in the brain for various durations, depending upon the type of memory and stimulus, repetition in recall, levels of attention and emotion.⁴⁴ Retention is the fact of keeping something in one's memory.⁴⁵ Retention was closely related to the memory. As human memory had a limited capacity, it was crucial to determine the information of interest to be encoded and subsequently retained.

Based on those explanations, vocabulary retention was the storage of encoded information about the total number of words in a language.

⁴² Hafeez Ullah Amin and Aamir Malik, "Memory Retention and Recall Process" Research Gate EEG ERP Analysis, (2014) p. 221

⁴³ Merriam-Webster dictionary "Definition of Retention" (On-line) available at: <https://www.merriam-webster.com/dictionary/retention> (October 1, 2018)

⁴⁴ Hafeezullah Amin and Aamir S. Malik, "Human memory retention and recall processes" a review of EEG and fMRI studies, *Vol. 18 No. 4*, (2013), p.331.

⁴⁵ Oxford Dictionary "Definition of Retention in English" (On-line) available at: <https://en.oxforddictionaries.com/definition/retention> (October 1, 2018)

3. Theory of Memory

According to Amstrong, memory is a complicated process whereby images, sounds, ideas, words, phrases, and even times and places are encoded, so we can recall them later.⁴⁶ Memory helped us to remember all kinds of information such as some important informations about knowledge, personal memories, etc. It was important in creating and developing human personality. So, memory was one of the most important cognitive functions in a human's life.

While Yingxu Wang said that memory is the physiological organs or networked neural clusters in the brain for retaining and retrieving information.⁴⁷ Memory played a big role in human life. It allowed us to remember skills or everything that we have learned, or retrieve the important informations that were stored in the brain, or recall such valuable moment that happened in the past. Memory also organizes information so that when we retrieve it, we can apply that information in the proper context and use it in the current activity we are involved in. Memory contributes to the type of human personality.

Based on the previous explanation, we can infer that memory was a physiological organs or networked neural clusters in the brain whereby images, sounds, ideas, words, phrases, and even times and places were encoded, so we can recalled them later for retaining and retrieving information.

⁴⁶ Eric Armstrong, *Memorization & Practice* (York University : Department of Theatre) p.1

⁴⁷ Yingxu Wang, "Formal Description of the Cognitive Process of Memorization" Schulich School of Engineering, University of Calgary, p.81.

4. Theory of Memorization

According to Harmer, memorization is one of some ways to develop vocabulary retention.⁴⁸ While Goldstien says that memorization is the process involve in retaining, retrieving and using information about stimuli, images, events, ideas, and skills after the original information is no longer present.⁴⁹ Memorization was an important task for training human brain to remember things. Memorization can train the brain, giving it strength to retain more information. Memorization of passages or anything over time (rather than cramming) was a very effective way to make brain more receptive to remembering.

Memorization is a cognitive process of the brain at the meta-cognitive layer that establishes (encodes and retains) and reconstructs (retrieves and decodes) information in long-term memory.⁵⁰ Someone who were required to memorize from an early age often go on to have more capacity to focus. It happened because they were trained to be focus on memorizing something, so, they will get used to be focus on other things.

Based on the explanation of memorization above, memorization was a cognitive process of the brain at the meta-cognitive layer involved in retaining, retrieving and using information about stimuli, images, events, ideas, and skills after the original information was no longer present.

⁴⁸Aswal Syarifudin, Rismaya Marbun, Dewi Novita, "An Analysis of Students' Vocabulary Mastery A Descriptive Study On The MTS" *Jurnal Pendidikan dan Pembelajaran*, Vol. 3 No. 9, (2014), p.5.

⁴⁹Zarina Binti Mohamed, "Qur'anic Memorization: Exploring The Cognitive Processes Among The Huffaz" (A dissertation submitted in fulfilment of the requirement for the degree of Masters of Education of Institute of Education International Islamic University Malaysia, 2014), p.11.

⁵⁰Wang, *Op.Cit.*, p. 2.

5. Theory of Qur'anic Memorization

Qur'anic memorization is the effort to retain the content of the Qur'an in the heart of the memorizer.⁵¹ *Al-Qur'an* is a book of divine guidance and direction for mankind that revealed at intervals on different occasions during the prophet's life. It address not only issues related to faith but also other issues related to life events and incidents that serve as general rulings for muslims life.⁵² *Al-Qur'an* was the distinction that distinguishes what was right or wrong, good or bad. It was also a guide for all mankind for the good of life in this world and the hereafter. All muslims believe that the Qur'an was complete and anyone who follows the instructions inside will survive in the world and the hereafter. Muslims also believe that memorizing the holy Qur'an can give the benefits for them including in education field. So, muslims were vying to learn it. Whether by reading, understanding or memorizing it.

While Nazia and Prof. Syeda said that memorizing the holy Qur'an by heart can be said as encoding, storing and retrieving the text of Quran by practicing and reciting it again and again, a process known as *Hifz*.⁵³ Memorizing the Qur'an was a commitment that expresses one's effort to please Allah because as Muslims, we believe that the Qur'an is the speech of Allah. The process of memorizing the Qur'an stressed the effort to preserve the authenticity of the Qur'an as its passes through generations. The uniqueness of the process of memorizing Qur'an was the

⁵¹ Zarina, *Op.Cit.*, p. 12.

⁵² Esam Eltigani Mohamed Ibrahim, Mohd Shah Jani, Alizi bin Alias, et.al., "Interaction with the Qur'an and and Self regulated learning Vis-a-Vis Academic Achievement of Undergraduate Students" *International of Current Research and Academic Review*, Vol. 3 No. 9 (September 2015), pp. 190-191.

⁵³ Nazia Nawaz & Prof. Dr. Syeda Farhana Jahangir, "Effect of Memorizing" *Journal of Islamic Studies and Culture*, Vol. 3 No.1 (June 2015), p.58.

underlying belief that succeeding to memorize the Qur'an does not solely depend on the memorizer's effort but more importantly on the permission of Allah. The reason being was that the Qur'an was not a normal book but a divine book consisting of revelations from Allah.

From those explanation, Qur'anic memorization was the effort in encoding, storing and retrieving the content of the Qur'an in the heart by practicing and reciting it again and again.

6. Technique of Qur'anic Memorization

According to Al-Hafidz (2005), the techniques practiced in the most of *Pondok Pesantren Tahfidz* in Indonesia include :

a. Wahdah Method

Wahdah method is memorizing the Qur'an one verse at a time. The term *wahdah* is derived from the Arabic word, "wahid", which means one. This method teaches respondents to memorize every single verse, one by one. The step is the verse is read ten times or more. So, this procedure will proceed in shaping the shadow. After the verse has been fluently memorized, it could be continued to memorize the next verse until to the end of a page. This method requires memorizing well on one page in one day until the tongue could naturally produce the Qur'an from pure memory.

b. Kitabah Method

Kitabah method is memorizing the verse through writing. This alternative method is also used to memorize the Qur'an. Using this method, the student takes the first step of memorizing that is conducted by writing and secondly memorizes

the verse which he had written. Then, those verses must be fluently memorized without any mistake upon its recitation.

c. *Sama'i* Method

Sama'i method is memorizing through listening. It is to memorize the verse by listening to the teacher's reading. This method is very effective especially for someone who has strong memory. This method is very appropriate especially for those who have weak visualization, the illiterate and young children who are not familiar with the recitation of the Qur'an.

d. *Jama'* Method

Jama' method is a method of memorizing the Qur'an which is performed by students and teachers collectively. They together recite and memorize the Qur'an at the same time and place.⁵⁴

7. Correlation between Qur'anic Memorization and Vocabulary Retention

The cognitive process involved in Qur'anic memorization is referred to as the theoretical framework proposed by Atkinson & Shiffrin (1968) which is known as the Information Processing Approach (IPA) on memory.⁵⁵ In regard to the theoretical frameworks (IPA), the cognitive processes are explained in three important stages; Sensory memory, Short-Term Memory (STM) and Long-Term Memory.

⁵⁴ Muhammad Ikhwanuddin, Che Noraini Hashim, "Relationship between Memorization Technique, Mastery of the Arabic Language and Understanding of the Qur'an" *IIUM Journal of Educational Studies*, Vol.2 No. 2 (2014), pp. 85-86.

⁵⁵ Zarina, *Op.Cit.*, p.11.

The following is the elaboration of the three stages of memory:

a. Sensory Memory

At this point, our senses are exposed to various environmental stimuli and acted as The initial medium that is responsible to transfer the information to our brain to be processed further. The sensory memory provides brief storage of information from the environment in its sensory form.⁵⁶ The process of Qur’anic memorization usually began with the process of *Qira’ah*. The word *qira’ah* originates from the word *qara’a – yaqra’u* which literally means “reading”. In this stage, the *huffaz* read the verses that will be memorized by them to make they familiar with the verses. It is an early stage to increase their memorization of the Qur’an. The *huffaz* usually use their visual and auditory sense in this stage.

While in memorizing vocabulary, the students should read or hear the word that will be memorized by them. Normally, the teacher will explain the pronunciation of the words or the students learn how to pronounce the words by themselves by consulting their dictionary. Reading or hearing the new vocabularies will make the students easier to memorize those vocabularies. During the process of *qira’ah* (in memorizing the Qur’an) and reading or hearing the new vocabularies (in memorizing vocabulary), the sensory memory system was activated. When student read the holy Qur’an or the new vocabularies, the student was actually engaged in the process of coding the sound of the recitation into his echoic memory. Echoic memory was defined as a brief sensory memory for auditory inputs that last only in fraction of second if it was not attended to.

⁵⁶ *Ibid.*, p.16

b. Short-Term Memory (STM)

According to Rendall, working memory also called by some scholars short-term memory, is the specialized brain function involved in putting together units of information and making sense of data. It carries out a function which holds images and ideas temporarily while new images and ideas are added.⁵⁷ While, Goldstein (2011) indicated that STM is the system that is able to store small amount of information in a brief period of time.⁵⁸ At this stage of information processing, our memory system was active. STM processes the information from sensory memory, encodes and transfers it to long-term memory (LTM). In memorizing the holy Qur'an, there was a term called by *ziyadah*. The word *ziyadah* originates from the word *zaada – yaziiduu* which literally meant “increasing”. *Ziyadah* was a rehearsal by the *Huffaz* whereby they try to remember the verses by repeating it over and over again. In memorizing vocabulary, there was a common term like “vocabulary enrichment”. Vocabulary enrichment was used to increase the students vocabulary retention.

There were three types of coding in STM. Auditory Coding was happened when human received information in the form of sound such as voice, music, etc. Visual Coding, when information was presented through our vision like we see the phone number, etc. Semantic Coding, when we understood the meaning of the information presented to us.⁵⁹ In auditory coding, the *huffaz* usually listen an audio which contained of Qur'anic recitation. The audio called by *murrotal*.

⁵⁷ Jorge Fernandez Jubera, “Working Memory and Phonological Short-term Memory in Second Language Learning” (Universidad de La Rioja : Servicio de Publicaciones, 2016), p.5.

⁵⁸ Zarina, *Op.Cit.*, p.17.

⁵⁹ *Ibid.*

While in memorizing vocabulary, the students usually listen an audio. The audio can be a conversation, lecturing, story, etc. which contain some new vocabularies.

In visual coding, the *huffaz* usually used the holy Qur'an or called by *mushaf* to read it over and over again. While in memorizing vocabulary, the students can use their dictionary to read the words over and over again in order to memorize those words. The last, in semantic coding, the *huffaz* tried to understand the meaning of the holy Qur'an to make them easier to memorized it and keep the memorization. It also happened in the students when they wanted to memorize some new vocabularies. They will also try to understand the meaning of those words to make them easier to memorize.

c. Long-Term Memory (LTM)

Long-term memory is defined as a large storage of knowledge. Its function is to retrieve the necessary information when required.⁶⁰ While according to Goldstein, long-term memory (LTM) is like an archive of information that we gain throughout our life. LTM has an unlimited capacity of storage but the retrieval process of the information from LTM depends on how the information is encoded from the STM.⁶¹ In this stage, the *huffaz* try to repeat their Qur'anic memorization by reciting the verses without see the *mushaf*. This process was called by *muraja'ah*. The word *muraja'ah* originated from the word *raja'a* – *yarji'u* which literally meant “coming back”. *Muraja'ah* or repetition was the key of retention process in Qur'anic memorization. Thus, the *huffaz* should have an accumulative repetition to strengthen their memorization. In memorizing

⁶⁰ Jubera, *Op.Cit.*, p.5.

⁶¹ Zarina, *Op.Cit.*, p.17.

vocabulary, the students should make a repetition to strengthen their memorization also. It can be done by using their memorized vocabulary in their daily activities. For example, they used English when they had a conversation with their friends.

B. Frame of Thinking

Memorization was a cognitive process of the brain at the meta-cognitive layer involve in retaining, retrieving and using information about stimuli, images, events, ideas, and skills after the original information is no longer present. While Qur'anic memorization was the effort in encoding, storing and retrieving the content of the Qur'an in the heart by practicing and reciting it again and again.

Based on a research which was conducted by Nazia Nawaz & Prof. Dr. Jahangir, there was a result that memorizing the holy Qur'an or *Hifz*, as well as academic achievement both involves enhanced memory capacity and storage. The results revealed a significant difference in academic achievement of *Huffaz* (Qur'an memorizer) before and after *Hifz*. Moreover the content analysis showed overall positive impacts on education and socio-cultural life of *Huffaz*.

On the case of mastering vocabulary, students need to use their memory as good as possible. Students need to memorize some new vocabularies for use it later when they learning English or in the daily activities. So, having good memory capacity will be useful for them. While, as the explanation before, memory can be exercised and to gain a perfect memory, we have to train it continuously. Meanwhile, as a muslim, we have a special way that we can do to train our memory. The way is memorizing the holy Qur'an.

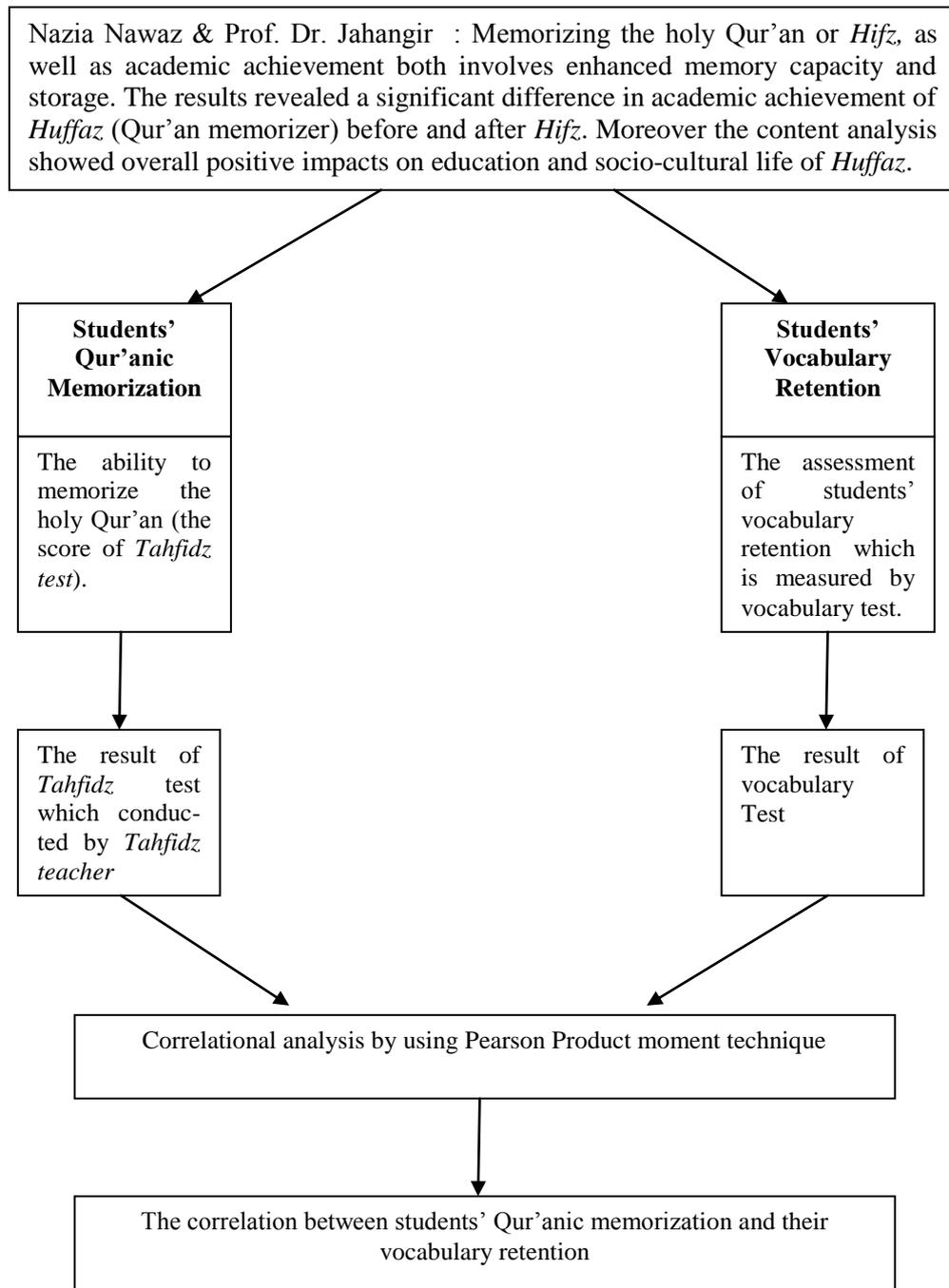
Memorizing the holy Qur'an can be used to train human memory because this process involves first encoding the text of Qur'an by giving it attention, storing it by maintaining the encoded information and then retrieving the information from memory stores. In Islamic school especially in SMP IT Az-Zahra, the students should repeat and rehearse the text of the holy Qur'an which they have memorized. This activity was called by *murajaah*. The process of *murajaah* will result in sharpening of memory.

In order to find out the correlation between students' Qur'anic memorization and their vocabulary retention, the data were collected from students' Qur'anic memorization score from the *tahfidz* teacher. While, for vocabulary retention, the data were collected from the result of their vocabulary retention test. The test was arranged by adjusting the syllabus.

Then, after all of the data have been collected, the correlational analysis was conducted to the data to find out whether there was a correlation between students' Qur'anic memorization and their vocabulary retention or not. The technique which was used in this research was *Pearson Product Moment Analysis*.

The Frame of thinking can be seen in the following scheme:

Frame of Thinking



C. Hypothesis

The hypotheses that can be proposed in this research were as follow:

1. H_a : There was a correlation between students' Qur'anic memorization and their vocabulary retention at the second semester of seventh grade students of SMP IT Az-Zahra Lampung in 2017/2018 academic year.
2. H_o : There was no correlation between students' Qur'anic memorization and their vocabulary retention at the second semester of seventh grade students of SMP IT Az-Zahra Lampung in 2017/2018 academic year.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Creswell, research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.¹ In this research, a correlational research design was used. Bordens and Abbot state that correlational research is to determine whether two (or more) variables and to establish the directions, magnitudes, and forms of the observed relationships.² In this research, two variables were associated, variable X and Y. Variable X was the students' Qur'anic memorization and variable Y was the students' vocabulary retention.

B. Variable of the Research

Variable is a concept which can take on different quantitative values. If one variable depends upon or is a consequence of the other variable, it is termed as a dependent variable, and the variable that is antecedent to the dependent variable is termed as an independent variable.³ There were two kind of variables, they were independent variable and dependent variable. According to Yogesh, independent variable is an experiment is conducted to examine the effect of a variable or treatment. While dependent variable is the basis on which the effectiveness of

¹ John W. Creswell, *Research Design* (London : Sage Publication, 2009), p. 3

² Kenneth S, Bodens, Bruce B. Abbot, *Research Design and Methods* (New York: McGraw-Hill Companies Inc, 2011), p. 104.

³ C.R. Kothari, *Research Methodology : Methods and Techniques* (New Delhi : New Age International, 2004), p.33-34

the experimental variable is established or studied.⁴ The variables of this research were as follow:

1. The Independent variable of this research was students' Qur'anic memorization (X).
2. The dependent variable of this research was students' vocabulary retention (Y).

C. Population, Sample and Sampling Technique

1. Population

Population is the wider group of individuals about which the researcher wants to make statements.⁵ While according to Ary, a population is defined as all members of any well-defined class of people, events, or objects.⁶ Thus, population was all members of any well-defined class of people, events, or objects which the researcher wants to make statements. The population of this research was all of the students of SMP IT Az-Zahra Lampung in 2017/2018 academic year which consisted of 62 students. The population of this research can be seen in Table 3.

Table 3.

The Population of the Students of SMP IT Az-Zahra Lampung in 2017/2018

Academic Year

No	Class	Number of Students
1	VII	28
2	VIII	16

⁴ Yogesh Kumar Sigh, *Fundamental of Research Methodology and Statistics* (New Delhi : New Age International Limited Publishers, 2006), p. 136

⁵ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, *Methods for Educational Research : From Theory to Practice* (San Francisco: Jossey-bass, 2010), p. 140

⁶ Donald Ary, Lucy Cheser Jacobs, *Introduction to Research in Education* (Wadsworth : Nelson Education, 2010), p. 148

3	IX	18
Total		62

Source : Document of SMP IT Az-Zahra South Lampung in the Academic Year of 2017/2018

2. Sampling Technique

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgement or inference about the aggregate or totality is made.⁷ According to Ary, there are two major types of sampling procedures are available to researchers: probability and nonprobability sampling.⁸ In this research, cluster sampling was used. It was part of probability sampling. Cluster sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters).⁹ Cluster sampling occurs when the population is already divided into natural, preexisting groups. A cluster could be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and so on.¹⁰ The procedures of cluster sampling were as follows:

- a) First, the name of classes will be written in some small pieces of paper.
- b) Second, the paper will be rolled and put into a box.
- c) Third, the box will be shaken.

⁷ Kothari, *Op.Cit*, p. 152

⁸ Ary, *Op. Cit.*, pp. 149-150

⁹ *Ibid.*, p. 637

¹⁰ James Schreiber, Kimberly Asner-Self, *Educational Research* (Hoboken : John Wiley & Sons, 2011), p. 89

d) The paper which was taken from the box will be the sample.

3. Sample

Sample is the smaller group actually they study.¹¹ While Ary says that a sample is a portion of a population.¹² Sample is a group selected from a population for observation in a study.¹³ Therefore, sample was a portion of a population which actually be studied by the researcher. In this research, the sample was gotten by using cluster sampling. The sample of this research was all the students of the seventh grade of SMP IT Az-Zahra Lampung which consisted of 28 students.

D. Data Collecting Technique

In order to gain the data of students' Qur'anic memorization and their vocabulary retention, some data collecting techniques were used as follows:

1. Archival data of students Qur'anic memorization

Another approach to correlational research is the use of archival data, which are data that have already been collected for some other purpose.¹⁴ Archival data is usually use in non-experimental research where the researcher use existing records and select portions of the records to examine.¹⁵ Archival data of students' Qur'anic memorization which obtained from the *Tahfidz* teacher in SMP IT Az-Zahra Lampung was used in this research.

¹¹ Meredith D. Gall, Joyce P. Gall, Walter R. Borg, *Educational Research* (Boston: Allyn & Bacon, 2002), p. 167

¹² Ary, *Op. Cit.*, p. 148

¹³ *Ibid.*, p. 649

¹⁴ Psychology Research Methods: Core Skills and Concepts p. 175

¹⁵ Jennifer M. Bonds Raacke and John D. Raacke, *Research Methods : are you equipped* (Kendall Hunt Publishing, 2014), p. 68

2. Test on students' vocabulary retention

The test was given to know the students' vocabulary retention. Test was an often formalised (collection of) tasks, designed to determine a test taker's ability, knowledge or intelligence. The test was a multiple choice test which consisted of 40 items and 4 options (a,b,c, and d) before validity and 25 items after validity.

E. Procedure of the Research

In this research, there were some steps as follows:

1. Planning

Before the procedure was applied, some plans were made to run the application well. The procedures of making planning of this research can be seen as follows:

a. Determining the population

All students of the second semester of SMP IT Az-Zahra were choosed as the population of this research.

b. Finding the sample

In this research, cluster sampling was used and the seventh grade students which consisted of 28 students were gotten as the sample of this research.

c. Preparing try out test

The test was used for gaining the students' vocabulary retention score. Therefore, a kind of test that called by try out test was prepared to the students. The total number of the test was 40 items. Then, the test items were evaluated to get good items that will be tested to students.

d. Preparing the test

The vocabulary test was prepared for the students. The test was already been in try out.

2. Application

After made the planning, the research procedures that had already been planned were applied. There were some steps in doing this research. They were:

- a. First, the try out test was given to the students at the seventh grade of SMP IT Al-Mujtama' South Lampung, who were out of the sample of this research.
- b. Second, the vocabulary test was given to students. This test was multiple choice with 4 options (a,b,c, and d). The total of the test items were determined by the validity and the reliability analysis of the try out test.
- c. Third, the archival data of students' Qur'anic memorization score was obtained of the *Tahfidz* teacher of SMP IT Az-Zahra Lampung.

3. Reporting

The last point of this research was reporting. There were some steps which were done in reporting. The steps were as follows:

- a. Analyzing the data that was received from the try out test.
- b. Analyzing the data that was received from the test.
- c. Analyzing the data that was received from the archival data.
- d. Making the report of the result found in the research.

F. Research Instrument

The instrument was a tool which was used to gain the data in the research. In this research, the test was used as the instrument to collect the data of students'

vocabulary retention. The total number of vocabulary test before validity were 40 items. Each number was followed by four options (a,b,c, and d). The specification of the test items were as follows:

Table 3.1
The Items of Vocabulary test for the Seventh Grade Before Validity

No	Aspect	Subject		Item number		Total
				Odd	Even	
1	Word Formation	Noun	Proper	7, 37, 17	4, 8, 26	6
			Countable / Uncountable	1, 5, 11	22, 24	5
		Verb	Transitive / intransitive	9, 13	6, 20, 38	5
			Auxiliary / Lexical	23, 31	16, 30	4
		Adjective	Adjectives of Quality	3, 33, 25	28, 36, 40	6
2	Word Meaning	Noun	Proper	29	14	2
			Countable / Uncountable	21	34	2
		Verb	Transitive / intransitive	19, 35	12	3
			Auxiliary / Lexical	27	2, 18	3
		Adjective	Adjectives of Quality	15, 39	10, 32	4
Total				20	20	40
				40		

After validity and reliability test, some items which were not valid were eliminated and got 25 valid items. The specification of the test items were as follows:

Table 3.2
The Items of Vocabulary test for the Seventh Grade After Validity

No	Aspect	Subject		Item number		Total
				Odd	Even	
1	Word Formation	Noun	Proper	5, 9,	6, 16, 20	5
			Countable / Uncountable	1, 13, 19	12, 22	5
		Verb	Transitive / intransitive	11, 15, 23	2, 4, 10, 14	7
			Auxiliary / Lexical	7, 17	24	3
		Adjective	Adjectives of Quality	3, 21	8, 18	4
2	Word Meaning	Noun	Proper	-	-	
			Countable / Uncountable	-	-	
		Verb	Transitive / intransitive	-	-	
			Auxiliary / Lexical	-	-	
		Adjective	Adjectives of Quality	25	-	1
Total				13	12	25
				25		

G. Scoring Procedure

Before getting the score, the procedure used in scoring the students' work was determined. In order to do that, Arikunto's formula was used. The score of vocabulary test will be calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes :

S = Score of the test

r = Total of right answer

n = Total items

H. Try Out

The test instrument of vocabulary retention was tried out before the instrument was used. This was intent to know the validity and reliability of the instrument. The validity and reliability were measured by trying out the instrument to the students at the seventh grade of SMP IT Al-Mujtama' South Lampung, who were out of sample of this research. There were some reasons in choosing the students of SMP IT Al-Mujtama' as the subject of try out test :

1. Those schools were under the same director, Mr. Faiz Ibrohim, S.Pd.I.
2. The students were taught by 2006 curriculum.
3. There were some same programs between SMP IT Az-Zahra and SMP IT Al-Mujtama'.

I. Validity of the Test

According to Thorndike and Hagen, validity refers to the extent to which a test measures what we actually wish to measure.¹⁶ While Kothari said that validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure.¹⁷ Thus, validity was most critical criterion and indicates the degree to which an instrument or test measured what we actually wish to measure. In this research, there were some aspects to be considered to measure validity of the test.

1. Content validity

According to Kothari, content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. If the instrument contains a representative sample of the universe, the content validity is good.¹⁸ To get the content validity, the test was adapted with the students' book, that was the test was suited with the material that to be taught to the students. In other word, the test was made based on the material in 2006 of English curriculum for Junior High School. To know whether the test had a good validity, the items of the test were discussed with the English teacher of SMP IT Az-Zahra Lampung.

2. Construct validity

Construct validity is the most complex and abstract. A measure is said to possess construct validity to the degree that it confirms to predicted correlations

¹⁶ Robert L. Thorndike And Elizabeth Hagen, *Measurement And Evaluation In Psychology And Education*, 3rd Ed., p. 162.

¹⁷ Kothari, *Op.Cit*, p.73

¹⁸ *Ibid.*,

with other theoretical propositions.¹⁹ Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.²⁰ Thus, the items should really measured the students vocabulary retention. To know whether the test had a good construct validity or not, the items of the test were consulted to the English teacher of SMP IT Az-Zahra Lampung.

3. Item Validity

Item validity was used to measure whether the items of the test were valid or not. In this research, *Anatest* was used to calculate the data which were taken from the try out.

J. Reliability of the Test

According to Moser and Kalton, if a research tool is consistent and stable, hence predictable and accurate, it is said to be reliable. The greater the degree of consistency and stability in an instrument, the greater its reliability.²¹ While Ary said that the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.²²

A measuring instrument is reliable if it provides consistent results. Reliable measuring instrument does contribute to validity, but a reliable instrument need not be a valid instrument.²³ In this research, *Anatest* was used to calculate the reliability of the test.

¹⁹ Kothari, *Op.Cit.*, p. 74

²⁰ *Ibid.*,

²¹ Ranjit Kumar, *Research Methodology* (London : Sage Publication, 2011), p. 168

²² Ary, *Op.Cit.*, p. 236

²³ Kothari, *Op.Cit.*, p. 74

Below were the criteria of reliability test :

0.800 – 1000 : Very high

0.600 – 0.800 : High

0.400 - 0.600 : Medium

0.200 – 0.400 : Low

0.00 – 0.200 : Very low

K. Data Analysis and Interpretation

To analyze the data, parametric statistic was used. In the parametric statistic, there were some assumptions which must be fulfilled, they were normality and homogeneity test.

1. Fulfillment of the Assumption

a. Normality of the Test

Normality test was used to know whether the data had a normal distribution or not. When the data had been collected, the normality test was applied. In this research, statistical computation by using SPSS (*Statistical Package for Social Science*) was used for normality test.

The hypotheses for normality test were formulated below :

H_a : The data are normally distributed

H_o : The data are not normally distributed

While the criteria of acceptance or rejection of normality test were as follows:

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.0$

b. Homogeneity of the Test

After the data was analyzed in the normality test, the homogeneity test was determined. This test was intended to test whether the data obtained from the homogenous sample or not. In this research, statistical computation by using SPSS was used for homogeneity test.

The hypotheses for the homogeneity test were formulated as follows:

H_a : The variance of the data are homogenous

H_o : The variance of the data are not homogenous

While the criteria of acceptance or rejection of homogeneity test were as follows:

H_a is accepted if $\text{Sig.} > \alpha = 0.05$

H_o is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

Hypothesis may be defined as a proposition or a set of proposition set forth as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established facts.²⁴ The hypothetical test was very important to find whether or not the alternative hypothesis (H_a) or null hypothesis (H_o) was accepted in this research. In this research, statistical computation by using SPSS was used for hypothetical test.

²⁴ Kothari, *Op.Cit*, p. 73

The hypotheses were:

H_a : There is a correlation between students' Qur'anic memorization and their vocabulary retention at the second semester of seventh grade students of SMP IT Az-Zahra Lampung in 2017/2018 academic year.

H_o : There is no correlation between students' Qur'anic memorization and their vocabulary retention at the second semester of seventh grade students of SMP IT Az-Zahra Lampung in 2017/2018 academic year.

While the criteria of the hypothetical test were:

H_a is accepted if $\text{Sig} (p_{\text{value}}) \leq \alpha = 0.05$

H_o is accepted if $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

To know the interpretation of the correlation of students' Qur'anic memorization and their vocabulary retention, the used the criteria as the following table:

Table 3.2

r Value Interpretation²⁵

0.800 – 1.000	Very High Correlation
0.600 – 0.800	High Correlation
0.400 – 0.600	Medium Correlation
0.200 – 0.400	Low Correlation

²⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2014) p. 319

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The research was aimed to know whether there was a correlation between students' Qur'anic memorization and their vocabulary retention. The research was conducted at the second semester of the seventh grade at SMP IT Az-Zahra Lampung. The total number of the sample was 28 students. In this case, cluster sampling was used when choosing the sample. Furthermore, the instrument of this research was vocabulary test. Meanwhile, to get the students' Qur'anic memorization score, the data of Qur'anic memorization test which was conducted by the *Tahfidz* teacher was used.

1. Result of Qur'anic Memorization Test

The Qur'anic memorization test was conducted by the *Tahfidz* teacher. The test was administered in order to know the students' Qur'anic memorization. The test was conducted on Saturday, June 2nd, 2018. The data counted by using SPSS (*Statistical Package for Social Science*). The score of the students Qur'anic memorization that were tested could be seen in Figure 1.

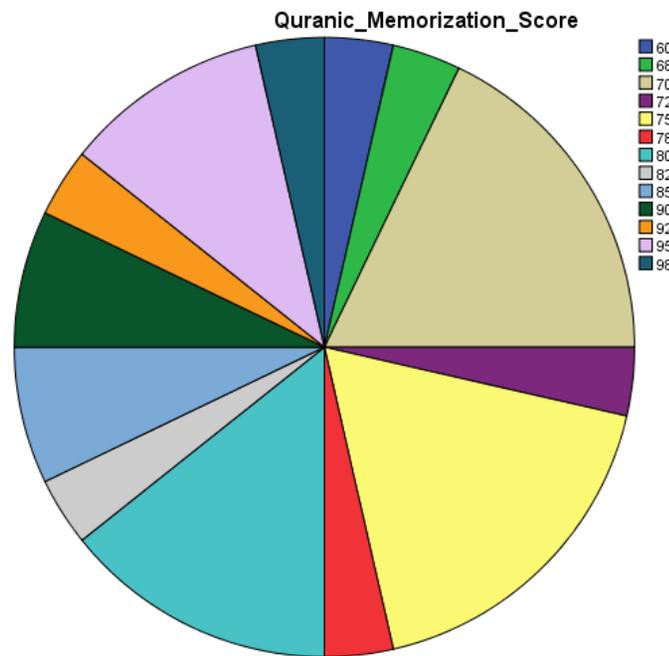


Figure 1
The Result of Students' Qur'anic Memorization Score

The result showed that the mean of students' Qur'anic memorization score was 79.64, median was 79.00, mode was 70.00, variance was 97.42, standard deviation was 9.87, minimum score was 60, and maximum score was 98.

2. Result of Vocabulary Test

The instrument of vocabulary retention test consisted of 25 items. The test was given by the writer in order to know the students' vocabulary retention. The test was conducted on Monday, June 4th, 2018. The data counted by using SPSS (*Statistical Package for Social Science*). The score of the students vocabulary retention that were tested could be seen in Figure 2.

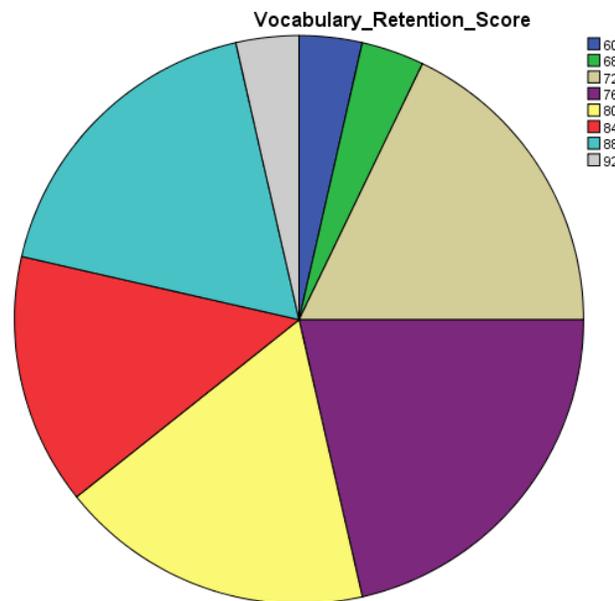


Figure 2

The Result of Students' Vocabulary Retention Score

The result showed that the mean of students' vocabulary retention score was 79.00, median was 80.00, mode was 76, variance was 54.07, standard deviation was 7.35, minimum score was 60, and maximum score was 92.

3. Result of Normality of the Data

Normality test was used to know whether the data of Qur'anic memorization test and vocabulary test were normally distributed or not. In this research, statistical computation by using SPSS (*Statistical Package for Social Science*) was used. The tests of normality employed were Kolmogorov – Smirnov and Shapiro Wilk.

The hypotheses for the normality test were formulated as follows:

H_a : the data are normally distributed

H_o : the data are not normally distributed.

The criteria of acceptance or rejection of hypothesis for normality test were as follows:

H_a is accepted if $\text{sig.} > \alpha = 0.05$

H_o is accepted if $\text{sig.} < \alpha = 0.05$

Table 4.
The Result of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Quranic_Memorization	.145	28	.136	.947	28	.169
Vocabulary_Retention	.123	28	.200*	.953	28	.233

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table, it could be seen that Sig. in the table of Shapiro-Wilk was 0.169 for Qur'anic memorization score and 0.233 for vocabulary retention score while $\alpha = 0.05$. It means that $\text{Sig} > \alpha$ and H_a is accepted. The conclusion was that the data of Qur'anic memorization score and vocabulary retention score were normally distributed.

4. Result of Homogeneity of the Data

After getting the result of normality test, the homogeneity test was conducted in order to know whether the variance of the data was homogenous or not. In this

research, statistical computation by using SPSS (*Statistical Package for Social Science*) was used. The test of homogeneity employed Levene's Test.

The hypotheses for the homogeneity test were formulated as follows:

H_a = the variances of the data are homogenous

H_o = the variances of the data are not homogenous

The criteria of acceptance or rejection of hypothesis for homogeneity test were as follows:

H_a is accepted if $\text{sig.} > \alpha = 0.05$

H_o is accepted if $\text{sig.} < \alpha = 0.05$

Table 4.1
The Result of Homogeneity Test

Hasil Test

Levene Statistic	df1	df2	Sig.
2.468	1	54	.122

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that $\text{Sig } 0.122 > \alpha = 0.05$. It demonstrated that H_a was accepted because $\text{Sig} > \alpha = 0.05$. It means that the variance of the data were homogenous.

5. Result of Hypothetical Test

Based on the previous explanation, the normality and the homogeneity tests were satisfied. Therefore, the data was analyzed by using Pearson's Product Moment formula with SPSS (*Statistical Package for Social Science*) for hypothetical test.

The hypotheses were formulated as follows:

H_a : There was a correlation between students' Qur'anic memorization and their vocabulary retention at the second semester of seventh grade students of SMP IT Az-Zahra Lampung in 2017/2018 academic year.

H_o : There was no correlation between students' Qur'anic memorization and their vocabulary retention at the second semester of seventh grade students of SMP IT Az-Zahra Lampung in 2017/2018 academic year.

The criteria of the test were as follows:

H_a is accepted if $\text{Sig. } (p_{\text{value}}) < \alpha = 0.05$

H_o is accepted if $\text{Sig. } (p_{\text{value}}) > \alpha = 0.05$

Table 4.2
The Result of Hypothetical Test

	Quranic_Memorization	Vocabulary_Retention
Pearson Correlation	1	.622**
Sig. (2-tailed)		.000
N	28	28

Vocabulary_Retention	Pearson Correlation	.622**	1
	Sig. (2-tailed)	.000	
	N	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results obtained in Table 6, that the value of significant generated *Sig.* ($P_{\text{value}} = 0.000 < \alpha = 0.05$). It means that H_a was accepted and H_o was rejected. Based on the computation, it could be concluded that there was a positive correlation between students Qur'anic memorization and their vocabulary retention at the second semester of seventh grade students of SMP IT Az-Zahra Lampung in 2017/2018 academic year. The criteria that could be used to grade the interpretation of coefficient as table 3.2 in chapter III. Based on the table of r value interpretation, we could know that the r observed was high correlation because the value of r observed 0.622 was in the level of 0.600 – 0.800.

B. Discussion of Findings

The present research was designed to find out the correlation between students' Qur'anic memorization and their vocabulary retention. The finding of the research showed that there was positive correlation between students' Qur'anic memorization and their vocabulary retention. The result showed that the mean score of Qur'anic memorization test and vocabulary test were slightly different. The score of Qur'anic memorization test showed that the mean was 79.64 while the score of vocabulary test was 79.00. Next, after analyzed the data of normality test score and it showed that the

data were normal. After the normality test, the homogeneity of the data was analyzed and it showed that the data were homogenous.

Pearson Product Moment test was used because the data were normal. Based on the analysis of the data and the testing of the hypotheses, the result of Pearson Product Moment test was that the null hypotheses (H_0) was refused and the alternative hypotheses (H_a) was accepted. It meant that there was positive correlation between students' Qur'anic memorization and their vocabulary retention.

According to finding of the research, it can be concluded that memorizing the holy Qur'an can make the students easier in memorizing the vocabulary. It had been supported in previous research conducted by Nazia Nawaz & Prof. Dr. Syeda Farhana Jahangir about Effects of Memorizing Quran by Heart (Hifz) On Later Academic Achievement, where the results revealed a significant difference in academic achievement of Huffaz before and after Hifz. Then, Ummat Muhammad also stated that the more one memorizes, the more easier it becomes to memorize more.² It also supported by Harry Lorayne in his book entitled "*How to Develop a Super-power Memory*" stated that the memory, in many ways, was like a muscle. A muscle must be exercised and developed in order to give proper service and use, so must the memory. The difference was that a muscle can be over-trained or become muscle-

² Nazia Nawaz & Prof. Dr. Syeda Farhana Jahangir, "Effects of Memorizing Quran by Heart (Hifz) on Later Academic Achievement" *Journal of Islamic Studies and Culture*, Vol. 3 No.1 (June 2015), p. 59.

bound while the memory cannot.³ Thus, it can be concluded that to gain a perfect memory, we have to train it continuously. The students in SMP IT Az-Zahra were continuously trained their memory by memorizing the holy Qur'an in everyday. Hence, they were easier to memorize the other subject such as vocabulary.

The finding of the research showed that there was positive correlation between students' Qur'anic memorization and their vocabulary retention. It meant that the variable Y was influenced by the variable X. While, based on the table of r value interpretation, we could know that the r observed was high correlation because the value of r observed 0.622 was in the level of 0.600 – 0.800. Medium correlation between those two variables meant that the correlation between those two variables was not a strong or low correlation.

The more the students memorize the holy Quran, the more the students were able to memorize not only in Qur'anic memorization but also in vocabulary retention. Therefore, as the answer of formulation of the research, it can be concluded that there was a correlation between students' Qur'anic memorization and their vocabulary retention at the second semester of the seventh grade students of SMP IT Az-Zahra in 2017/2018 academic year.

³ Harry Lorayne, *How to Develop a Super-power Memory* (A. Thomas & Co. Preston), pp.21-22.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description in chapter IV, it was concluded that there was a positive correlation between students' Qur'anic memorization and their vocabulary retention. The results of the data calculation in the previous chapter showed that the alternative hypothesis (H_a) was consequently accepted, it meant that students' Qur'anic memorization had correlation with their vocabulary retention. The result could be seen from Sig. was 0.000 was lower than $\alpha = 0.05$. It indicated that the alternative hypothesis (H_a) was accepted. While the r observed was high correlation because the value of r observed 0.622 was in the level of 0.600 – 0.800. It meant that there was a positive correlation between students Qur'anic memorization and their vocabulary retention in the medium interpretation. Therefore, there was a correlation between students' Qur'anic memorization and their vocabulary retention at the second semester of the seventh grade students of SMP IT Az-Zahra Lampung in 2017/2018 academic year.

B. Suggestion

1. Suggestion for the Teacher

After conducting the research and getting the result, there were some suggestions for the teacher, especially *Tahfidz* and English teacher as follows:

- a. In reference to the conclusion above, it was suggested to the *Tahfidz* and English teacher to use appropriate method in teaching learning process. Especially while they teach students to memorize, the teacher should provides the method that make students easier to memorize.
- b. The teacher, either *Tahfidz* and English teacher, they should give more exercise about memorizing to develop the students' memory.
- c. The teacher should give more chance to the students to take part in the teaching learning process, hence the students can be more active and enjoyable in the classroom activity.

2. Suggestion for the Students

After conducting the research and getting the result, there were some suggestions for the students in *Tahfidz* and English subject as follows:

- a. The students were suggested to memorize more either the holy Qur'an or English vocabulary.
- b. The students were suggested to learn and be more seriously in learning vocabulary especially in pronouncing English words and understanding the meaning.
- c. The students were suggested to practice a lot in memorizing the holy Qur'an and they should study the meaning of the verses which were memorized by

them to make them easier to understand the meaning. Thus, they can apply each lesson of the holy Qur'an in their daily activities.

3. Suggestion for the Next Researcher

After conducting the research and getting the result, there were some suggestions for the next researcher as follows:

1. For the next researcher, the result of this research could be used as the references to conduct the further research about the correlation of Qur'anic memorization and vocabulary retention.
2. The next researcher could conduct the correlation research by correlating the students' Qur'anic memorization and their English Vocabulary specifically in some particular part in human memory for example in short-term memory, working memory, long-term memory, etc.

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APPENDIXES

Appendix 1. Interview Guideline in the Preliminary Research

Interview Guideline in the Preliminary Research

Teacher : Siti Nurhayati, S.Pd.I (T1) and Resti Febtrina, S.Pd (T2)

Interviewer (I): Khusnun Afifah

Day/Date : Monday, January 15th 2018

Time : 10.00 a.m.

Place : SMP IT Az-Zahra Lampung

1. How long have you been teaching *Tahfidz* / English?
2. Would you like to tell your experience in teaching *Tahfidz* / English (especially in vocabulary) ?
3. How was the students' ability in *Tahfidz* / English?
4. Do you have problems in teaching ?

Appendix 2. Transcript of Interview Guideline in the Preliminary Research

The Result of Interview in the Preliminary Reseach

Tahfidz Teacher : Ustadzah Siti Nurhayati, S.Pd.I

No	Questions	Answer
1.	I : Assalamu'alaikum ustadzah..	T1 : Wa'alaikumusslam warahmatullaah..
2.	I : Selamat pagi ustadzah..	T1 : Selamat pagi..
3.	I : Bagaimana Kabarnya ?	T1 : Sehat Alhamdulillah..
4.	I: Maaf sebelumnya ustadzah karna mengganggu waktunya, jadi nama saya Khusnun Afifah. Saya dari UIN Raden Intan dzah. Saya disini akan mengadakan penelitian di sekolahan SMP IT Az-Zahra. Maka sehubungan dengan itu, saya ingin mengadakan pra penelitian sebelumnya, jadi saya disini membutuhkan berbagai informasi dari Ustadzah Siti sebagai guru <i>Tahfidz</i> .	T1 : Oh iya mbak, InsyaAllaah saya akan bantu semampu saya.
5.	I : Iya jadi disini saya mempunyai beberapa pertanyaan. Yang pertama	T1 : Saya mengajar <i>Tahfidz</i> di sekolah ini sudah 3 tahun,

	<p>berapa lama ustadzah mengajar di <i>Tahfidz</i> di sekolah ini ?</p> <p>6. I : Selama 3 tahun mengajar, bagaimana pengalaman mengajar ustadzah di Sekolah ini khususnya dalam mengajar <i>Tahfidz</i> ?</p>	<p>sejak didirikannya SMP IT Az-Zahra ini.</p> <p>T1 : Iya untuk pengalaman, disini kan kami menerima siswa/siswi baru yang datang dari SD atau dari MI. Murid-murid yang berasal dari MI, SDIT atau sekolah-sekolah yang <i>basic</i>-nya Islam tersebut mungkin sudah terbiasa mengkaji atau belajar Al-Qur'an serta menghafalkannya, sehingga mereka paling tidak sudah terbiasa untuk menghafal A-Qur'an. Sehingga siswa tersebut lebih mudah untuk diarahkan dalam menghafal. Sedangkan siswa yang berasal dari</p>
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		<p>sekolah umum seperti SD negeri, mungkin ada ya pelajaran Agama Islam begitu tapi kan mereka tidak seperti siswa yang belajar di Sekolah Islam yang sudah terbiasa dengan pelajaran hafalan Al-Qur'an, jadi mereka sedikit lebih susah untuk menghafal.</p>
7.	<p>I : Selanjutnya, bagaimana kemampuan anak dalam menghafal Al-Qur'an ya Ustadzah ?</p>	<p>T1 : Ya untuk kemampuannya memang, dari sekian siswa, secara mayoritas banyak yang sudah bisa menghafal dengan baik, tetapi tetap ada satu atau dua anak yang memang lebih lambat dalam menghafal.</p>
8.	<p>I : Ada datanya ustadzah?</p>	<p>T1 : Ada, data nilai dari mulai awal, nilai harian, mingguan, Mid semester,</p>

9.	<p>I : Nanti boleh tidak saya lihat ya Ustadzah..</p>	<p>sampai nilai semester. T1 : Ya, boleh. Nanti kalau diperlukan saya kopikan saja di Flashdisk.</p>
10.	<p>I : Oh iya, terimakasih ustadzah. Selanjutnya, apakah ada masalah dalam pengajaran <i>Tahfidz</i>?</p>	<p>T1 : Untuk masalah-masalah, saya kira tidak ada masalah yang berat. Hanya saja ya seperti yang saya sampaikan diawal tadi, ada anak yang memang cepat menghafalnya, ada juga yang lambat. Tapi sejauh ini mereka masih bisa mengikuti pelajaran dengan cukup baik.</p>
11.	<p>I : Jadi tidak ada masalah yang berat hanya pada tingkat kemampuan menghafal anak yang tidak sama ya ustadzah. Lalu bagaimana cara Ustadzah mengatasi anak-anak yang lambat dalam menghafal ?</p>	<p>T1 : iya betul. Untuk anak-anak yang memang lambat dalam menghafal, saya lebih menekankan untuk memperbanyak <i>muraja'ah</i> atau mengulang hafalan. Sebelum anak tersebut</p>

		<p>benar-benar lancer hafalannya maka saya belum mengarahkan untuk menambah hafalan. Jadi satu surat lancer baru nambah surat berikutnya. Seperti itu.</p>
12.	<p>I : Oiya, untuk target hafalan per semesternya berapa <i>Juz</i> ya ustadzah?</p>	<p>TI : 1 <i>Juz</i> per semester. Jadi Harapannya ketika anak kelas 7 naik ke kelas 8 itu mereka sudah pegang 2 <i>Juz</i> hafalan dan ketika di akhir kelas 9 paling tidak mereka sudah hafal 5 <i>Juz</i> karna syarat kelulusan minimal hafal 5 <i>Juz Al-Qur'an</i>.</p>
13.	<p>I : Oh 5 <i>Juz</i> syarat kelulusannya. Iya baik kalau begitu ustadzah saya rasa itu saja yang saya tanyakan. Terimakasih atas informasinya Ustadzah.</p>	<p>T1 : Iya mbak, sama- sama.</p>
14.	<p>I : Saya pamit ya Ustadzah.</p>	<p>T1 : Oh iya.</p>

	Assalamu'alaikum wr.wb	Wa'alaikumussalam wr.wb
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English Teacher: Mrs. Resti Febtrina, S.Pd

No	Questions	Answer
1	I : Assalamu'alaikum.. Good morning.. Miss.. bagaimana kabarnya ?	T2: Wa'alaikumsalam wr.wb..Good morning, baik Alhamdulillah.
2	I : Maaf sebelumnya miss karna mengganggu waktunya, jadi nama saya Khusnun Afifah. Saya dari UIN Raden Intan miss. Saya disini akan mengadakan penelitian di sekolah SMP IT Az-Zahra. Maka sehubungan dengan itu, saya ingin mengadakan pra penelitian sebelumnya, jadi saya disini membutuhkan beberapa informasi dari Miss sebagai guru bahasa Inggris.	T2: Oh iya Khusnun. Penelitiannya tentang apa ya ?
3	I : Tentang hubungan hafalan Al-	T2 : Oh baru itu yaa.. kayanya saya

	<p>Qur'an dengan penguasaan <i>vocabulary</i> siswa miss.</p>	<p>baru dengar.</p>
4	<p>I : Iya miss baru.. oiya Miss, Miss sudah berapa lama ya miss mengajar bahasa Inggris di Sekolah ini ?</p>	<p>T2: Sudah 3 tahun Khusnun..</p>
5	<p>I : Pengalaman mengajar selama 3 tahun itu bagaimana miss ?</p>	<p>T2: Alhamdulillah sejauh ini lancar dan baik-baik saja mengajarnya. Siswa di sini juga lumayan pintar-pintar anaknya. Antusias gitu belajarnya.</p>
6	<p>I : Bagaimana dengan penguasaan <i>vocabulary</i> siswa di sini miss ?</p>	<p>T2: Kalau <i>vocabulary</i> nya ya lumayan lah maksudnya gak terlalu wah banget tapi juga ga buruk.</p>
7	<p>I : Adakah kendala dalam mengajar Bahasa Inggris khususnya <i>vocabulary</i> miss ?</p>	<p>T2: Kendala sih gak ada yaa.. hanya kurang maksimal saja karna kan memang kalau anak SMP belum ada ya pelajaran yang <i>specific</i> ke <i>vocabulary</i> gitu. Jadi ya mereka dapat kosa kata baru itu yaa dari teks-teks yang mereka baca.</p>
8	<p>I : Oh begitu.. tapi disini ada</p>	<p>T2: Iya ada.. jadi sepekan bahasa</p>

9	<p>program bahasnya kan ya miss?</p> <p>I : Oh iya Miss kalau begitu sepertinya itu saja yang saya tanyakan, terimakasih atas waktu dan informasinya ya Miss.. Assalamu'alaikum..</p>	<p>Arab sepekan bahasa Inggris begitu. Jadi ya bahasa mereka lumayan bagus lah walau kadang masih suka ngawur kalau grammarnya.</p> <p>T2 : Oh iya Khusnun, sama-sama. Wa'alaikumsalam</p>
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Appendix 3.

Students' Qur'anic Memorization Score in Preliminary Research

No	Name	The number of students' Qur'anic memorization (<i>Juz</i>)
1	Alifah Atika	2,5
2	Ammara Putri Anggreini	5
3	Asyifa Rutri Raudatul Jannah s	5
4	Ayu Nabila Fauziah	2,5
5	Buwaithi Nur Setya	2,5
6	Edelwis Ramadona	2,5
7	Ghina Raudhatul Jannah	3,5
8	Indira Cita S	2,5
9	Jihan Jaunaroh	3
10	Kayla Distra	2
11	Marsha Khalillah P.	2,5
12	Mila Sri Riskhia	2
13	Mira tantia	2
14	Nabila Arta Riyani	3
15	Nailah Asy Syahidah	3
16	Naura Dina Alkamila	2
17	Nur Zukhrufiyati	3
18	Nurinta Ryani	3
19	Raysha Suci Ramadhani	3
20	Salsabila Aldani Matha	2,5
21	Sesil Putri Maharani	2,5
22	Sharah Najma K	2
23	Syakirah Meandra	2
24	Syifa Syarinaturrahma	3,5
25	Tarisa Rafa Nabila	2,5
26	Tiara Naura Jasmine	2
27	Umamah Khairunnisa	3
28	Zilva Zaizatul Lativa	2,5

Appendix 4.**Students' Vocabulary Mastery Score in Preliminary Research**

No	Name	Vocabulary Score
1	Alifah Atika	70
2	Ammara Putri Anggreini	55
3	Asyifa Rutri Raudatul Jannah s	80
4	Ayu Nabila Fauziah	45
5	Buwaithi Nur Setya	50
6	Edelwis Ramadona	55
7	Ghina Raudhatul Jannah	50
8	Indira Cita S	65
9	Jihan Jaunaroh	60
10	Kayla Distra	50
11	Marsha Khalillah P.	50
12	Mila Sri Riskhia	55
13	Mira tantia	45
14	Nabila Arta Riyani	50
15	Nailah Asy Syahidah	65
16	Naura Dina Alkamila	55
17	Nur Zukhrufiyati	70
18	Nurinta Ryani	65
19	Raysha Suci Ramadhani	60
20	Salsabila Aldani Matha	45
21	Sesil Putri Maharani	40
22	Sharah Najma K	25
23	Syakirah Meandra	75
24	Syifa Syarinaturrahma	70
25	Tarisa Rafa Nabila	65
26	Tiara Naura Jasmine	35
27	Umamah Khairunnisa	45
28	Zilva Zaizatul Lativa	60

Appendix 5.
Syllabus of *Tahfidz* Lesson

SILABUS KETERCAPAIAN TAHFIDZ

Nama Sekolah : AZ-ZAHRA ISLAMIC BOARDING SCHOOL SMP IT PUTRI
 Kelas/Semester : VII/II
 Mata Pelajaran : Tahfidz

NO	MATERI	RERATA		
		50-60	60-80	80-100
1	Siswa mampu menghafalkan surat 'abasa dan an-nazi'at			
	Siswa mampu membaca dan melafazdkan bunyi <i>huruf hijaiyah</i> berupa kata dan kalimat dalam Al-qur'an sesuai dengan <i>makhorijul huruf</i> dan <i>fashohah</i> dengan baik dan benar pada surat'abasa dan an-nazi'at			
	Siswa dapat melafalkan ayat Al-qur'an sesuai dengan hukum tajwid berupa mad (bacaan panjang) dengan baik dan benar			
	Siswa mampu memahami dan memberikan contoh tentang hukum –hukum mad dan pembagiannya (mad ashli dan mad far'i)			
2	Siswa mampu menghafal surat An-naba'dan al-mursalat			
	Siswa dapat memahami materi tentang mad 'aridhlissukun, mad badal dan mad 'iwadh			
	Siswa dapat memberikan contoh mad 'aridhlissukun, mad badal dan mad 'iwadh yang terdapat dalam al-qur'an			

	Siswa dapat melancarkan dan muroja'ah surat An-naba'dan al-mursalat dan test hafalan juz 30			
3	Siswa dapat menghafalkan surat al insan dan surat al qiyamah dengan makhroj dan hukum tajwid yang baik dan benar			
	Siswa dapat memahami hukum bacaan tentang mad shilah dan mad tamkin			
	Siswa dapat melafalkan ayat Al-qur'an sesuai dengan hukum tajwid berupa mad shilah dan mad tamkin			
	Siswa dapat memahami dan mempraktekkan bunyi <i>huruf hijaiyah</i> dan ujaran (kata dan kalimat) sesuai dengan hukum tajwid dengan baik			
4	Siswa dapat menghafalkan surat al mudatsir dan surat al muzammil dengan makhroj dan hukum tajwid yang baik dan benar			
	Siswa dapat memahami hukum bacaan tentang mad lazim dan pembagiannya			
	Siswa dapat melafalkan ayat Al-qur'an sesuai dengan hukum tajwid berupa mad lazim dan pembagiannya			
5	Siswa dapat menghafalkan surat al jinn dengan makhroj dan hukum tajwid yang baik dan benar			
	Siswa dapat memahami hukum bacaan tentang mad farq dan mad layyin (lin)			
	Siswa dapat memberikan contoh pada ayat al-qur'an sesuai dengan hukum tajwid berupa mad farq dan mad layyin (lin)			
	Muroja'ah surat al mursalat,al insan, al qiyamah, al mudatsir, al muzammil, surat al jinn dan test hafalan juz 30			
6	Siswa dapat menghafalkan surat nuuh dan surat al ma'arij dengan makhroj dan hukum tajwid yang baik dan benar			
	Siswa dapat memahami materi tajwid tentang hukum bacaan ra' denagn baik			
	Siswa mampu mengidentifikasi pembagian dari hukum bacaan ra'			

	Siswa dapat memberikan contoh hukum bacaan ra' yang terdapat didalam al qur'an dengan baik dan benar			
7	Siswa dapat menghafalkan surat al haqqah dan surat al qolam dengan makhroj dan hukum tajwid yang baik dan benar			
	Siswa dapat memahami dan mempraktekkan bunyi <i>huruf hijaiyah</i> dan ujaran (kata dan kalimat) sesuai dengan hukum tajwid dengan baik			
	Siswa dapat melafalkan ayat Al-qur'an sesuai dengan hukum tajwid dengan baik dan benar			
	Tahsin al-qur'an juz 2, surat al haqqah dan surat al qolam			
8	Siswa dapat menghafalkan surat al mulk dengan makhroj dan hukum tajwid yang baik dan benar			
	Siswa mampu memahami dan mengidentifikasi serta memberikan contoh pengayaan materi tajwid tentang mad			
	Muroja'ah surat al mursalat,al insan, alqiyamah,al mudatsir,al muzammil,al jinn, nuuh, al ma'arij, al haqqah, surat al qolam dan surat al mulk dan test hafalan juz 30			
9	Siswa mampu membaca dan melafazdkan bunyi <i>huruf hijaiyah</i> berupa kata dan kalimat dalam Al-qur'an sesuai dengan <i>makhorijul huruf</i> dan <i>fashohah</i> dengan baik dan benar.			
	Siswa dapat memahami dan mempraktekkan bunyi <i>huruf hijaiyah</i> dan ujaran (kata dan kalimat) sesuai dengan hukum tajwid dengan baik			
	Siswa dapat melafalkan ayat Al-qur'an sesuai dengan hukum tajwid dengan baik dan benar			
	Siswa dapat menghafalkan surat al mursalat sampai dengan surat al mulk dengan makhroj dan hukum tajwid yang baik dan benar			

Kepala Sekolah

Widodo Tri Hardjanto, S.P

Mengetahui

Lampung Selatan, 25 Mei 2016
Guru Mapel Tahfidz

Siti Nurhayati, S.Pd.I

Appendix 6.

Syllabus of English Lesson

PERANGKAT PEMBELAJARAN
SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris.
Satuan Pendidikan :
Kelas/Semester : VII /2

Nama Guru :
NIP /NIK :
Sekolah :

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

SILABUS PEMBELAJARAN

Sekolah :

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (dua)

Standar Kompetensi : 7. Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan	1. Percakapan singkat memuat ungkapan-ungkapan : Contoh: A : <i>Pass me the pencil, please!</i> B : <i>Sure. Here you are.</i> A : <i>Give me a piece of paper, please!</i> B : <i>Sure, Here You are.</i> A : <i>Did you come</i>	1. Tanya jawab tentang berbagai hal terkait materi 2. Membahas kosakata dan tata bahasa: <i>noun phrase, adjective, adverb, verb</i> yang terkait dengan meminta dan memberi jasa, meminta dan memberi barang, meminta dan memberi fakta 3. Mendengarkan percakapan	Merespon ungkapan-ungkapan : 1. Meminta & memberi jasa 2. Meminta & memberi barang	Tes lisan a. Tes tulis b. Unjuk kerja Tes lisan	Merespon ungkapan Matching T / F Merespon tindakan	1. <i>Listen to the expression and respond to it</i> 2. <i>Listen to the expression and match it with the suitable response</i> 3. <i>Listen to the dialogue and decide whether it is TRUE or FALSE.</i> 4. <i>Pass me the pencil,</i>	2x40 menit	- <i>script</i> percakapan - rekaman media elektronik: kaset, VCD, DVD film

memberi fakta	<p><i>here yesterday?</i> <i>B : I did.</i></p> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> • <i>Simple Past tense</i> • <i>Quantifiers</i> <p>3. Kosakata</p> <ul style="list-style-type: none"> • Kata terkait tema • Kata terkait jenis teks <p>4. Ungkapan Baku</p> <p>Sure Please</p>	<p>sesuai dengan materi</p> <p>4. Menjawab pertanyaan sesuai dengan isi percakapan</p> <p>5. Menjawab pertanyaan tentang struktur percakapan</p>	3. Meminta & memberi fakta		Memberi jawaban singkat	<p><i>please.</i></p> <p>5. <i>Give short answer</i></p>		
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>								
7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan	<p>Percakapan singkat memuat ungkapan-ungkapan :</p> <p>Contoh :</p> <p><i>1.A: What do you Think?</i> <i>B: Not bad</i></p>	<p>1. Mendengarkan dan merespon introduction tentang topik materi yang akan disampaikan</p> <p>2. Mendengarkan dan merespon penjelasan kosakata dan tata bahasa tentang topik</p>	<p>Merespon ungkapan-ungkapan :</p> <p>1. Meminta dan memberi pendapat</p> <p>2. Menyatakan suka dan tidak suka</p>	<p>Tes lisan</p> <p>Tes Lisan</p>	<p>Merespon ungkapan</p> <p>Merespon ungkapan</p> <p>pilihan</p>	<p><i>Respond to the following expressions orally.</i></p> <p>1. <i>A: What do you think?</i> <i>B: .Not</i></p> <p>2. <i>A: What do you like to drink?</i> <i>B:</i></p>	2x 40 menit	<p><i>Script</i> percakapan di buku teks</p> <p>Rekaman percakapan buatan: CD ,VCD ,DVD, film</p> <p>Rekaman</p>

<p>tindak tutur : meminta dan memberi pendapat dan menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal</p>	<p>2.A: <i>I like tea</i> <i>B: I dont I like milk</i></p> <p>3.A: <i>Are you sure ?</i> <i>B : I am</i></p> <p>4.A: <i>Are you?</i> <i>B : Yes, I am</i></p> <p>Tata Bahasa</p> <ul style="list-style-type: none"> • Verb : Like, need, want <p>Kosa kata</p> <ul style="list-style-type: none"> • Daily need • Kata terkait jenis teks <p>Ungkapan Baku</p> <ul style="list-style-type: none"> • Not bad • Great 	<p>materi yang akan dipelajari</p> <p>3. mendengarkan percakapan transaksional dan interpersonal tentang topik materi yang dipelajari</p> <p>4. mengidentifikasi tindak tutur ungkapan-ungkapan yang diperdengarkan</p> <p>6. merespon ungkapan-ungkapan yang diperdengarkan</p>	<p>3.Meminta klarifikasi</p> <p>4. Merespon secara interpersonal</p>	<p>Tes tulis</p> <p>ganda</p> <p>Tes tulis</p> <p>jwbn singkat</p>	<p>3. A: <i>Are you sure?</i> <i>B:</i> <i>a. Ok b. Fine</i> <i>c. Alright d. I am</i></p> <p>4. A: <i>I'm happy</i> <i>B: Are you?</i> <i>A:</i></p>		<p>percakapan otentik</p>
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>							

SILABUS PEMBELAJARAN

Sekolah :

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (dua)

Standar Kompetensi : 8. Mendengarkan

Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<ul style="list-style-type: none"> • Teks fungsional pendek berupa : <ol style="list-style-type: none"> 1. Instruksi 2. Daftar barang 3. Ucapan Selamat 4. Pengumuman • Kosakata terkait tema dan jenis teks 	<ol style="list-style-type: none"> 1. <i>Brain storming</i> tentang kosakata terkait materi 2. Membahas kosakata dan tata bahasa terkait materi tentang : <i>noun, noun phrase, adjective, verb, adverb.</i> 3. Mendengarkan teks fungsional yang menggunakan gambit-gambit 	<ol style="list-style-type: none"> 1. Merespon makna dalam teks fungsional pendek : <ul style="list-style-type: none"> - Instruksi - Daftar barang belanjaan - Ucapan selamat - Pengumuman 2. Menentukan Fungsi komuni- 	Tes lisan Tes tulis Unjuk kerja Test Lisan	Jwbn singkat -Pilihan ganda - melengkapi Melakukan perintah Jawaban	<i>Listen to the text and answer the questions.</i> <i>Listen to the text and choose the best option.</i> <i>Listen to the text and complete the sentences.</i> <i>Listen to the instruction and do it !</i> <i>What is the purpose of</i>	2x40 menit	<i>script :</i> di buku guru tentang : instruksi - daftar barang - ucapan selamat - pengumuman -an

	<p>dan procedure.</p> <ul style="list-style-type: none"> Langkah retorika teks deskriptif / prosedur 	<p>prosedur</p> <ol style="list-style-type: none"> Mendengarkan model monolog teks deskriptif/prosedur Menjawab pertanyaan secara lisan tentang isi teks deskriptif/prosedur Menyebutkan fungsi komunikatif teks yang didengar. Mengidentifikasi kata kerja dari teks yang didengar. Mendengarkan teks deskriptif / prosedur lainnya. 	<ul style="list-style-type: none"> Menentukan fungsi komunikatif teks yang didengar. 	Tes tulis	Pilihan ganda	<p><i>choose the best answer by crossing a,b,c or d</i></p>		
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>) Ketulusan (<i>Honesty</i>)</p>								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta	<p><i>B : Sure, here it is.</i></p> <p>3.A: <i>Did you come here yesterday ?</i></p> <p><i>B : I did</i></p> <p><i>Tata Bahasa</i></p> <p>- <i>Verbs: Like, need, want</i></p> <p>- <i>Simple Past Tense</i></p> <p><i>Kosakata</i></p> <p>- <i>Kata Terkait tema dan jenis teks ungkapan baku</i></p> <p>- <i>Here it is</i></p> <p>- <i>Here you are</i></p>	<p>4. Berlatih dengan teman menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi</p> <p>5. Bermain peran menggunakan ungkapan yang telah dipelajari.</p>	3.Meminta dan memberi fakta	Unjuk kerja	Bermain peran	<p><i>please.</i></p> <p><i>c. Did you come late?</i></p> <p>3. <i>Create a dialogue based on the role cards and perform it.</i></p>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)								•

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) & interpersonal (bersosialisai) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal	<p>1. Percakapan singkat memuat ungkapan-ungkapan :</p> <p>Contoh :</p> <p>A : <i>What do you think of this?</i></p> <p>B : <i>Not bad</i></p> <p>A : <i>I like tea</i></p> <p>B : <i>I don't</i></p> <p>A : <i>Are you sure</i></p> <p>B : <i>I am</i></p> <p>A : <i>Do you?</i></p> <p>B : <i>I do</i></p> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Verb be - Verb do - Verb have 	<p>1. Mendengarkan dan merespon pertanyaan tentang topik materi yang akan disampaikan</p> <p>2. Mendengarkan dan merespon pembahasan tentang kosakata dan tata bahasa yang terkait dengan topik materi yang akan disampaikan</p> <p>3. Mendengarkan model percakapan transaksional dan interpersonal dengan topik materi yang dipelajari</p> <p>4. Menirukan model percakapan transaksional dan interpersonal dengan topik materi</p>	<p>Bertanya dan menjawab berbagai Informasi :</p> <p>1. Meminta & memberi pendapat</p> <p>2. Menyatakan suka dan tidak suka</p> <p>3. Meminta klarifikasi</p> <p>4. Merespon secara interpersonal</p>	<p>Unjuk kerja</p> <p>Tes lisan</p> <p>Unjuk kerja</p> <p>Tes lisan</p>	<p><i>Bermain peran</i></p> <p>Daftar pertanyaan</p> <p><i>Bermain peran</i></p> <p>Menjawab singkat</p>	<p><i>Perform a dialogue about asking and giving opinion with your own words!</i></p> <p><i>Answer the following questions orally!</i></p> <p><i>Create a dialogue based on the role cards and perform it</i></p> <p>Give your positive response</p> <ul style="list-style-type: none"> a. Do You ? b. Are You ? c. Can You ? d. Does she ? 	4x40 menit	<p><i>Script</i> percakapan dalam buku teks</p> <p><i>Script</i> otentik</p> <p>Rekaman percakapan</p> <p>Alat peraga</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	3. Kosakata <ul style="list-style-type: none"> • Kata terkait tema • Kata terkait jenis teks 4. Ungkapan Baku <ul style="list-style-type: none"> • Wonderful ! • Excellent ! 	yang dipelajari 5. Melakukan percakapan transaksional dan interpersonal dengan teman dengan materi yang dipelajari						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)								

SILABUS PEMBELAJARAN

Sekolah :

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (dua)

Standar Kompetensi : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional pendek berbentuk : <ol style="list-style-type: none"> 1. Instruksi 2. Daftar barang 3. Pengumuman 4. Ucapan selamat 2. Tata Bahasa <ul style="list-style-type: none"> • Imperatives • Quantifiers 3. Kosakata <p>Kata terkait jenis teks</p> 4. Ungkapan Baku <ul style="list-style-type: none"> • Well done • Congratulations • Happy birthday 	<ol style="list-style-type: none"> 1. Tanya jawab yang berkaitan dengan materi 2. Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb 3. Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai materi 4. Mendengarkan teks fungsional / pendek 5. Menjawab pertanyaan tentang isi teks yang didengar. 6. Menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi 	Mengungkapkan makna dalam teks fungsional pendek berbentuk : <ul style="list-style-type: none"> - Instruksi - Daftar barang - Pengumuman - Ucapan selamat <ul style="list-style-type: none"> ▪ Memberi instruksi secara lisan. ▪ Menyebutkan daftar barang tertentu. ▪ Mengumumkan sesuatu ▪ Mengucapkan selamat 	Unjuk kerja	Uji petik berbicara	<ol style="list-style-type: none"> 1. <i>Give instruction to your friend orally based on the picture.</i> 2. <i>Mention the things you find in ...</i> 3. <i>Announce a certain information to your friend</i> 4. <i>Say something to your friend when ...</i> <ol style="list-style-type: none"> a. <i>He/She got good score</i> b. <i>won the game</i> 	4x40 menit	<ul style="list-style-type: none"> - Script percakapan dari buku teks - Alat peraga

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		dengan teman berpasangan 7. Menggunakan ungkapan-ungkapan sesuai dengan materi dalam keadaan/situasi nyata						
❖ Karakter siswa yang diharapkan :			Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)					
10.2 Mengungkapka	1. Teks monolog berbentuk :	1. Mendengarkan dan merespon	1. Mengungkapkan berbagai informasi	Tes lisan	Daftar pertanyaan	<i>Answer the following questions orally!</i>	4x40 menit	<i>Script</i> monolog teks

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>n makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>	<ul style="list-style-type: none"> • <i>Descriptive</i> • <i>Procedure</i> <p>2. Kosakata terkait tema / jenis teks.</p> <p>3. Ciri kebahasaan teks deskriptif / prosedur</p> <p>4. Tata Bahasa</p> <ul style="list-style-type: none"> • Present Tense • Imperatives <p>5. Ungkapan Baku Well... you know that ?</p>	<p>berbagai hal tentang teks deskriptif/prosedur</p> <p>2. Memperhatikan dan merespon penjelasan tentang kosakata dan tatabahasa dalam teks monolog Deskriptif/prosedur tentang <i>Tea/How to make a cup of tea.</i></p> <p>3. Mendengarkan model monolog lisan tentang teks deskriptif/prosedur</p> <p>4. Mendiskusikan dalam kelompok <i>draft</i> monolog mendeskripsikan kembali, menyampaikan prosedur dengan kata-kata sendiri</p>	<p>dalam teks monolog berbentuk</p> <ul style="list-style-type: none"> -<i>Descriptive</i> -<i>Procedure</i> <p>2. Menyebutkan fungsi komunikatif teks yang didengar.</p> <p>3. Menyebutkan ciri kebahasaan teks yang didengar.</p> <p>4. Melakukan monolog dalam bentuk deskriptif / prosedur</p>	Unjuk kerja	<p><i>Uji petik berbicara</i></p> <p><i>Uji petik berbicara</i></p>	<p>2.a. <i>Describe something / someone with your own words orally in front of the class!</i></p> <p>2.b. <i>Tell your friends how to do something (make a cup of tea)</i></p>		<p>deskriptif/prosedur dalam buku teks</p> <p><i>Script</i> otentik</p> <p>Rekaman monolog</p> <p>Alat peraga</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		5. Melakukan monolog lisan secara individu						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

SILABUS PEMBELAJARAN

Sekolah :
Kelas : VII (tujuh)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (dua)
Standar Kompetensi : 11. Membaca

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	1. Teks fungsional pendek berupa : Instruksi Daftar barang Ucapan selamat pengumuman 2. Tata bahasa - Adverb phrase - Noun Phrase - Adj Phrase	1 Tanya jawab yang berkaitan dengan materi 2 Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb 3 Mendengarkan contoh membaca nyaring yang dilakukan guru 4 Berdiskusi dengan teman menjawab pertanyaan bacaan	1.mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa: - Instruksi - Daftar barang - Ucapan selamat - Pengumuman 2.Merespon berbagai informasi dalam teks fungsional	Tes tulis Tes lisan Esai Unjuk kerja	Esai Pilihan Ganda Jawaban Singkat Uji petik membaca nyaring	1. <i>write down the answers completely</i> 2. <i>Choose the best answer by crossing a,b,c,d</i> 3. <i>Answer the questions orally</i> 4. <i>Read the text aloud.</i>	4x40 menit	Buku teks Yang relevan Teks otentik

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
teks berbentuk <i>descriptive/procedure</i>	4. Ungkapan baku - <i>Delicious !</i> - <i>It smells good !</i>	deskriptif/prosedur yang akan dibaca 3. Memperhatikan penjelasan tentang langkah retorika teks deskriptif/prosedur 4. Mengidentifikasi langkah retorika dalam kerja kelompok 5. Mengidentifikasi berbagai informasi dalam kerja kelompok 6. Mengidentifikasi langkah retorika dan berbagai informasi secara mandiri	procedure. 3. Mengidentifikasi langkah retorika teks deskriptif /prosedur 4. menyebutkan ciri kebahasaan teks <i>descriptive / procedure.</i>	Tes tulis	Pilihan Ganda Jawaban singkat	3. <i>Choose the correct Answer</i> <i>List all the verbs started in the text</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.3 membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk <i>descriptive/procedure</i> dengan ucapan, tekanan dan intonasi yang berterima	<ul style="list-style-type: none"> • Teks Esei berbentuk <i>descriptive / procedure</i>. • <i>Pronunciation</i> • <i>Intonation</i> • <i>punctuation</i> 	<p>1 Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring teks <i>descriptive/procedure</i> tentang pentingnya <i>pronunciation, intonation, punctuation, kualitas suara</i></p> <p>2 Mendengarkan model membaca nyaring teks <i>descriptive/procedure</i></p> <p>3 Menirukan membaca nyaring dengan intonasi dan jeda sesuai model</p> <p>4 Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar</p>	<p>Melafalkan kata, frasa dan kalimat dengan baik dan benar</p> <ul style="list-style-type: none"> • Membaca kata frasa dan kalimat dengan intonasi yang benar • Membaca nyaring teks <i>descriptive/procedure</i> dengan baik dan benar. 	Tes unjuk kerja	<p>Melafalkan</p> <p>Intonasi</p> <p>Uji petik Membaca nyaring</p>	<p>1. <i>Pronounce the following words or phrases correctly!</i></p> <p>2. <i>Read the following sentences by applying correct intonation!</i></p> <p>3. <i>Read the following text loudly!</i></p>	2x40 menit	Buku teks Teks otentik

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

SILABUS PEMBELAJARAN

Sekolah :
Kelas : VII (tujuh)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (dua)
Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional Instruksi Daftar barang Pengumuman Ucapan selamat 2. Kosakata terkait tema / jenis teks. 3. Ciri kebahasaan teks fungsional. 4. Tanda Baca 5. Spelling	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan tata bahasa: <i>noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative</i> 3. Membuat frasa, kalimat sesuai dengan materi	<ul style="list-style-type: none"> Menulis teks fungsional pendek berbentuk : <ul style="list-style-type: none"> Instruksi Daftar barang Pengumuman Ucapan Selamat Menulis kalimat sederhana 	Test tulis Tes tulis Penugasan	Melengkapi Menyusun kata acak Esai bebas Tugas rumah	1. <i>Complete the sentences</i> 2. <i>Rearrange the words into good sentences</i> 3. <i>Write down your own shopping list based on the situation given.</i> 4. <i>Write down list of</i>	4x40 menit	- Buku teks - Alat peraga - Tempat-tempat umum yang ada teks fungsional

		<p>4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek</p> <p>5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman</p> <p>6. Membuat teks tulis fungsional pendek sendiri dengan bebas</p>				<p><i>instructions</i> <i>to be on time to school</i></p> <p><i>5. Write a greeting card to your friend on his/her birthday</i></p> <p><i>Listen and make a draft of retelling descriptive/procedure text</i></p>		
❖ Karakter siswa yang diharapkan :		<p>Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)</p>						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive/ procedure</i>	<ul style="list-style-type: none"> • Teks monolog berbentuk • <i>Descriptive / procedure</i> • <i>Unsur bahasa terkait teks.</i> • <i>Langkah retorika terkait teks.</i> • <i>Spelling</i> • <i>Tanda baca</i> 	<ol style="list-style-type: none"> 1. Mendengarkan dan merespon introduction tentang penulisan teks monolog deskriptif / prosedur. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan penulisan teks monolog deskriptif / prosedur 3. Memperhatikan dan membaca teks deskriptif / prosedur. 4. Menulsi frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif / prosedur. 5. Menulis teks deskriptif / prosedur dengan 	<ol style="list-style-type: none"> 1. Melengkapi teks - <i>descriptive</i> - <i>procedure</i> 2. Menyusun teks 3. Menulis teks berbentuk - <i>Descriptive/ procedure</i> 	Tes tulis	<ul style="list-style-type: none"> melengkapi menyusun teks Esai 	<ol style="list-style-type: none"> 1. <i>Complete the blank spaces Correctly.</i> 2. <i>Arrange the jumbled sentences into a good descriptive/procedure text</i> 3. <i>Write down a simple descriptive/procedure text based on the picture / with your own words</i> 	6x40 menit	<ul style="list-style-type: none"> Buku teks Alat peraga Teks otentik

		struktur teks yang benar.						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengetahui;
Kepala Sekolah

(.....)
NIP /NIK : ;

.....,**20....**
Guru Mapel Bahasa Inggris,

(.....)
NIP /NIK : ;

Appendix 7.

The Result of Students' Qur'anic Memorization

Statistics

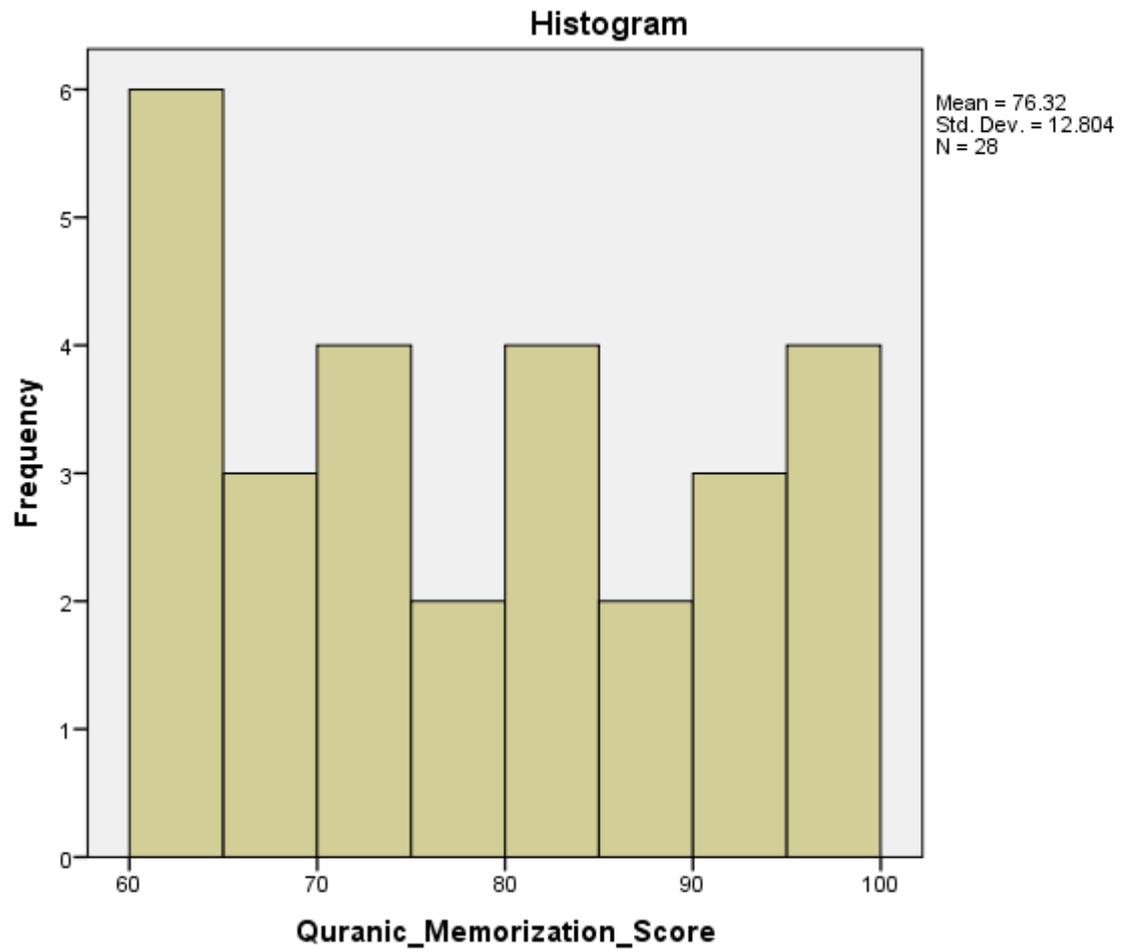
Quranic_Memorization_Score

N	Valid	28
	Missing	0
Mean		76.32
Median		75.00
Mode		60
Std. Deviation		12.804
Variance		163.930
Minimum		60
Maximum		98

Quranic_Memorization_Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	6	21.4	21.4	21.4
65	2	7.1	7.1	28.6
68	1	3.6	3.6	32.1
70	3	10.7	10.7	42.9
72	1	3.6	3.6	46.4
75	2	7.1	7.1	53.6

80	3	10.7	10.7	64.3
82	1	3.6	3.6	67.9
85	2	7.1	7.1	75.0
90	2	7.1	7.1	82.1
92	1	3.6	3.6	85.7
95	3	10.7	10.7	96.4
98	1	3.6	3.6	100.0
Total	28	100.0	100.0	



Appendix 8.

The Result of Students' Vocabulary Retention

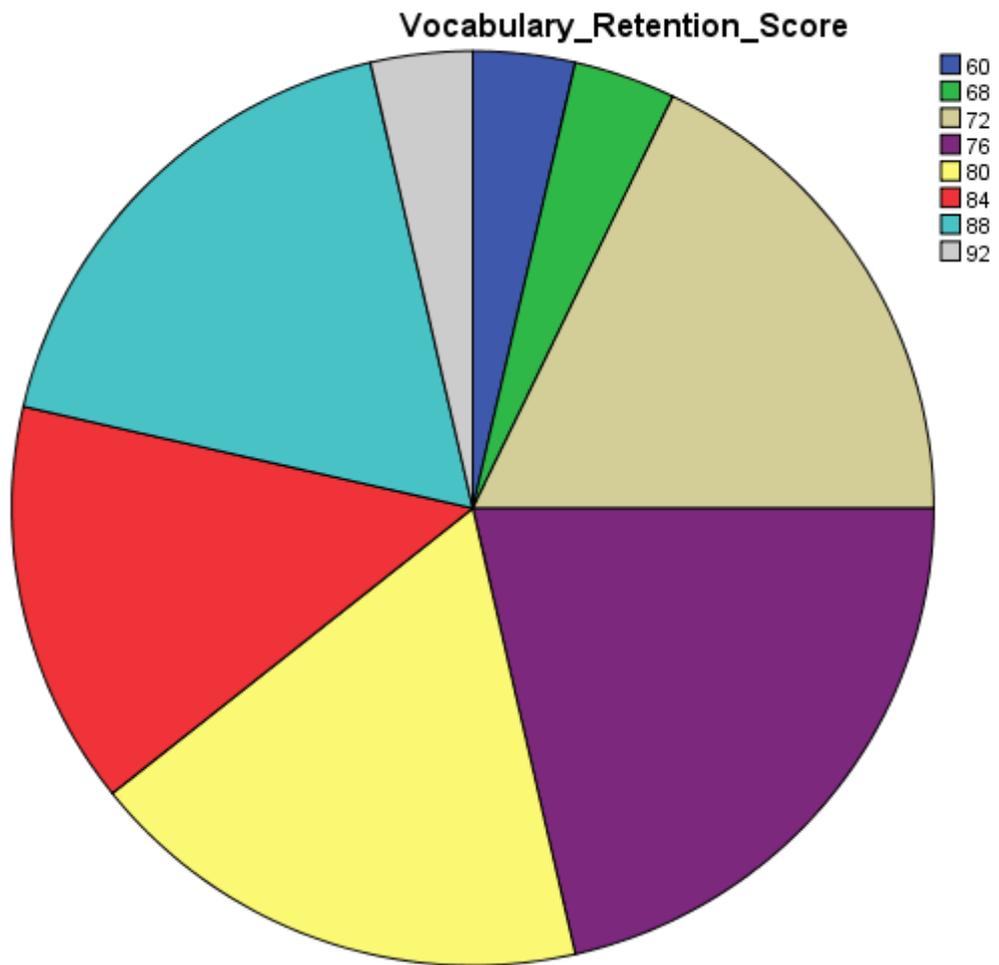
Statistics

Vocabulary_Retention_Score

N	Valid	28
	Missing	0
Mean		79.00
Median		80.00
Mode		76
Std. Deviation		7.354
Variance		54.074
Minimum		60
Maximum		92

Vocabulary_Retention_Score

	Frequency	Percent	Valid Percent	Cumulative Percent
60	1	3.6	3.6	3.6
68	1	3.6	3.6	7.1
72	5	17.9	17.9	25.0
76	6	21.4	21.4	46.4
Valid 80	5	17.9	17.9	64.3
84	4	14.3	14.3	78.6
88	5	17.9	17.9	96.4
92	1	3.6	3.6	100.0
Total	28	100.0	100.0	



Appendix 9.**Validation Form for Construct Validity in Vocabulary Test**

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Penelaah : Resti Febtrina, S,Pd

Petunjuk pengisian format penelaah butir soal :

Analisislah instrumen soal berdasarkan semua kriteria yang tertera di dalam format.

- Berikanlah tanda centang (√) pada kolom “ya” jika soal yang ditelaah sudah sesuai dengan kriteria.
- Berikanlah tanda centang (√) pada kolom “tidak” jika soal yang ditelaah tidak/belum sesuai dengan kriteria, kemudian tuliskan alasan pada kolom “catatan”.

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrumen sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VII di semester II ?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas ?			
3	Apakah instruksi mudah dipahami oleh siswa ?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur ?			
5	Apakah instruksi sudah sesuai dengan kisi-kisi ?			

Jatiagung, Juni 2018
Guru Mata Pelajaran/Penelaah

Resti Febtrina, S.Pd
NIY. 170201022

Appendix 10.**The Items Test of Vocabulary Mastery of Seventh Grade Before Validity****Name :****Class : VII****Time : 40 Minutes****Direction : Choose the correct answer from the option a, b, c or d.**

1. My apple tree has many _____.
 - a. Leaf
 - b. Leaves
 - c. Leafs
 - d. Leavs

2. My father always comes on time. The synonym of the underlined word is ...
 - a. Sees
 - b. Arrives
 - c. Does
 - d. Runs

3. Alan is a _____ boy. He has a cute smile.
 - a. Beauty
 - b. Bad
 - c. Handsome
 - d. Ugly

4. _____ is the capital city of Indonesia.
 - a. Bandung
 - b. Jakarta
 - c. Lampung
 - d. Yogyakarta

5. I am so hungry. But, I do not have _____ to buy anything.
 - a. Honey
 - b. Wallet
 - c. Money
 - d. Candy

6. They _____ English book.
 - a. Sleep

- b. Walk
 - c. Read
 - d. Talk
7. My Father go to _____ for business.
- a. London
 - b. House
 - c. Garden
 - d. Hospital
8. My uncle got an accident. Now, He is in the _____.
- a. Mosque
 - b. Bank
 - c. Urip Hospital
 - d. Market
9. I am so sleepy because I can not _____ well last night.
- a. Sleep
 - b. Eat
 - c. Run
 - d. Sit
10. Rara always study everyday. She is a diligent student. The antonym of the underlined word is ...
- a. Cute
 - b. Sweet
 - c. Beautiful
 - d. Lazy
11. I am so thirsty. But, there is no _____ to drink.
- a. Air
 - b. Sand
 - c. Rice
 - d. Water
12. Press the button.
The underlined word cab be replaced with ...
- a. Throw
 - b. Push
 - c. Put
 - d. Take
13. I know that Bandung is flooded because I _____ a newspaper this morning.
- a. Eat
 - b. Read
 - c. Write

d. Talk

14. Headache is a kind of illness.

The underlined word can be replaced by ...

- a. Happiness
- b. Sickness
- c. Sadness
- d. Wilderness

15. Ahmad is a kind boy. He likes to help other.

The word "kind" has similar meaning with ____

- a. Bad
- b. Good
- c. Nasty
- d. Ugly

16. Today is a sunny day. So, we

_____ go to the beach.

- a. Do not
- b. Does not
- c. Will
- d. Kill

17. A : You wear *hijab*. Are you a _____ ?

B : Yes, I am.

- a. Christian
- b. Moslem
- c. Religion
- d. Buddhist

18. It's not finish yet.

The synonym of the underlined word is ...

- a. Start
- b. Begin
- c. Go
- d. End

19. A : Will you come to the party tonight ?

B : Yes, I will.

The underlined word can be replaced with ...

- a. Have
- b. Has
- c. Attend
- d. Need

20. A : Do you know the man who _____ in that chair ?
B: Yes. He is David
a. Sits
b. Stands
c. Eats
d. Walks
21. It is my bench. Why you sit here ?
The underlined word can be replaced with ...
a. Table
b. Bed
c. Chair
d. Boat
22. There are 30 _____ in my class.
a. Student
b. Studens
c. Students
d. Studes
23. Ryan has a lot of pens and I have none. Then, he _____ me a pen.
a. Asks
b. Tells
c. Brings
d. Gives
24. My father said that he wants to live in village because the _____ is so fresh.
a. Air
b. Ground
c. Sand
d. Moon
25. A : I like my cats very much
B : Why ?
A : Because they are so _____

a. Cute
b. Weird
c. Wild
d. Strange
26. This month is April. Next month is ...
a. January
b. March
c. May
d. August

27. Wash the fruits, cut them and put into the mixer.
The synonym of the underlined word is ...
- Destroy
 - Pound
 - Slice
 - Form
28. A : What do you think about Mr. Alan?
B : I think he is a _____ teacher. I like him very much.
- Good
 - Bad
 - Shabby
 - Poor
29. It is a big box.
The synonym of the underlined word is ...
- case
 - vase
 - Race
 - Nose
30. They _____ a solid team.
- Is
 - Am
 - Are
 - Was
31. _____ you tell me the direction to go to Palembang by train ? I want to visit Ampera bridge with my family.
- Have
 - Can
 - Want
 - Wish
32. She is so beautiful.
The synonym of the underlined word is ...
- Ugly
 - Pretty
 - Bad
 - Clever
33. A : I think Mia is a _____ girl. How about you ?
B : I think so. She always get 100 for Math.
- Stupid
 - Ugly
 - Beautiful
 - Clever

34. There are 2 bikes in the garage.
The synonym of the underlined word is ...
- Bicycles
 - Motorcycle
 - Refrigerator
 - Refrigerators
35. Q : Do you know where is Sarah?
A : Yes, she _____ the meal in the kitchen.
- Reads
 - Sleep
 - Needs
 - Cooks
36. It is an amazing film.
The synonym of the underlined word is ...
- Ordinary
 - Usual
 - Wonderful
 - Regular
37. A : Where do you live ?
B : I live in _____. My house is close to the Raden Intan Airport.
- Lampung
 - Bali
 - Bandung
 - Yogyakarta
38. He makes a big robot.
The underlined word can be replaced with ...
- Writes
 - Speaks
 - Creates
 - Buys
39. My mother is a great woman. She gives everything for make me smile.
The underlined word has similar meaning with the words below, except ...
- Wonderful
 - Fabulous
 - Bad
 - Awesome
40. Ryan is a _____ boy. He usually makes his friends laugh.
- Naughty
 - Big
 - Funny
 - Small

Appendix 11.**Key Answer**

- | | |
|-------|-------|
| 1. b | 21. c |
| 2. b | 22. c |
| 3. c | 23. d |
| 4. b | 24. a |
| 5. c | 25. a |
| 6. c | 26. c |
| 7. a | 27. c |
| 8. c | 28. a |
| 9. a | 29. a |
| 10. d | 30. c |
| 11. a | 31. b |
| 12. b | 32. b |
| 13. b | 33. d |
| 14. b | 34. a |
| 15. b | 35. d |
| 16. c | 36. c |
| 17. b | 37. a |
| 18. d | 38. c |
| 19. c | 39. c |
| 20. a | 40. c |

Appendix 12.**The Items Test of Vocabulary Mastery of Seventh Grade After Validity****Name :****Class : VII****Time : 40 Minutes****Direction : Choose the correct answer from the option a, b, c or d.**

1. My apple tree has many _____.
 - a. Leaf
 - b. Leaves
 - c. Leafs
 - d. Leavs

2. Indah _____ speak English fluently.
 - a. Has
 - b. Can
 - c. Be
 - d. Have

3. Alan is a _____ boy. He has a cute smile.
 - a. Beauty
 - b. Bad
 - c. Handsome
 - d. Ugly

4. I am so hungry. But, I do not have _____ to buy anything.
 - a. Honey
 - b. Wallet
 - c. Money
 - d. Candy

5. My Father go to _____ for bussiness.
 - a. London
 - b. House
 - c. Garden
 - d. Hospital

6. My uncle got an accident. Now, He is in the _____.
- Taqwa Mosque
 - Bank
 - Urip Hospital
 - Market
7. A : Excuse me, Could you tell me where is the canteen ?
B : Of course, just go ahead and you ____ find the canteen.
- Will
 - Want
 - Watch
 - Worry
8. Rara always study everyday. She is a _____ student.
- Cute
 - Sweet
 - Beautiful
 - Dilligent
9. Tomorrow is Friday. So, _____ is Thursday.
- Yesterday
 - Today
 - Two days later
 - Last week
10. The baby _____ all the day because she can't sleep well last night.
- Laugh
 - Speaks
 - Cries
 - Smiles
11. Q : Your room is so clean. When do you make up your room ?
A : I make up my room _____
- Everyday
 - Everywhere
 - Last year
 - 2 years ago
12. I am so thirsty. But, there is no _____ to drink.
- Sand
 - Rice
 - Water
 - Air
13. She always study hard . So, *She* _____ *passed the test*.
- Heavily

- b. Neatly
 - c. Easily
 - d. Slowly
14. Ryan has a lot of pens and I have none. Then, he _____ me a pen.
- a. Asks
 - b. Tells
 - c. Brings
 - d. Gives
15. A : Oh, my mother comes. I have to leave _____.
- B : Okay. See you later.
- a. Now
 - b. Later
 - c. Today
 - d. Tomorrow
16. _____ is the capital city of Indonesia.
- a. Bandung
 - b. Lampung
 - c. Jakarta
 - d. Yogyakarta
17. A : Give me a piece of paper, please!
- B : Sure, here you _____.
- a. Is
 - b. Am
 - c. Are
 - d. Was
18. A : What do you think about Mr. Alan?
- B : I think he is a _____ teacher. I like him very _____ much.
- a. Good
 - b. Bad
 - c. Shabby
 - d. Poor
19. Cut the apple _____ because the knife is so sharp.
- a. Quickly
 - b. Fast
 - c. Carefully
 - d. Lovely
20. Indonesian people celebrate an _____ on August, 17.
- a. Thanksgiving Day
 - b. Independence Day

- c. Kartini Day
 - d. Memorial Day
21. A : I think Mia is a _____ girl. How about you ?
B : I think so. She always get 100 for Math.
- a. Stupid
 - b. Ugly
 - c. Beautiful
 - d. Clever
22. There are 2 _____ in the garage.
- a. Bikes
 - b. Bike
 - c. Refrigerator
 - d. Refrigerators
23. Firstly, wash the apple and _____ it. Then, put it into the mixer.
- a. Throw
 - b. Eat
 - c. Slice
 - d. Waste
24. A : Did you come to the Wina's wedding _____?
B : Yes, I did.
- a. Tomorrow
 - b. Next week
 - c. Yesterday
 - d. The day after tomorrow
25. My mother is a great woman. She gives everything for make me smile.
The underlined word has similar meaning with the words below, except ...
- a. Wonderful
 - b. Fabulous
 - c. Bad
 - d. Awesome

Appendix 13.**Key Answer**

1. b
2. b
3. c
4. c
5. a
6. c
7. a
8. d
9. b
10. c
11. a
12. c
13. c
14. d
15. a
16. c
17. c
18. a
19. c
20. b
21. d
22. a
23. c
24. c
25. c

APPENDIX 14.**LIST OF STUDENTS FOR TRY OUT TEST**

No.	Students' Name	Gender
1	Annisa Arsyah Febriani	F
2	Audy Aulia Thefani	F
3	Dea Elvira	F
4	Fioletta Izza Insyirah	F
5	Haura Jilan Permana	F
6	Haya Fauziyah Ulya	F
7	Mahmuda Abidatullah	F
8	Maulani Ulfia Hazahro	F
9	Meisi Nadila	F
10	Mutia Amalia Nafilah	F
11	Nabila Putri Fasla Arabia	F
12	Rohma Aliyatuz Zahro	F
13	Salsabila Azzahra	F
14	Shabrina Nida Adila	F
15	Siska Okta Rosadi	F
16	Tri Utami	F
17	Uli Sholehah	F
18	Winda Oktavia Romadani	F
19	Yuni Yasmida Elmi	F

Appendix 15.**The Result of Item Validity of Vocabulary Retention Test**

Rata2= 21.79
 Simpang Baku= 6.05
 KorelasiXY = 0.78
 Reliabilitas Tes = 0.87
 Butir Soal = 40
 Jumlah Subyek = 19
 Nama berkas : BELUM_ADA_NAMA.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	40.00	Sedang	0.411	Sangat Signifikan
2	2	40.00	Sedang	.379	Signifikan
3	3	40.00	Sedang	0.399	Sangat Signifikan
4	4	0.00	Mudah	0.107	-
5	5	60.00	Mudah	0.354	Signifikan
6	6	20.00	Sangat Mudah	0.279	-
7	7	40.00	Sedang	0.378	Signifikan
8	8	80.00	Sedang	0.736	Sangat Signifikan
9	9	0.00	Sangat Mudah	NAN	NAN
10	10	80.00	Sedang	0.547	Sangat Signifikan
11	11	40.00	Sedang	0.283	-
12	12	20.00	Sedang	0.302	-
13	13	-20.00	Sedang	0.083	-
14	14	20.00	Mudah	0.181	-
15	15	20.00	Sedang	0.283	-
16	16	20.00	Sedang	0.149	-
17	17	40.00	Sedang	0.338	Signifikan
18	18	20.00	Sedang	0.101	-
19	19	60.00	Sukar	0.726	Sangat Signifikan
20	20	60.00	Sedang	0.495	Sangat Signifikan
21	21	40.00	Mudah	0.328	Signifikan
22	22	20.00	Sangat Sukar	0.507	Sangat Signifikan
23	23	20.00	Sedang	0.324	Signifikan
24	24	0.00	Sukar	0.224	-
25	25	60.00	Sukar	0.610	Sangat Signifikan
26	26	40.00	Mudah	0.310	Signifikan
27	27	40.00	Sedang	0.386	Signifikan
28	28	40.00	Mudah	0.398	Sangat Signifikan
29	29	20.00	Sedang	0.288	-
30	30	60.00	Sedang	0.360	Signifikan

31	31	40.00	Sukar	0.204	-
32	32	0.00	Sangat Mudah	NAN	NAN
33	33	20.00	Sangat Sukar	0.649	Sangat Signifikan
34	34	60.00	Sedang	0.411	Sangat Signifikan
35	35	40.00	Mudah	0.303	-
36	36	20.00	Sukar	0.265	-
37	37	20.00	Sangat Mudah	0.232	-
38	38	60.00	Sedang	0.379	Signifikan
39	39	100.00	Sedang	0.700	Sangat Signifikan
40	40	20.00	Sangat Sukar	0.649	Sangat Signifikan

Appendix 16.**The Result of Reliability of Vocabulary Retention Test**

Rata2 = 21.79

Simpang Baku = 6.05

KorelasiXY = 0.78

Reliabilitas Tes = 0.87

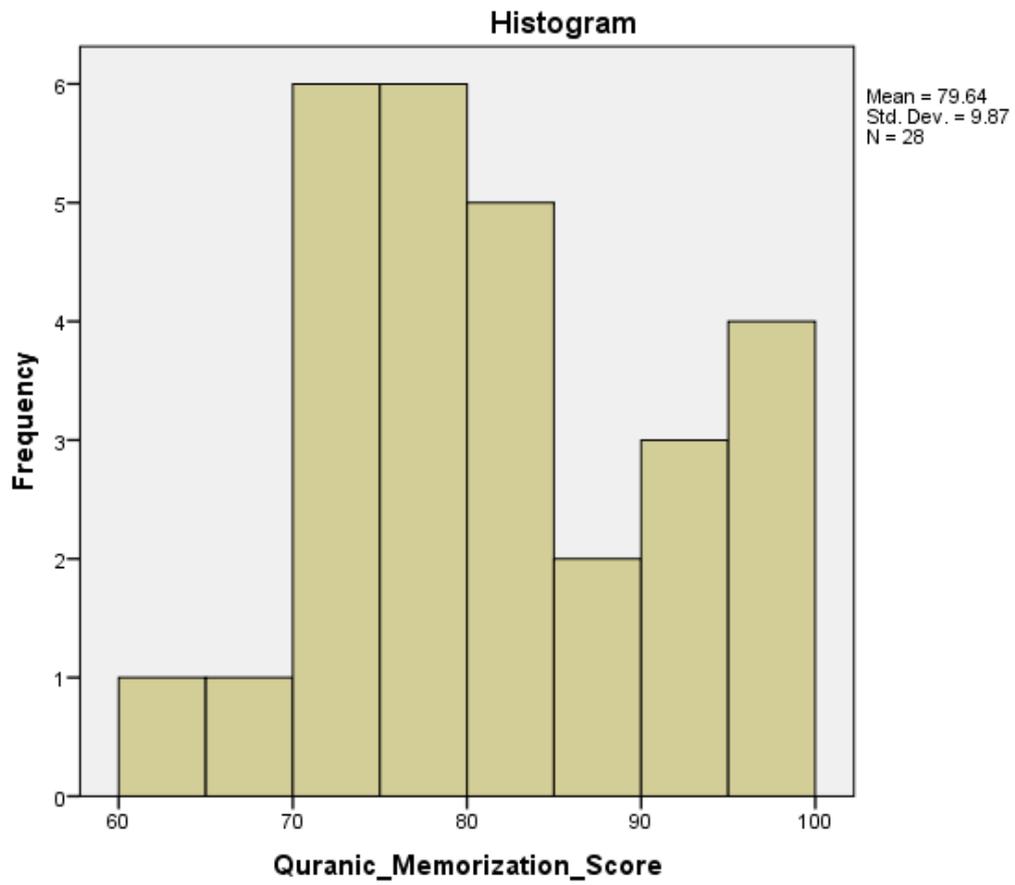
Nama berkas : BELUM_ADA_NAMA.ANA

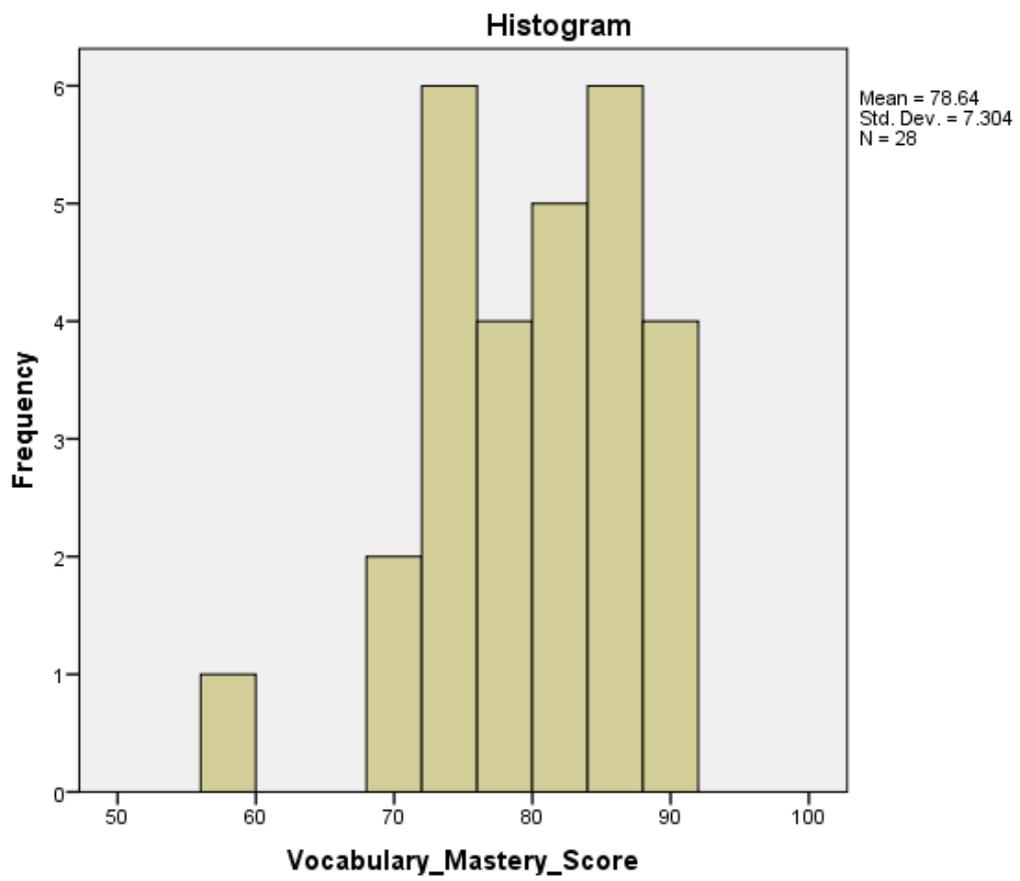
No.Urut	No. Subyek	Kode>Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	1	Annisa Arsyah ...	8	8	16
2	2	Audy Aulia Th...	10	14	24
3	3	Dea Elvira	9	9	18
4	4	Fioletta Izza...	16	13	29
5	5	Haura Jilan P...	19	19	38
6	6	Haya Fauziyah...	16	15	31
7	7	Mahmuda Abida...	10	13	23
8	8	Maulani Ulfia...	10	10	20
9	9	Meisi Nadila	7	8	15
10	10	Mutia Amalia ...	11	7	18
11	11	Nabila Putri ...	15	13	28
12	12	Rohma Aliyatu...	11	11	22
13	13	Salsabila Azz...	8	11	19
14	14	Shabrina Nida...	10	11	21
15	15	Siska Okta Ro...	9	6	15
16	16	Tri Utami	12	10	22
17	17	Uli Sholehah	10	11	21

18	18	Winda Oktavia...	7	9	16
19	19	Yuni Yasmida ...	9	9	18

Appendix 17.**Score of Students' Qur'anic Memorization (X) and Their Vocabulary Retention (Y)**

No	Students' Code	Qur'anic Memorization Score	Vocabulary Mastery Score
1	Student 1	68	76
2	Student 2	98	58
3	Student 3	82	88
4	Student 4	60	54
5	Student 5	80	52
6	Student 6	60	72
7	Student 7	95	64
8	Student 8	92	76
9	Student 9	90	64
10	Student 10	70	58
11	Student 11	72	64
12	Student 12	80	80
13	Student 13	60	56
14	Student 14	95	68
15	Student 15	90	68
16	Student 16	70	64
17	Student 17	65	72
18	Student 18	60	72
19	Student 19	65	72
20	Student 20	60	58
21	Student 21	75	56
22	Student 22	60	60
23	Student 23	85	88
24	Student 24	70	68
25	Student 25	75	80
26	Student 26	85	50
27	Student 27	95	52
28	Student 28	80	64

Appendix 18.**Histogram of Students' Qur'anic Memorization and Vocabulary****Retention Score**



Appendix 19.

The Result of Normality test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Quranic_Memori zation	28	100.0%	0	0.0%	28	100.0%
Vocabulary_Rete ntion	28	100.0%	0	0.0%	28	100.0%

Descriptives

		Statistic	Std. Error
Quranic_Mem orization	Mean	79.64	1.865
	95% Confidence Interval for Mean	Lower Bound 75.82 Upper Bound 83.47	
	5% Trimmed Mean	79.63	
	Median	79.00	
	Variance	97.423	
	Std. Deviation	9.870	
	Minimum	60	
	Maximum	98	
	Range	38	
	Interquartile Range	18	
	Skewness	.286	.441
	Kurtosis	-.710	.858
	Mean	79.00	1.390
	95% Confidence Interval for Mean	Lower Bound 76.15 Upper Bound 81.85	
	5% Trimmed Mean	79.27	
Vocabulary_R etention	Median	80.00	
	Variance	54.074	
	Std. Deviation	7.354	

Minimum	60	
Maximum	92	
Range	32	
Interquartile Range	11	
Skewness	-.373	.441
Kurtosis	.137	.858

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Quranic_Memorization	.145	28	.136	.947	28	.169
Vocabulary_Retention	.123	28	.200*	.953	28	.233

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Quranic_Memorization

Quranic_Memorization Stem-and-Leaf Plot

Frequency Stem & Leaf

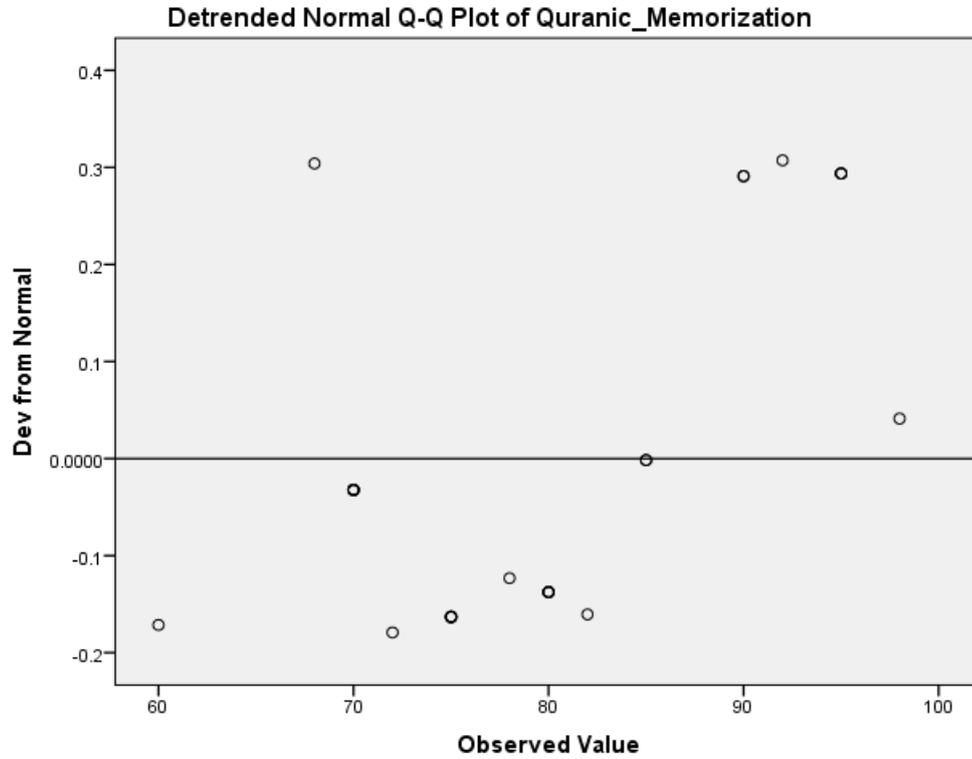
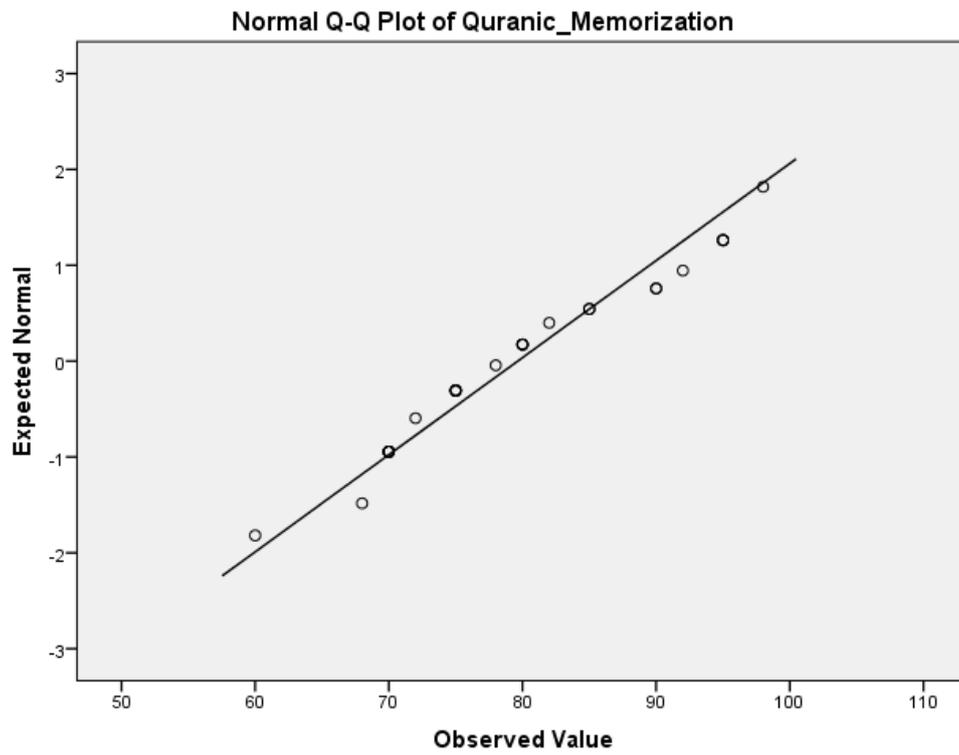
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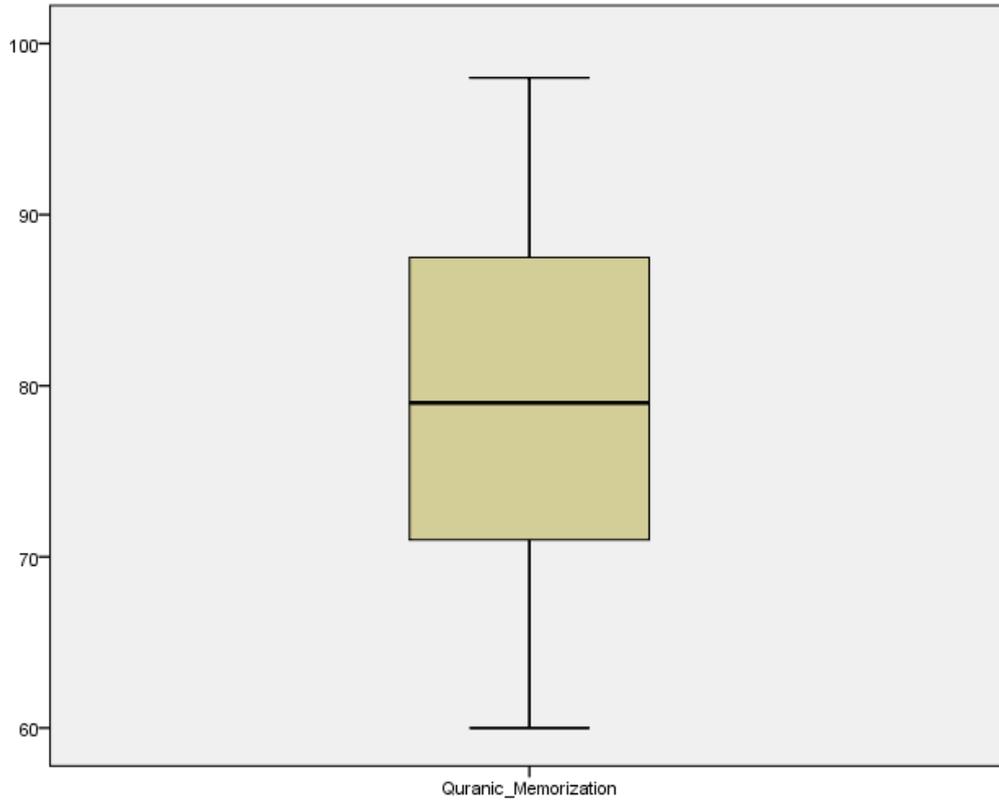
1.00  6 . 0
1.00  6 . 8
6.00  7 . 000002
6.00  7 . 555558
5.00  8 . 00002
2.00  8 . 55
3.00  9 . 002
4.00  9 . 5558

```

Stem width: 10

Each leaf: 1 case(s)





Vocabulary_Retention

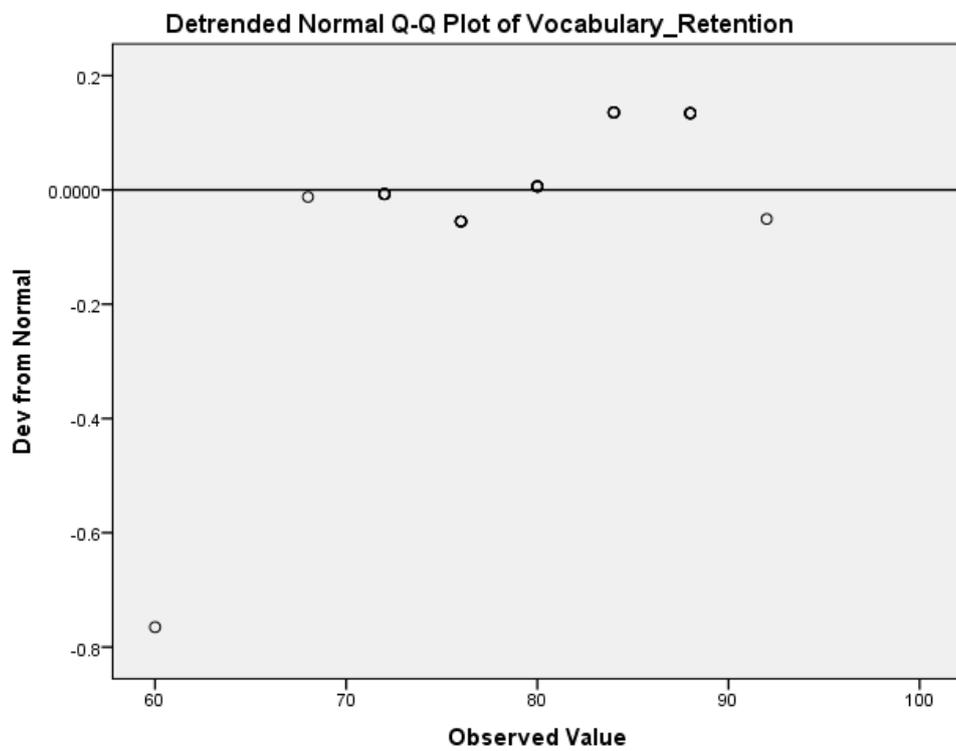
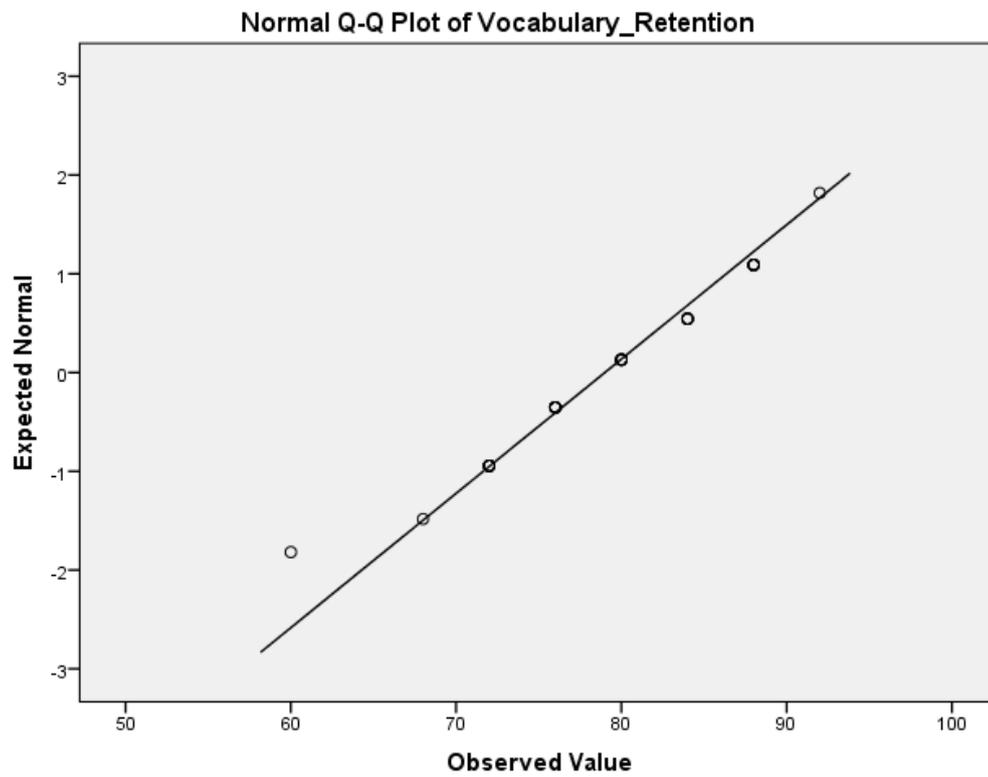
Vocabulary_Retention Stem-and-Leaf Plot

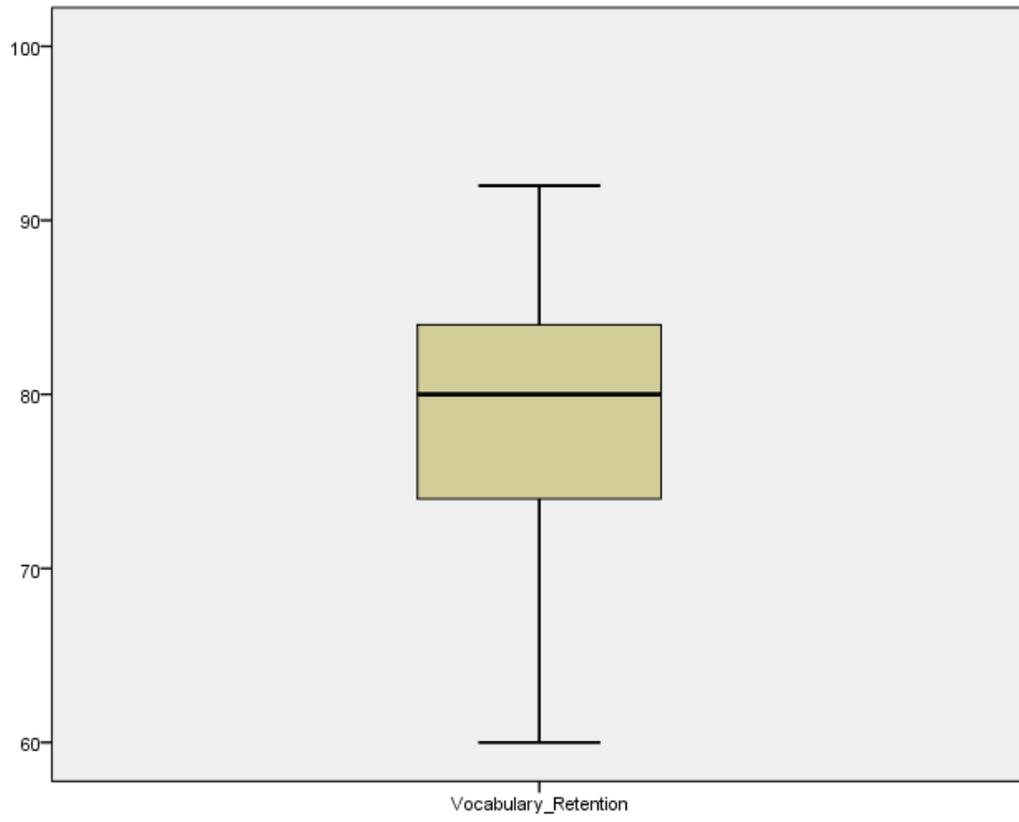
Frequency Stem & Leaf

1.00	6 . 0
1.00	6 . 8
5.00	7 . 22222
6.00	7 . 666666
9.00	8 . 000004444
5.00	8 . 88888
1.00	9 . 2

Stem width: 10

Each leaf: 1 case(s)





Appendix 20.**The Result of Homogeneity Test****Test of Homogeneity of Variances**

Hasil Test

Levene Statistic	df1	df2	Sig.
2.468	1	54	.122

ANOVA

Hasil Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.786	1	5.786	.076	.783
Within Groups	4090.429	54	75.749		
Total	4096.214	55			

Appendix 21.

The Result of Hypothetical test

Correlations

		Quranic_Memorization	Vocabulary_Retention
Quranic_Memorization	Pearson Correlation	1	.622**
	Sig. (2-tailed)		.000
	N	28	28
Vocabulary_Retention	Pearson Correlation	.622**	1
	Sig. (2-tailed)	.000	
	N	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix 22.**Students' Name as Sample**

No	Students' Name	Gender
	Alifah Atika	F
2	Ammara Putri Anggreini	F
3	Asyifa Putri Raudatul Jannah S	F
4	Ayu Nabila Fauziah	F
5	Buwaithi Nur Setya	F
6	Edelwis Ramadona	F
7	Ghina Raudhatul Jannah	F
8	Indira Cita S	F
9	Jihan Jauharoh	F
10	Kayla Distra	F
11	Marsha Khalillah P	F
12	Mila Sri Riskhia	F
13	Mira Tantia	F
14	Nabila Arta Riyani	F
15	Nailah Asy Syahidah	F
16	Naura Dina Alkamila	F
17	Nur Zukhrufiyati Sartika Putri	F
18	Nurinta Ryani	F
19	Raysha Suci Ramadhani	F
20	Salsabila Aldani Matha	F
21	Sesil Putri Maharani	F
22	Sharah Najma K	F
23	Syakirah Meandra	F
24	Syifa Syarinaturrahma	F
25	Tarisa Rafa Nabila	F
26	Tiara Naura Jasmine	F
27	Umamah Khairunnisa	F
28	Zilva Zaizatul Lativa	F



KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung 35131 Telp. (0721) 703260

CONTROL CARD

NAME : **KHUSNUN AFIFAH**
STUDENT NUMBER : **1411040083**
TITLE : **THE CORRELATION BETWEEN STUDENTS' QUR'ANIC MEMORIZATION AND THEIR VOCABULARY MASTERY (A Correlational Study at the Second Semester of Seventh Grade Students' of SMP IT Az-Zahra Lampung in 2017/2018 Academic Year)**

No.	Day/Date	Consultation	Signature

Bandar Lampung, 2018
Advisor

Dr. Moh. Muhassin, M.Hum
NIP. 197708182008011012



KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
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No.	Day/Date	Consultation	Signature

Bandar Lampung, 2018
Co-Advisor

Rohmatillah, M.Pd
NIP. 198105082007102001

Appendix 26.**Documentation in Try Out Test**



KEGIATAN HARIAN PONPES AL-MUJTAMA' AL-ISLAMI			
NO	WAKTU	JAM	KEGIATAN
1	PAGI	04.15-05.00	Bangun Pagi Dan Sholat Subuh
		05.00-05.30	Membaca & Menghafal Al-Qur'an
		05.30-06.00	Pemberian Kosakata Bahasa (Arab/Inggris)
		06.00-07.00	Mandi Pagi, Sarapan dan Persiapan Masuk Kelas
		07.15-12.00	Masuk Kelas (Pelajaran Pagi)
3	SIANG	12.00-12.30	ISOMA
		12.00-12.30	Masuk Kelas (Pelajaran Sore)
4	SORE	15.15-16.15	Shalat Ashar Membaca & Menghafal Al-Qur'an
		16.15-17.15	Olah Raga/kursus Keterampilan
		17.15-17.45	Mandi Dan Persiapan Ke Masjid
5	MALAM	17.45-18.30	Shalat Magrib Dan Membaca Al-Qur'an Di Asrama/Masjid
		18.30-19.15	Makan Malam
		19.15-19.45	Shalat Isya'
		19.45-21.30	Belajar Malam
		21.30-04.15	Tidur Malam

CATATAN:

- Ahad : Pukul 19.30-21.00 Latihan Pidato Bahasa Inggris
- Kamis : Pukul 12.30-14.00 Latihan Pidato Bahasa Arab
- Jumat : Pukul 19.30-21.00 Latihan Pidato Bahasa Indonesia
- Selasa : Pukul 05.00-06.00 Latihan Percakapan Bahasa Arab
- Sabtu : Pukul 06.00-08.00 Lari Pagi Dan Pembersihan Umum
- Selasa, Jumat & Ahad : Pukul 05.00-06.00 Latihan Percakapan Bahasa Arab/Inggris
- Selasa, Jumat & Ahad : Pukul 12.30-15.00 Latihan Pramuka
- Selasa, Jumat & Ahad : Hari Olah Raga

PENGASAHAN SANTRI 2015



Appendix 27.**Documentation in the Research**



 **AGENDA KEGIATAN HARIAN SANTRI**
AZ-ZAHRA ISLAMIC BOARDING SCHOOL
Jln. Airan Raya, no. 77, Desa Wayhui, Kecamatan Jatiagung, Lampung Selatan

NO	WAKTU (WIB)	KEGIATAN	KETERANGAN
1	03.00 – 05.00	Qiyamullail + Shalat Subuh	Kesantrian
2	05.00 – 06.00	Sesi I (Hafalan AlQuran) + Shalat Syuruq	
3	06.00 – 07.30	MCK + Apel Pagi	
4	07.30 – 08.50	Pelajaran I	Jam Wajib Sekolah
5	08.50 – 10.10	Pelajaran II	
6	10.10 – 10.30	Shalat Duha + Istirahat	
7	10.30 – 11.50	Pelajaran III	
8	11.50 – 13.00	Qoilullah + Shalat Dhuhur Makan	
9	13.00 – 14.20	Pelajaran IV	Kesantrian
10	14.20 – 16.00	Istirahat + Shalat Ashar	
11	16.00 – 17.00	Sesi II (Pelajaran Sore)	
12	17.00 – 18.00	MCK + Bersih Lingkungan	
13	18.00 – 19.30	Shalat Magrib + Sesi III + Shalat Isya'	
14	19.30 – 21.30	Belajar Malam	
15	21.30 – 03.30	Istirahat Malam (Tidur)	

Jatiagung, Juli 2016
Kepala SMP IT Az Zahra Jatiagung

KUNCORO, S.Si.
NIY. 161002001