



Article

Enriching Arabic Vocabulary: Examining the Impact of Quranic Word-by-Word Translation on Student Proficiency

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Abstract

This study investigates the significance of using word-by-word translations of the Qur'an to enhance Arabic language learning and expand students' vocabulary. Employing a literature review approach, this research gathers pertinent data from academic sources related to the subject. The collected data is analyzed using content analysis techniques. Findings from the literature review demonstrate that utilizing word-by-word translations of the Qur'an aids students in comprehending Arabic words more effectively, thereby improving their capacity to memorize and apply Arabic vocabulary. Additionally, such translations can expedite the Arabic learning process, given the Qur'an's prominent role as a primary Arabic source. However, it's important to note that reliance solely on translation might curtail students' holistic understanding of Arabic and foster dependency on translation. Thus, the proper and discerning use of word-by-word Qur'an translations is crucial to avoid diminishing students' comprehensive grasp of Arabic. In conclusion, word-by-word translation of the Qur'an holds importance in enhancing Arabic language learning and vocabulary expansion among students, but its application should be judicious. This study contributes to the evolution of Arabic curriculum and pedagogical methods

Keyword

Learning Arabic, translation of the Qur'an per word, vocabulary, students

INTRODUCTION

Arabic has a very important position in Islamic teachings. As the language of instruction for the holy book of the Qur'an, Arabic is very important for Muslims to better understand religious teachings. In addition, Arabic is also used in Islamic literature such as hadith, interpretation, fiqh, and so on. Therefore, the ability to speak Arabic is important for every Muslim. According to Astuti (2016) "One of the important factors in learning Arabic is vocabulary. The more vocabulary mastered, the easier it will be to understand and use Arabic.

The importance of vocabulary in learning Arabic has been recognized by many people, both Arabic language experts and educational practitioners. "In the context of learning Arabic in schools, vocabulary is an important factor in accelerating the process of learning Arabic". Students who master sufficient vocabulary will find it easier and faster to understand Arabic texts, such as the holy Qur'an, hadith, and other Islamic literature (Fahuzul, Ulfah, & Surayatika, 2022). In an effort to increase the treasury of Arabic vocabulary, "the use of a word-by-word translation of the Qur'an can be the right solution. A word-by-word translation of the Qur'an is a translation that gives the meaning of each word in the Qur'an, so that it can help students better understand the meaning of words in Arabic. By using a word-by-word translation of the Qur'an, students can learn Arabic vocabulary more effectively and efficiently" (Mat & Yaakub, 2010).

However, even though word-by-word translation of the Qur'an has the potential to increase the vocabulary of Arabic vocabulary, its use is still not widely practiced in several educational institutions. Therefore, this research was conducted with the aim of examining the urgency of using word-by-word translations of the Qur'an in learning Arabic as an effort to increase students' vocabulary. This study uses a literature review method with a qualitative approach, namely by collecting data from literary sources that are relevant to the research topic. Data were analyzed using content analysis techniques.

This research is expected to contribute to the development of Arabic curriculum and learning methods. In addition, this research can also provide input for teachers and educational institutions in considering the use of word-by-word translations of the Qur'an in learning Arabic as an effort to increase students' vocabulary.

The method uses the method of literature review or literature study which contains research that is relevant to research problems. In this section, an assessment of the concepts and theories is carried out used based on the available literature, especially from articles published in various scientific journals. Literature review serves to build concepts or theories that form the

basis of studies in research (Sujarweni, 2014).

Literature review or literature study is an activity that is required in research, especially academic research whose main objective is to develop theoretical as well as practical aspects. So by using this research method the writer can easily solve the problem to be studied.

As for the type of research used in this research is library research or library research, "namely research conducted by collecting data or scientific writing that aims to research objects or data collection that is library in nature, or studies that are carried out to solve a problem that is basically based on a critical and in-depth study of relevant library materials"(Nasution, 2009).

Before conducting a literature review, the researcher must know in advance exactly which source the scientific information. Some of the sources used include; text books, scientific journals, statistical references, research results in the form academic paper, dissertations, and the internet, as well as other sources relevant. The method of collecting research data is taken from data sources. What is meant by data sources in research is the subject from which data can be obtained, namely obtained from text books, scientific journals, statistical references, research results in the form of theses, theses, dissertations. , and the internet, as well as other relevant sources.

To analyze the data so that a conclusion is drawn. To obtain correct and precise results in analyzing data, the authors use content analysis techniques. Content analysis is research that is in-depth discussion of the contents of written information.

LEARNING THEORY

Learning theory "is a very important concept in the world of education. There are several learning theories that are often used by teachers or educators to help students learn. There are several learning theories that are often used by teachers or educators, namely behavioristic, cognitive, constructivist, and humanistic learning theories (Wicaksono & Roza, 2015).

The first behavioristic theory This theory assumes that "human behavior can be learned through stimuli and responses. That is, students learn through a trial-and-error process, namely trying and making mistakes and then making improvements until they get the desired results (Skinner, 2003, p. 26).

The benefits of behavioristic learning theory according to(Nahar, 2016) among others:

1. Facilitate measurement and evaluation: In behavioristic learning theory, student behavior can be measured and evaluated objectively. This makes it easier for teachers or educators to determine whether students have achieved learning objectives or not.

2. Providing positive reinforcement: Behavioristic learning theory emphasizes the importance of providing positive reinforcement for desired behavior. Positive reinforcement can be in the form of praise, gifts, or recognition. This can help students to be more motivated in learning.
3. Improving the effectiveness of the learning process: In behavioristic learning theory, the learning process can be carried out in a structured and systematic way. This can increase the effectiveness of the learning process and make it easier for students to acquire the desired knowledge and skills.
4. Providing feedback: In behavioristic learning theory, feedback is very important to help students improve their behavior. Teachers or educators can provide feedback directly to students, so students can find out the weaknesses and strengths of their behavior.
5. Improving transferability: Behavioristic learning theory can also assist students in increasing their ability to transfer learned knowledge and skills to other situations.

However, there are also criticisms of behavioristic learning theory, such as paying less attention to the cognitive and psychological aspects of students and focusing only on observable behavior. Therefore, teachers or educators should combine various learning theories to create more effective learning strategies. Second, there is also a cognitive learning theory which assumes that students build knowledge and skills through active processing of information in their minds. This theory emphasizes the importance of using effective learning strategies and encourages students to use their cognitive abilities in processing information. Second, constructivist learning theory is also often used by teachers or educators. This theory focuses on how students build their own understanding of the world through personal experience and reflection. This theory assumes that students not only receive information from outside, but also build their own knowledge and understanding through experience and social interaction (Holzman, 2013, p. 10).

Some of the benefits of constructivist learning theory according to Judge (2018) are as follows:

1. Facilitating deep understanding: In constructivist learning theory, students not only receive information from teachers or educators, but are also actively involved in the learning process. Students are expected to be able to build a deep understanding of the concepts studied.
2. Improve critical thinking skills: In constructivist learning theory, students are also taught to think critically and analytically. This can

help students develop critical and creative thinking skills.

3. Develop adaptability: Constructivist learning theory also teaches students to be able to adapt to a constantly changing environment. Students are taught to solve problems and find solutions in creative and innovative ways.
4. Enhancing lifelong learning abilities: In constructivist learning theory, students are taught to be lifelong learners. They are taught to continue to seek and acquire new knowledge, as well as develop independent learning abilities.
5. Develop social relationships: Constructivist learning theory also teaches students to interact with others and work in groups. This can assist students in developing social skills and the ability to cooperate with others.

However, there are also criticisms of constructivist learning theory, such as a lack of direction and structure from teachers or educators, as well as a focus on individualistic processes and a lack of attention to the influence of social factors. Therefore, teachers or educators should combine various learning theories to create more effective and diverse learning strategies. Fourth, humanistic learning theory emphasizes the importance of personal development and students' needs in learning. This theory emphasizes the importance of intrinsic motivation and self-confidence in the learning process. Teachers are expected to facilitate learning processes that respect students' needs and provide support in their personal development

Third, humanistic learning theory, humanistic learning theory "is a theory that places students as the main subject in the learning process. This theory emphasizes the development of students' personal potential and the fulfillment of basic psychological needs, such as the need for acceptance, respect, and autonomy. The main goal of humanistic learning theory is to help students reach their full potential and become independent and accomplished individuals." (Navy, 2020, p. 26)

Some of the benefits of humanistic learning theory according to Sumantri & Ahmad are as follows (Sumantri & Ahmad, 2019):

1. Increase motivation to learn: In humanistic learning theory, students are thought to have basic psychological needs, such as the need for acceptance and appreciation. Therefore, educators must create a positive and supportive learning environment to meet these needs. This can increase student learning motivation.
2. Encourage active learning: Humanistic learning theory emphasizes the active role of students in the learning process. Students are expected to be actively involved in acquiring knowledge and building their

own understanding. This can help students develop independent and creative learning abilities.

3. Develop interpersonal skills: In humanistic learning theory, educators are also expected to develop positive relationships with students and assist them in developing social skills. This can help students develop interpersonal skills and overcome social problems.
4. Increase self-awareness: Humanistic learning theory also teaches students to develop self-awareness about themselves and their surroundings. This can assist students in developing a deeper understanding of themselves and improving relationships with others.
5. Develop creativity: In humanistic learning theory, students are expected to develop their own creativity and express themselves in innovative ways. This can help students develop creativity and the ability to think innovatively.

However, a criticism of humanistic learning theory is that it focuses too much on individual needs and pays too little attention to social influences. Therefore, educators should integrate various learning theories to create more effective and diverse learning strategies.

LANGUAGE LEARNING THEORY

Language learning theory “is a theory that explains how a person acquires language, be it mother tongue or foreign language. There are several theories that have been developed to explain the language learning process, such as habituation theory, cognitive-based, and social-based.” (Wicaksono & Roza, 2015, p. 10)

First, habituation learning teaches that language learning occurs through stimulation and repetition. Therefore, the teaching method that is often used in this theory is drill and repetition, which focuses on repetition and giving positive or negative feedback. (Skinner, 2016). The benefits of applying language learning theory with habituation in language learning are as follows (Zumailah, Nur, & Darmiyanti, 2022):

1. Increase motivation to learn: Through repetition and giving positive feedback, students feel that they are making progress in learning the language. This can increase their motivation to learn and help them feel more confident in using the target language.
2. Improve pronunciation and intonation: Through drill and repetition, students can improve pronunciation and intonation in the target language. By repeating and practicing correct voice and intonation, students can avoid common mistakes in pronunciation and improve

their ability to use the target language.

3. Increase vocabulary: Through drill and repetition, students can expand their vocabulary in the target language. By repeating and practicing new words and phrases, students can remember them more easily and improve their ability to speak and write in the target language.
4. Improve comprehension skills: Through the use of positive and negative feedback, students can improve their understanding of the target language. By getting proper feedback, students can correct their mistakes and improve their ability to understand and use the target language.

The application of language learning theory with habituation in language learning can be done using methods such as drill, repetition, and the use of positive or negative feedback. For example, in teaching vocabulary, teachers can use drill and repetition techniques to help students remember new words more easily and quickly. In addition, teachers can provide positive and negative feedback to help students improve their pronunciation or understanding of the target language.

However, the theory of language learning with habituation is not the only theory that can be used in language learning. Therefore, the application of other theories such as cognitive, social, and constructivist theories also needs to be considered to create more effective and integrated language learning strategies.

Second, cognitive-based learning theory which “teach that language learning occurs through information processing and the development of cognitive abilities, such as memory and problem solving. Therefore, the teaching method that is often used in this theory is the use of techniques such as mnemonics and simulations (Veraksa & Samuelsson, 2022).

The benefits of applying cognitive-based learning theory in learning language is as follows (Hijazo-Gascón & Llopis-García, 2019):

1. Increase understanding: In cognitive theory, learning is seen as a mental process that occurs through the processing of information. Thus, the application of cognitive theory in language learning can help students improve their understanding of the target language through strategies such as organizing information, making connections between concepts, and applying acquired knowledge to new situations.
2. Increase the use of language in context: Cognitive theory emphasizes the importance of context in the process of learning and understanding. In language learning, context can help students understand the meaning and use of words and phrases in the target language. With

the application of cognitive theory, teachers can teach the target language in contexts that are relevant and meaningful to students.

3. Improve critical thinking skills: Cognitive theory emphasizes the importance of critical and reflective thinking in the process of learning and understanding. In language learning, critical thinking skills can help students better evaluate and analyze the target language. With the application of cognitive theory, teachers can help students develop critical thinking skills through discussion, questioning, and reflection on their learning experiences.

The application of cognitive-based learning theory in language learning can be done using strategies such as problem-based learning, collaborative learning, and problem-solving methods. For example, in learning vocabulary, teachers can introduce new vocabulary in meaningful contexts and invite students to apply the vocabulary in real situations. In addition, teachers can invite students to discuss and work together in groups to deepen their understanding of the target language.

However, the application of cognitive-based learning theory is not always suitable for all students and learning situations. Therefore, teachers need to pay attention to the individual needs of students and vary learning strategies according to the learning situation at hand.

Social-based learning theory teaches that “language learning occurs through social interaction and communication. Therefore, the teaching method that is often used in this theory is the communicative approach, which allows students to interact with classmates or teachers in the target language.

The benefits of applying social-based learning theory according to Rosada & Amrulloh in language learning are as follows (Rosada & Amrulloh, 2018):

1. Increase motivation: Social learning theory emphasizes the importance of social support in the learning process and student motivation. With the application of social learning theory, teachers can create a fun, supportive, and collaborative learning environment. This can increase students’ motivation to learn the language and participate in the learning process.
2. Improving speaking skills: In social learning theory, language learning is seen as a social process that occurs through interaction and communication with other people. By applying social learning theory, teachers can create opportunities for students to speak and interact in the target language with fellow students or with native speakers of the target language. This can help students improve their speaking skills and improve the pronunciation and intonation of the target language.

3. Improving listening skills: Social learning theory also emphasizes the importance of listening skills in the language learning process. By applying social learning theory, teachers can teach students to listen carefully and understand conversations in the target language. This can help students improve their listening skills and improve their understanding of the target language.

The application of social-based learning theory in language learning can be done using strategies such as project-based learning, collaborative learning, and learning through simulations. For example, in grammar lessons, the teacher may ask students to work together in groups to make a presentation or a short film in the target language. This can help students improve their speaking skills and deepen their understanding of grammar in the target language.

However, keep in mind that the application of social-based learning theory also needs to pay attention to the balance between cooperation and individual problem solving. Students also need to be given the opportunity to deepen their own understanding of the target language through independent or individual study. Therefore, teachers need to pay attention to the individual needs of students and vary learning strategies according to the learning situation.

ARABIC LEARNING THEORY

The theory of learning Arabic is “a theory that refers to various concepts and methods used in teaching Arabic” as for Several learning theories that are often used in learning Arabic is :

1. Text-Based Language Learning Theory

Text-based language learning theory is a learning theory that emphasizes the use of text or reading material as the basis for language learning. In this theory, students learn language by studying texts and through interacting with them. The application of this theory can be done by giving students reading materials or texts in Arabic and teaching them reading, writing, and speaking skills based on these texts. The benefit of applying this theory is that students can deepen their understanding of Arabic and improve their reading, writing, and speaking skills.

2. Action-based language learning theory

Action-based language learning theory is a learning theory that emphasizes the use of actions or activities as a basis for language learning. In this theory, students learn language by carrying out actions or activities related to that language. The application of this theory can be done by giving students assignments or activities that involve the use of Arabic, such as making presentations or having discussions in Arabic. The benefit of applying this

theory is that students can improve their ability to speak and understand Arabic in a real context.

3. Constructivist Language Learning Theory

Constructivism-based language learning theory is a learning theory that emphasizes the role of students in constructing their own knowledge through interaction with their environment and experiences. In this theory, students learn language by relating their experiences with Arabic and constructing their own knowledge through a process of reflection and construction. The application of this theory can be done by giving students the opportunity to speak, write, and deepen their understanding of Arabic through a process of reflection and construction. The benefit of applying this theory is that students can deepen their understanding of Arabic more deeply and develop their ability to speak and write in Arabic.

VARIANT MODEL OF LEARNING ARABIC LANGUAGE

There are several models of learning Arabic, and each has its own characteristics, benefits, and weaknesses.

Here are some examples of Arabic learning models according to (Wekke, 2015):

1. Focused learning model: Focused learning model focuses on students, their needs and interests. The goal is to create a relevant and interesting learning environment for students. In the focused learning model, the teacher is no longer the only source of information or knowledge. Students are more involved in learning, so they are more active in constructing their knowledge. This model also allows students to share their experiences and knowledge with other students. This makes them feel more cared for and become more motivated in learning. Because students can determine their own vocabulary to learn, they will be more motivated and feel more responsible in learning.
2. Brain-based learning model Brain-based learning model is a learning model that emphasizes the role of the brain in the learning process. "This model seeks to optimize the learning process by using techniques based on the latest research in neuroscience. Along with advances in technology and knowledge about brain function, brain-based learning models are becoming increasingly popular in the world of education. One of the learning techniques often used in brain-based learning models is multisensory learning. Multisensory learning utilizes all the senses that humans have in the learning process, such as the senses of sight, hearing, and touch. The brain-based learning

model also pays attention to the psychological aspects of students in the learning process. This model tries to reduce students' stress and anxiety during the learning process. This is done by providing a comfortable learning environment, paying attention to student needs, and rewarding student achievement. However, it is important to remember that the brain-based learning model is not the only factor that determines the success of learning. Other factors are also needed such as student motivation, parental support, and teacher's ability to teach. Therefore, the brain-based learning model must be integrated with other factors that influence the success of learning

3. Cooperative learning model: is a learning model that emphasizes collaboration between students in achieving shared learning goals. In this model, students are placed in small groups that help each other and work together in achieving predetermined learning goals. In a cooperative learning environment, students are invited to support each other and interact well in achieving common goals. This model helps students to improve their ability to work together and communicate well, as well as develop social skills that are useful in everyday life. In addition, the cooperative learning model can also increase the motivation and participation of students in the learning process, because students feel more involved and have a responsibility in their group. "In this model, the teacher's role is not only as a teacher, but also as a facilitator and director in study groups. Therefore, the cooperative learning model can be a good alternative in improving the quality of learning in the classroom." (Hidayah & Faishol, 2019).
4. Flashcard technique model: "This model uses flashcards to teach vocabulary and grammar. It is a simple and effective way to learn new words and phrases, and can be used in both individual and group settings " (Sisil, Rusli, & Hakim, 2021).
5. Task-based learning model: "This model emphasizes using real-life tasks and activities to teach language skills. This aims to create a relevant and meaningful learning environment for students.

AL-QURAN AND ARABIC LEARNING

Arabic is a very important language for Muslims because of its existence as the language of the holy book of the Koran. Arabic has a very important urgency in understanding the Al-Quran and its commentary. Arabic is not only used to read the Koran, but also to understand the meaning of each verse contained in it. Therefore, the ability to speak Arabic is very important for a Muslim to

understand Islamic teachings well (Dewi, 2016). The scholars also provide conditions that in order to interpret the Koran one must master Arabic properly and correctly. By learning Arabic well, we can gain a better understanding of Islamic teachings and draw ourselves closer to Allah SWT. Several studies have shown that learning Arabic through the Koran can help improve vocabulary and understanding of the Koran. In addition, learning Arabic through the Koran can also improve students' understanding of the Koran. Learning Arabic through the Koran can help students better understand the meaning of the verses of the Koran and increase students' love for the Koran (Sisil et al., 2021). In the context of learning Arabic, it is important to choose learning methods that are effective and can improve students' understanding of the Al-Quran. Therefore, learning Arabic through the Koran needs to be developed and adapted to the needs of students.

The Koran is considered the main source of knowledge for the Arabic language. The Qur'an is the most significant miracle of the Prophet Muhammad and the only one that has survived to this day. The first verse revealed to the Prophet Muhammad was "Recite in the name of your Lord who created" (AL-alaq 96:1) learning, which is the foundation of knowledge. The Quran also encourages Muslims to seek knowledge and reflect on Allah's creation.

The Koran is also considered the main source for learning Arabic because it contains a lot of Arabic vocabulary, grammar, and expressions that are used in meaningful contexts. By learning Arabic through the Koran, students not only acquire Arabic language skills, but also acquire in-depth religious knowledge. The Al-Quran also provides an overview of the beauty and power of the Arabic language which can help increase students' interest in learning it. Along with technological developments, currently there are many applications or Arabic learning programs available that utilize the Al-Quran as learning materials and have the potential to help increase the effectiveness and efficiency of learning Arabic.(Goddess, 2016).

The Quran has played an important role in preserving the Arabic language. The Quran was written in Arabic, and has been the principal source of Arabic grammar, vocabulary, and syntax. "The influence of the Qur'an on the Arabic language is so significant that it is said, If it were not for the Qur'an, the Arabic language would have perished" (Hadi, 2015).

In addition, the Koran has also played an important role in preserving the Arabic language. The Arabic language in the Quran is used very beautifully and beautifully which helps to enrich the Arabic language. The Qur'an has been the inspiration for many Arab poets and writers who have produced beautiful and meaningful literary works in Arabic. "The use of the language of the Koran has also influenced the art of Arabic calligraphy, which is one of the most beautiful

written art forms in the world. As a result of the influence of the Qur'an, Arabic continues to develop and is a living and important language today. Therefore, it is important for everyone who wants to learn Arabic to study the Al-Quran as the main source of Arabic knowledge and enrich themselves with the richness of the language contained in it.

URGENCY OF VOCABULARY IN LEARNING ARABIC

Vocabulary in Arabic is called *mufrodat* "is a set of words or vocabulary that is known by a person or other entity that is part of a particular language and is likely to be used to construct new sentences (Mustofa, 2011). If someone has a large vocabulary then he can be said to be someone who has extensive knowledge, because the breadth of a person's knowledge can be judged by the amount of vocabulary he has. Vocabulary or *Mufrodat* is one of the important language components, among the language components are sound (*Ashwat*), Vocabulary (*Mufrodat*) and grammar (*Qowaid*). With this *mufrodat* one can develop his language either in written or spoken form. According to Horn in Mustofa (2011:61), "vocabulary is a group of words that make up a language. The role of vocabulary in mastering the four language skills is very necessary, as is Valet's statement that one's ability to understand the four language skills is very dependent on the mastery of the vocabulary one has.

Vocabulary is "a collection of certain words that will form a language. Word is the smallest part of language that is free. This understanding distinguishes between words and morphemes. A morpheme is the smallest unit of language whose meaning is relatively stable. So the word consists of morphemes. For example the word "muallim", in Arabic consists of one morpheme. Whereas the word al-muallim has two morphemes, namely "al" and "muallim". The word that has three morphemes is a word that is formed from morphemes where each morpheme has a special meaning. For example the word "al-muallimun" which consists of three morphemes namely, "muallim", "al" and "un" (Ajidarma, 1982:89).

Mufrodat or vocabulary is an important part of learning Arabic. The urgency of mastering *mufrodat* in Arabic because Arabic is a language that is rich in vocabulary. Arabic contains many words that have specific meanings and uses, so mastery of *mufrodat* is very important in understanding and mastering Arabic well.

In addition, mastery of *mufrodat* is also important in understanding and interpreting Arabic texts, especially classical texts such as the Koran and hadith. Since *mufrodat* is the basis of every word and expression in Arabic, mastering it will help you better understand the meaning of words and expressions in Arabic texts.

Mastery of mufrodat is also very important in daily communication in Arabic, especially for those who live or interact with people who use Arabic as their main language. By mastering mufrodat, one will be able to communicate more fluently and effectively in Arabic. Thus, the urgency of mastering mufrodat in Arabic is very important and becomes the basis for learning Arabic properly.

THE ROLE OF THE QUR'AN TRANSLATION PER WORD IN INCREASING ARABIC VOCABULARY FOR STUDENTS

In the word-by-word translation of the Qur'an, students can learn the meaning of Arabic words in more detail. By understanding the meaning of these words, students will more easily understand the meaning of the verses of the Qur'an. This word-by-word translation will also help students expand their Arabic vocabulary, because every word in Arabic will be explained in detail. "Students will be able to understand the meaning of the word more clearly and be able to use it in the right context. This will help students to improve their understanding of the Arabic language and expand their vocabulary effectively. In the long term, students will be able to master Arabic better and understand the messages contained in the Qur'an more fully and deeply" (Mulyani, Pamungkas, & Inten, 2018).

Learning Arabic through the Koran can be an effective way to expand your Arabic vocabulary. "There are many Arabic vocabularies and sentences that are often used in everyday life that can be learned through the Al-Quran. By reading the Al-Quran regularly, students can search for vocabulary that they do not know and look for the meaning of these words in the detailed translation of the Al-Quran (Hijriyah, 2018).

In addition, students can also look for verbs in the Koran and their meanings to expand Arabic vocabulary. By understanding the meaning of these verbs, students can use these verbs in different contexts and situations. By continuing to expand Arabic vocabulary through the Koran, students can gradually improve their ability to speak Arabic.

Learning Arabic through the Koran can also help students to learn vocabulary that has religious connotations. This can help students understand the religious messages contained in the Al-Quran. In addition, by expanding Arabic vocabulary through the Al-Quran, students can also broaden their understanding of Arabic culture and the historical context behind the messages in the Al-Quran.

Through a word-by-word translation of the Qur'an, students can learn Arabic vocabulary in a more systematic and structured manner. By understanding the meaning of each word in detail, students can significantly expand their Arabic vocabulary. This can improve students' ability to understand more

complex Arabic texts, including the Al-Qur'an itself.

In addition, learning Arabic through the translation of the Qur'an per word can also help students learn Arabic grammar and syntax. In a word-by-word translation of the Qur'an, each word is translated in detail with an explanation of the position of the word in the sentence, the function of the word in the sentence, and the role of the word in constructing the meaning of the sentence. By studying this word-by-word translation of the Qur'an, students can gain a better understanding of Arabic grammar and syntax.

However, although learning Arabic through translating the Qur'an per word can help students expand their vocabulary, students must also pay attention to the context in which words are used in Arabic. The meaning of a word in Arabic can vary depending on the context in which it is used. Therefore, students must pay attention to the context of the use of words in sentences or Arabic texts they study.

Overall, learning Arabic through word-by-word translation of the Qur'an can be an effective alternative for students in expanding their vocabulary of Arabic. However, students must also pay attention to the context of the use of Arabic words to ensure that they understand the meaning of the words correctly.

BLOOM'S TAXONOMY AND ITS APPLICATION IN ARABIC VOCABULARY ACQUISITION THROUGH QURANIC TRANSLATION

One of the thinkers of focused learning is Benjamin S. Bloom. He is a psychologist and educator from the United States who is famous for Bloom's taxonomy theory known as "Bloom's Taxonomy". Bloom's taxonomy classifies learning levels in a hierarchical form, which consists of six levels, namely: Knowledge, Comprehension, Application, Analysis, Evaluation, and Synthesis (Forehand, 2010) According to Bloom in Forehand (2010) "Focused learning must be designed to enable students to reach higher levels of Bloom's taxonomy. He argued that students must acquire basic knowledge (knowledge) before they can understand, apply, analyze, evaluate, and create creations from the information received.

Bloom also emphasizes the importance of evaluation and feedback in the learning process. He said that evaluation and feedback must be properly integrated in each stage of learning so that students can understand their progress and can correct their deficiencies. Bloom's thinking about Bloom's taxonomy has been widely used in designing curriculum and developing learning strategies that focus on achieving clear learning objectives. This concept has helped teachers and curriculum developers to develop learning strategies that are effective in building students' knowledge, skills, and abilities in a focused manner.

In the context of learning Arabic through the translation of the Qur'an per word, learning can be organized according to the level of complexity of the

vocabulary learned by students.

At the most basic level, students can start by memorizing Arabic vocabulary through a word-by-word translation of the Qur'an. They can use memory techniques such as repetition and making vocabulary lists to help remember new words they learn. Once students remember the vocabulary, they can understand the meaning of the words in the context of the sentence. Students can learn how to connect the vocabulary they have learned in the sentences contained in the translation of the Qur'an per word. Students can also compare and contrast the meanings of words with similar and related word meanings in Arabic. After students are able to understand the meaning of vocabulary in the context of sentences, they can begin to apply the Arabic vocabulary learned in various communication situations. Students can practice using the vocabulary in conversation and writing texts in Arabic. This will help students develop their speaking, listening, reading and writing skills in Arabic.

After students are able to apply vocabulary in various communication situations, they can begin to analyze and evaluate the use of vocabulary in more complex contexts. Students can learn grammar and syntax in sentences contained in the translation of the Al-Qur'an per word and understand the role of vocabulary in constructing the meaning of sentences. In the end, students can create texts in Arabic using the vocabulary they have learned. They can write essays, poems or short stories in Arabic using the vocabulary and grammar they have learned.

CONCLUSION

Based on the literature review that has been done, it can be concluded that learning Arabic through the translation of the Qur'an per word has a high urgency in increasing the vocabulary of Arabic vocabulary for students. Word-by-word translation allows students to understand the meaning of each Arabic word in greater detail, thereby helping them to expand their Arabic vocabulary more effectively. Benjamin S. Bloom's theory also shows that learning that focuses on higher-order cognition, such as analysis, synthesis, and evaluation, can improve students' thinking skills. In learning Arabic through the translation of the Qur'an per word, students will be involved in the activity of analyzing the meaning of words in Arabic, so that they can improve their thinking skills.

In the context of learning Arabic, the Qur'an is the main source of Arabic vocabulary and structure. Therefore, learning Arabic through a word-by-word translation of the Qur'an can help students understand Arabic thoroughly and authentically. In the long term, this can prepare students to communicate in Arabic more fluently and effectively.

In this case, the teacher plays an important role as a facilitator in learning Arabic through the translation of the Qur'an per word. Teachers must be able to provide clear and effective guidance for students in understanding the meaning of each word in the Qur'an, as well as developing innovative and creative learning strategies to motivate students to expand their Arabic vocabulary.

In conclusion, learning Arabic through the translation of the Qur'an per word is very important to increase the vocabulary of Arabic vocabulary for students. This method can help students understand Arabic in more detail and authentically, as well as improve students' thinking skills. Therefore, learning Arabic through word-by-word translation of the Qur'an needs to be widely applied in Arabic language education, with the support of qualified and innovative teachers.

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