

Examining Memorizing Al-Qur'an Ability Towards Vocabulary Mastery and Reading Comprehension at the Eighth Graders of SMP ABBS Surakarta

¹Sundari, ²Teguh Budiharso, ³Woro Retnaningsih, ⁴Muntaha

^{1,2,3,4} Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia

*Corresponding Author e-mail: csundari318@gmail.com, teguhprof@gmail.com, woro.retnaningsih@staff.uinsaid.ac.id, muntaha@staff.uinsaid.ac.id

Abstract: This study aimed to examine the effect of Al-Qur'an memorization on vocabulary mastery and reading comprehension. The research design was correlational, involving a sample of 27 eighth-grade students from SMP ABBS Surakarta. Data collection included tests on vocabulary mastery and reading comprehension, as well as Al-Qur'an memorization scores provided by the Tahfiz teacher. Data analysis was conducted using the SPSS application. The results indicate the following: First, there is a significant effect of Al-Qur'an memorization on vocabulary mastery, with an R^2 value of 0.460, meaning that memorizing the Al-Qur'an contributes 46% to students' English vocabulary mastery. Second, Al-Qur'an memorization also significantly affects students' reading comprehension, with an R^2 value of 0.3

Key Words: Memorizing Al-Qur'an, Reading Comprehension, Vocabulary

Introduction

Recently, the Muslim community has shown a strong desire for their children to become Hafiz Quran. The growing interest in making children to be hafiz has resulted in an increase in the number of schools offering tahfidz programs. According to Syahid and Wahyuni (2019) formal educational institutions, such as schools in Indonesia, are progressively implementing the tahfidz program as if it is something new and very unique. Moreover, Rasyidi (2023) emphasized that this program is included in some institutions' curricula. This phenomenon is undeniably reinforced by the benefits of the excellent tahfidz program (Wahyuningsih et al., 2020).

Furthermore, memorizing the Al-Quran is linked to various domains related to children's growth and development. Tarmuji et al., (2022) claims that student who memorizes the Al-Quran certainly shows the beneficial effect of memorizing the Al-Quran on their academic achievement. Overall, memorizing the Quran has been found to enhance cognitive skills, improve memory retention, and contribute to superior brain health, which can explain its positive impact on academic achievement.

Memory is essential in the process of acquiring a new language. Susanto (2017) stated one of them is that memory can be helpful for mastering new vocabulary since students are unable to communicate their ideas or comprehend others without adequate vocabulary. Understanding vocabulary is particularly a memory issue. Quoting Sadiq (2023) remembering vocabulary is one of the primary challenges that students have when learning a language and teaching them to memorize it can be even more difficult. Every teacher must understand the memory system because it helps them plan and implement successful teaching practices that assist student learning and retention.

There are various reasons why vocabulary mastery becomes difficult. In accordance Nasri and Ghaouar (2023), students struggle to grasp vocabulary because of low vocabulary knowledge, difficulties memorizing, and a lack of memory strategy training. These obstacles have a negative impact on their language use and performance. However, utilizing memory strategies can assist learners in processing, memorizing, and recalling vocabulary items, ultimately leading for better vocabulary mastery.

Another issue that students experience when learning a new language is reading comprehension. According to Bonifacci et al., (2023), comprehension is the ability to



understand and make meaning from written or spoken words. It entails the cognitive processes of decoding, comprehending the meaning of words and sentences, and integrating this information into a coherent mental representation. Comprehension is a multifaceted process that requires attention, working memory, and the ability to connect new information with prior knowledge. However, the skill of comprehension in reading is difficult to attain (Solikhah, 2018).

Reading comprehension is the process of understanding a text by decoding the words and sentences, grasping the meaning of the text at various levels of representation, and integrating the explicit content with the reader's background knowledge (Bonifacci et al., 2023). Oakhill et al., (2019) stressed that reading comprehension can be challenging because it requires the use of memory. When students read, they need to remember the content of the text to understand it. Low comprehenders, on the other hand, may trouble with this aspect of reading since they have low memory skills. This can make it difficult for them to retain and recall information from the text, which in turn affects their overall comprehension.

Both vocabulary mastery and reading comprehension require strong memory abilities. Unfortunately, boosting memory capacity is demanding. Hoque (2018) stated that Memory can be compared to a muscle in the way it functions. Apart from that, Muhassin et al. (2019: 171) emphasized that "for proper service and use, muscles must be trained and formed, and so does the brain". In regard to the theory, the concept of a weak memory is nonsensical; only one that has been trained or untrained (Muhassin et al., 2019).

The Muslim community has a special technique of teaching memory retention, which is memorizing the Qur'an (hifz). The method of memorizing the Qur'an includes several strategies for improving memory retention. One of the strategies is repetition, which improves short-term memory. Furthermore, Gulamhusein and Momanyi (2020) assert that students who memorize the Quran acquire higher visual memory retention and are able to retain verbal and visual instructions better than others. A student who memorizes the Qur'an would have a smart brain for he can memorize a thing better than a student who does not memorize the Qur'an since he is used to memorizing difficult words in Arabic language.

The process of memorizing the Quran, called as "hifz," involves repetition and rehearsal of the Quranic verses. This repetitive exercise improves memory capacity and creates automaticity in the brain, making it easier to complete other memory-based tasks (Dzulkifli & Solihu, 2018). Anderson (2000) defines rehearsal as the activity of repeating information to help remember it. This indicates someone can improve their memory and retention of information by repeating it. Rehearsal is a key cognitive learning approach in self-regulation-based learning.

Anderson (2000) also proposed the process of remembering involving several stages. It begins with the senses receiving information, which is subsequently passed on to cognitive processes. The data is first stored in the short-term information store (STS) and then in the long-term information store (LTS). However, McCown et al., (1996) contends that not all information can enter the LTS and some may be lost along the process. The rehearsal process involves repeating information before it enters long-term memory (LTS). It can be concluded that working memory is intended for data storage and retrieval, as well as data transition to long-term memory. Meanwhile, memorizing the Quran is an attempt to keep the Quran content in the memorizer's mind (Ikhwanuddin & Hashim, 2014).

Several studies have looked at the relationship between memorizing the Quran and language skills. Muhassin et al. (2019) found a significant positive correlation between

Qur'anic memorization and English vocabulary retention among students. The findings indicate a medium correlation between the two variables, suggesting that students who engage in Qur'anic memorization tend to exhibit improved English vocabulary retention.

Moreover, Maryati et al. (2018) identified a beneficial and significant contribution of Qur'anic memorizing, student motivation, and vocabulary mastery to students' English reading achievement in MIA 1 and MIA 3 at the tenth grade of SMA Science Plus Baitul Quran Sambirejo. The value of this contribution is 61.8%. This suggests that students who improve their Qur'anic memorization, motivation, and vocabulary will perform better than other students in English reading. Furthermore, Mukarromah and Santoso (2018), in their research on students at Wisma Putri SMA IT Nur Hidayah Surakarta, found a positive correlation between Memorizing Al-Qur'an mastery and students' English achievement. Their study revealed that 11.2% of the variation in English achievement was contributed by memorizing Al-Qur'an, indicating that an improvement in students' memorization of the Qur'an slightly enhances their English achievement.

Prior studies concentrated on exploring a correlation between memorizing Al-Qur'an and linguistic aspects. The gap between this study and previous ones is that this study addresses the two dependent variables, vocabulary mastery and reading comprehension, using regression analysis. This approach ensures more reliable and detailed results compared to earlier research, providing greater insight into the nuanced correlations of memorization on language acquisition among students.

In line with the issue discussed above, this study aims to address two key research questions. First, it seeks to determine whether the ability to memorize the Al-Qur'an contributes to the improvement of vocabulary mastery among eighth-grade students at SMP ABBS Surakarta. Second, it investigates whether Al-Qur'an memorization enhances students' reading comprehension skills. By exploring these questions, the study aims to provide insights into the potential cognitive and linguistic benefits of Al-Qur'an memorization in the context of language learning.

Literature Review

1. Reading Comprehension

Reading comprehension is the process of constructing meaning from a text by combining prior knowledge and experience, information in the text, the reader's stance towards the text, and social interactions (Kusumarasdyati, 2023). Kintsch (1988) emphasized that reading comprehension requiring the construction of a mental representation of the information in a text. It means that when we read, we do not just decode the words on the page. Instead, we use our existing knowledge and understanding to create a mental picture or concept of what the text is about. This mental representation helps us to understand, remember, and engage with the material. It is a dynamic process that can involve visualizing the events in a story, connecting new information to what we already know, asking questions, making predictions, and more. This process is crucial for effective reading comprehension. Moreover, Kirby (2007: 1) argues reading comprehension as "the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text)". It refers to the skill of understanding or comprehending information was initially developed for understanding spoken language (listening or oral comprehension). However, this skill has been adapted or applied to a new form of information input, which is written text. This is what we mean as reading comprehension. Unlike oral comprehension, which comes naturally and requires minimal

deliberate intervention, reading comprehension is more challenging and requires deliberate instruction and practice.

Reading comprehension is more than merely decoding text, it is a dynamic process that needs working memory utilization. Reading engages memory as the reader decodes text, stores information in working memory, and integrates it with prior knowledge to form understanding (Budiharso, 2014). Effective comprehension depending on how well readers use their working memory to process text, activate long-term memory to access relevant prior knowledge, and use encoding strategies to retain information. Greater working memory capacity enhances comprehension by providing ample cognitive resources to enable simultaneous processing of decoding, retrieving meanings, recalling prior text, and predicting content (Sesma et al, 2009). Reading comprehension issues have been linked to the inability of working memory to update information, particularly in retrieving information into the focus of attention and replacing irrelevant information (Linares & Pelegrina, 2023).

2. Vocabulary Mastery

The concept of vocabulary is defined differently by different scholars. Hornby (1995) defined vocabulary as the total number of words in a language and as a list of words with their meanings. Kamil and Hiebert (2005), assert vocabulary refers to the knowledge of meanings of words. In the same vein, Diamond and Gutlohn (2006), confirming Kamil and Hiebert's view, stated that vocabulary is the knowledge of words and their meanings. In addition, Ur (1996) argued vocabulary is those words that are thought in a foreign language. Therefore, it can be concluded that vocabulary is a term that refers to a collection of words and their meanings in a language.

Alqahtani (2015) said vocabulary is a critical component of language learning and teaching, as it is the foundation of communication. It is essential for successful second language use and plays a significant role in the formation of complete spoken and written texts. Without an extensive vocabulary, learners may struggle to use the structures and functions they have learned for comprehensible communication. In fact, the lack of vocabulary knowledge is often the main obstacle for second language readers to overcome.

Vu and Peters (2021) added vocabulary is crucial for reading, listening, speaking, and writing in a language. It plays a significant role in comprehension, with research indicating that learners need to know at least 95% of the words in a text to gain a minimal understanding of that text. Moreover, according to Harmer (1993) statement that that knowing a word involves knowing its form and its meaning, Priya (2015) indicated it as one of the importance of vocabulary which is for understanding and usage the word. It includes understanding its contextual and general meaning, its usage in collocations, metaphors and idioms, and any connotations and associations the word might have.

3. Memorizing Al-Qur'an

Nawaz & Jahangir (2015), defined Hifz, or memorizing the Quran, is the process of encoding, storing, and retrieving the text of the Quran by practicing and repeating it regularly. This entails paying attention to the text for encoding, storing the encoded information, and retrieving the information from memory stores as needed. In line with this, Altine (2019) states the process of memorizing the Qur'an as the traditional practice of keeping the entire Qur'an to memory, a tradition that stretches back to the time of Prophet Muhammad (peace be upon him). This practice, known as Tahfiz Al-Qur'an, is repeating, and memorizing the Qur'an in order to preserve its authenticity. A person who memorizes the entire Qur'an is given the title Hafiz.

Memorising the Quran with accurate tajwid comprehension is essential for success (Sabrina, 2022). Respect for tajwid laws such as elongation (madd), stopping rules (waqf), and nasalization (ghunnah) ensures that the recitation is consistent with traditional oral transmission of the Quran. Understanding recitation in depth before attempting to memorize is essential since it guarantees that the memorization process is correct and fluid. Another key criterion for successful memorizing is the quality of reading every verse, which includes fluency and the ability to recite without hesitation. Correct letter pronunciation (makharijul huruf) is also important, as each Arabic letter has unique articulation points that determine meaning and recitation quality (Wahyuni, 2022). Another essential factor is the number of memorized surahs, which measures a hafiz's achievement and serves as a standard for mastery and retention. The more surahs a learner memorizes while preserving proper tajwid, the better their ability to recall and recite with precision (Wahyuni, 2022).

Memorizing the Quran has been linked to improved cognitive functions, incorporating memory retention and recall. Quran memorization necessitates constant repetition and mental concentration, which improves the brain's ability to store and recall knowledge efficiently. This method is strongly associated with photographic memory, also referred to as eidetic memory (Fitria, 2024), which refers to the ability to recall visual information in detail after a brief exposure. Quran memorizers regularly envision the script, linking words and verses with their placements in the Mushaf (physical Quran), consequently strengthening their capacity to recall information accurately. Furthermore, the ordered and rhythmic form of Quranic verses stimulates cognitive growth by developing neural connections responsible in memory and recall. According to (Gulamhusein, Mwaniki, & Koross, 2023), students who memorize the Quran acquire better memory skills, which benefits not only their religious studies but also their academic success in various areas. Memorizing the Quran enhances cognitive agility, problem-solving capabilities, and concentration.

Method

1. Research Design

This study employed quantitative approaches to investigate whether there is an effect between students' ability to memorize the Qur'an, vocabulary mastery, and reading comprehension. According to Creswell (2018), quantitative research explains phenomena by collecting numerical data, which is then analyzed using statistical and mathematical methodologies. In addition, the research design was correlation. Borden & Abbot, (1991: 104) state "Correlational research is to determine whether two (or more) variables and to establish the directions, magnitudes, and forms of the observed relationships." The independent variable in this research is the ability to memorize the Qur'an which is symbolized by (X). Meanwhile, the dependent variables are Vocabulary Mastery which is symbolized by (Y₁) and Reading Comprehension (Y₂).

2. Study Sample

The sample of this study was 27 students of the 8th graders of SMP ABBS Surakarta, located at 5 Dr. Wahidin street No.5, Laweyan, Surakarta City, Central Java. The 27 students were purposively selected from the five parallel classes with a total 256 students. Fraenkel et al., (2022) defined purposive sampling as a method of selecting a sample based on the researcher's judgment and prior knowledge of the population being studied. In addition, Kumar et al., (2023: 133) state that "The population refers to the entire group of individuals, items, or data points that researchers want to study". The specific population from which the researcher

will collect data is called a sample. Sample according to Cohen et al., (2007) is a smaller group or subset of a total population that is selected for research purposes.

3. Research Instruments

This research employed three primary instruments: the reading comprehension test, vocabulary mastery test, and students' memorizing Al-Qur'an (*tahfiz*) scores. The vocabulary mastery and reading comprehension test instruments were developed by the researchers based on the Common European Framework of Reference (CEFR), targeting proficiency levels ranging from pre-intermediate (A2) to intermediate (B1).

The independent variable, Memorizing Al-Qur'an Ability (X), consisted of the *tahfiz* scores of 27 students. These scores were derived from the *tahsin* (recitation) and *tahfiz* (memorization) assessments, which were standardized by the teacher responsible for the class. The dependent variable, Vocabulary Mastery (Y_1), comprised a test with 30 multiple-choice questions, while the Reading Comprehension variable (Y_2) included a test with 30 multiple-choice questions and 5 short-answer questions.

All instruments were extensively validated for validity and reliability before they were used. Invalid questions were subsequently amended to ensure they matched the study's requirements. The validity of the instruments was assessed using the Pearson correlation test, with the results presented in Table 1.

Table 1. Validity Test

No. of item	r	Sign	Conclusion	No. of item	r	Sign	Conclusion
Y1-3	0,425	0,034	Valid	Y2-1	0,415	0,039	Valid
Y1-5	0,416	0,038	Valid	Y2-3	0,599	0,002	Valid
Y1-7	0,582	0,002	Valid	Y2-4	0,497	0,011	Valid
Y1-11	0,533	0,006	Valid	Y2-5	0,457	0,022	Valid
Y1-15	0,408	0,043	Valid	Y2-6	0,826	0,000	Valid
Y1-18	0,511	0,009	Valid	Y2-7	0,481	0,015	Valid
Y1-19	0,404	0,045	Valid	Y2-8	0,519	0,008	Valid
Y1-25	0,463	0,020	Valid	Y2-9	0,670	0,000	Valid
Y1-29	0,418	0,037	Valid	Y2-11	0,767	0,000	Valid
Y1-30	0,419	0,037	Valid	Y2-14	0,422	0,035	Valid
Y1-31	0,416	0,038	Valid	Y2-18	0,429	0,032	Valid
Y1-34	0,411	0,041	Valid	Y2-19	0,516	0,008	Valid
				Y2-21	0,640	0,001	Valid
				Y2-26	0,397	0,049	Valid
				Y2-29	0,520	0,008	Valid
				Y2-30	0,505	0,010	Valid

Meanwhile, the reliability of the instruments was evaluated using Cronbach's alpha, with the results summarized in Table 2.

Table 2. Reliability Test

Variable	Coefficient of Cronbach's Alpa	Standards used	Conclusion
Vocabulary Mastery (Y_1)	0,722	>0,6	Reliable
Reading Comprehension (Y_2)	0,859	>0,6	Reliable

For the independent variable (X), the *tahfiz* scores were provided by the *tahfiz* teacher of the selected class. These scores were derived from standardized assessments designed and administered by the teacher, ensuring consistent and reliable measurements of the students' memorization abilities. These tests confirmed that all instruments met the necessary validity and reliability criteria, making them suitable for use in the research.

4. Data Collection

To collect data on students' ability to memorize the Qur'an, and to examine their reading comprehension and vocabulary mastery, the following data collection techniques were used:

1. The researcher gives vocabulary tests and reading comprehension tests to the 27 students from the *tahfiz* program.
2. Researchers requests data of students' *tahfiz* from teachers who teach *tahfiz* Qur'an.
3. The tests are corrected and scored after it is administered.
4. The results are then tabulated.
5. The tabulated scores are prepared for testing using simple regression analysis in the SPSS version 26 program.

5. Data Analysis

To assess the first and second hypotheses, the acquired research data is processed using one predictor regression analysis (simple regression). Before testing the hypothesis, the pre-requirement assumption test confirms that the data is normal, homogeneous, and linear. Pre-assumption testing is important in regression analysis to assure the validity of the statistical analysis and subsequent results (Flatt & Jacobs, 2019). Violations of statistical assumptions may lead to biased and misleading results, affecting the trustworthiness and replicability of a study. SPSS programs are used throughout the data analysis process.

Result and Discussion

1. Descriptive Analysis

Table 3. Descriptive Analysis

DESCRIPTIVE ANALYSIS

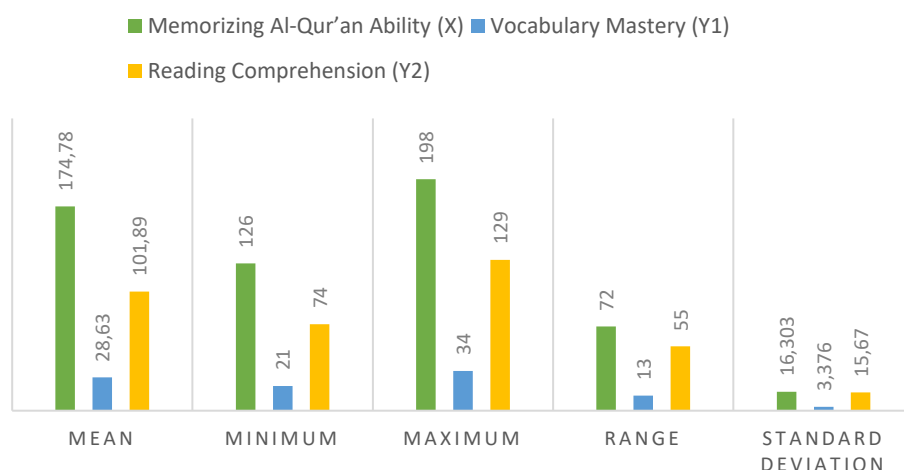


Table 3 presents the descriptive statistics for the three variables. For Memorizing Al-Qur'an Ability (X), the data shows a high average score, with the mean at 174.78, indicating strong performance overall. Vocabulary Mastery (Y₁) demonstrates a much lower average, with a mean of 28.63, reflecting a narrower range of mastery. Reading Comprehension (Y₂)

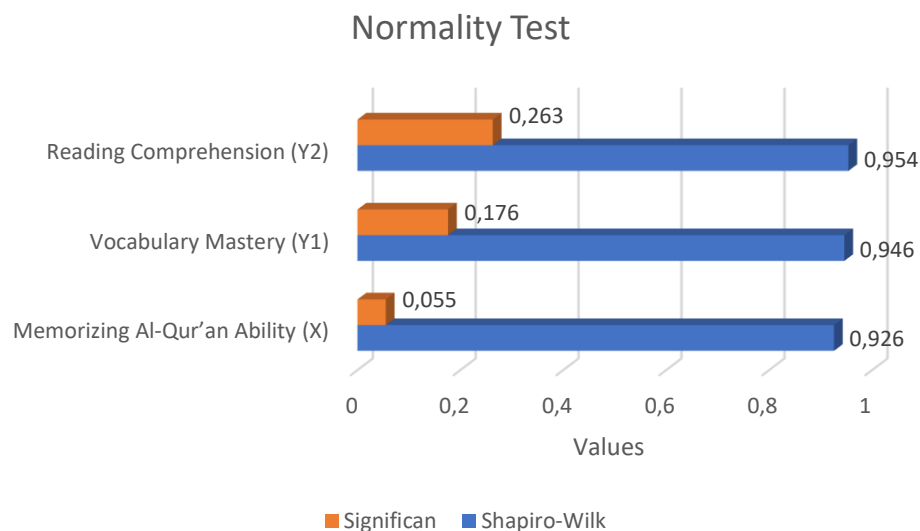
sits between the two, with a mean of 101.89, suggesting moderate comprehension levels among participants. These averages provide insights into the relative performance trends across the variables.

2. Assumption Tests

a. Normality Test

Normality test is one of the prerequisite tests that is used to know whether the dependent variable is normally distributed or not. The normality test uses Lilliefors formula through SPSS 26 for windows with the significant 5%. The characteristic used is whether the obtained of Shapiro-Wilk is higher than 0.05, it means that the data has a normal distribution. Therefore, the parametric statistics can be used to analyze the data. See Table 4.

Table 4. Normality Test



The results of the normality test indicate that all variables, Memorizing Al-Qur'an Ability (X), Vocabulary Mastery (Y₁), and Reading Comprehension (Y₂), are normally distributed. The significance values for each variable were found to be X = 0.055, Y₁ = 0.176, and Y₂ = 0.263, all exceeding the threshold of 0.05, confirming that the data are normal.

b. Heteroscedasticity Test

The heteroscedasticity test used is Spearman's rho test. All heteroscedasticity test shows good results, there is no heteroscedasticity as seen in Table 5.

Table 5. Heteroscedasticity Test

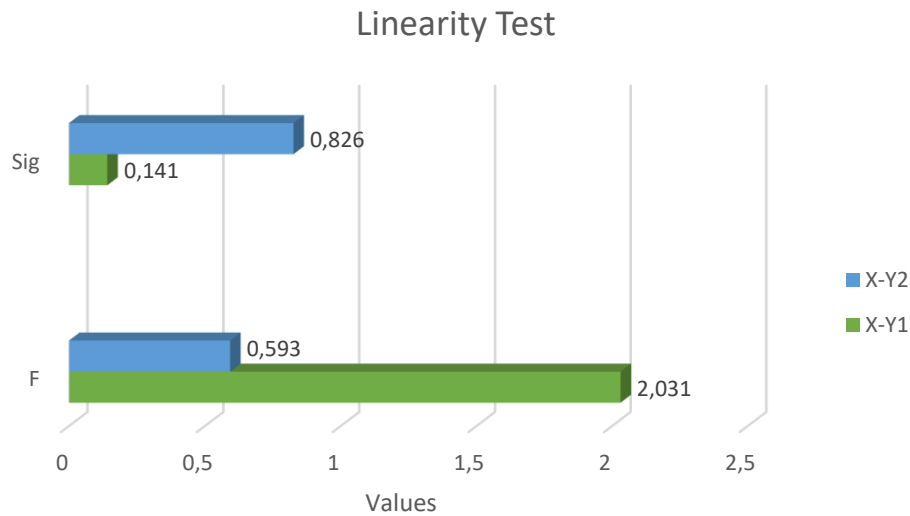
Description	Spearman's rho	Conclusion
X-Y ₁	0,517	no heteroscedasticity
X-Y ₂	0,236	no heteroscedasticity

The results of the heteroscedasticity test using Spearman's rho show that all coefficients are above 0.05, indicating no evidence of heteroscedasticity. This suggests that the data do not exhibit varying levels of variance across the values of the independent variables, confirming the assumption of homoscedasticity.

c. Linearity Test

Table 6 shows the results of the linearity test, indicating linearity between the variables X to Y₁, as well as X to Y₂. The test was conducted using the "deviation from linearity" method. For more details, see the table below.

Table 6. Linearity Test



The diagram presents the results of a linearity test for X to Y₁ and X to Y₂ relationships, using the significance (Sig.) values of deviation from linearity. According to the criteria, if Sig. > 0.05, the relationship is considered linear. For X to Y₁, the Sig. value is 0.141, which is greater than 0.05, indicating that the relationship is linear. Similarly, for X to Y₂, the Sig. value is 0.826, also exceeding 0.05, confirming that this relationship is linear as well. These findings indicate that both relationships, X to Y₁ and X to Y₂, meet the criteria for linearity and can be effectively analyzed using linear regression models.

3. Hypothesis Testing

Hypothesis I: If a student is able to memorize Al-Qur'an, his vocabulary mastery will improve. The results of the first hypothesis test can be seen in Table 7.

Table 7. Memorizing Al-Qur'an Ability on Vocabulary Mastery

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1119,649	1	1119,649	21,263	.000 ^b
	Residual	1316,425	25	52,657		
	Total	2436,074	26			

a. Dependent Variable:

Vocabulary Mastery

(Y₁)

b. Predictors: (Constant),

Memorizing Al-Qur'an

Ability (X)

The analysis reveals that the calculated F-value is 21.263 with a significance level of 0.000, which is below the threshold of 0.05. This confirms that the regression model is statistically significant and suitable for predicting the participation variable. Specifically, it indicates that the independent variable, Memorizing Al-Qur'an Ability (X), has a significant effect on the dependent variable, Vocabulary Mastery (Y₁). The correlation coefficient (R) is 0.678, suggesting a strong positive relationship between the two variables. Additionally, the coefficient of determination (R²) is 0.460, signifying that 46% of the variation in Vocabulary Mastery is explained by Memorizing Al-Qur'an Ability.

However, the remaining 54% is influenced by other factors not included in the model. These factors could include environmental influences, such as the learning environment, teaching methods, and availability of resources, as well as individual factors like prior knowledge, motivation, and cognitive abilities. Future studies could explore these additional factors to provide a more comprehensive understanding of the variables affecting vocabulary mastery.

Hypothesis II: If a student is able to memorize Al-Qur'an, his reading comprehension will improve. The results of the second hypothesis test can be seen in Table 8.

Table 8. Memorizing Al-Qur'an Ability on Reading Comprehension

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	780343	1	780.343	12.549	.002 ^b
	Residual	1.554.620	25	62.185		
	Total	2.334.963	26			

a. Dependent Variable:
Reading Comprehension
(Y₂)

b. Predictors: (Constant),
Memorizing Al-Qur'an
Ability (X)

The analysis reveals that the calculated F-value is 12.549 with a significance level of 0.002, which is below the 0.05 threshold. This indicates that the regression model is statistically significant and suitable for predicting the Reading Comprehension variable (Y₂). The results show a significant impact of the Memorizing Al-Qur'an Ability variable (X) on Reading Comprehension. The correlation coefficient (R) is 0.578, reflecting a moderate positive relationship, while the coefficient of determination (R²) is 0.334. This suggests that 33.4% of the variation in Reading Comprehension is explained by Memorizing Al-Qur'an Ability. The remaining 66.6% of the variation is likely attributed to other factors related to reading skills, such as reading frequency, vocabulary knowledge, comprehension strategies, and background knowledge.

Discussion

In comparison to earlier findings, which also employed a quantitative research approach, such as Muhassin et al. (2019) and Mukarromah (2018), this study demonstrates a more advanced methodological framework. These earlier studies primarily focused on correlational analysis, which measures the strength and direction of relationships among variables. However, correlation has notable limitations, as it does not establish causality or quantify the contribution of independent variables to dependent variables. In contrast, this study employs regression analysis, which not only identifies relationships but also measures the extent to which Qur'anic memorization influences specific outcomes, such as vocabulary mastery and reading comprehension.

Compared to Henrik et al. (2023), which focused on the impact of Qur'anic memorization on general learning achievement; Asliyah and Ananda (2022), which examined its effects on students' mathematical logical intelligence; and Nawaz and Jahangir (2015), which explored its influence on later academic achievement, this study stands out for its distinct choice of

dependent variables. Specifically, this research examines the effect of Qur'anic memorization on English language skills, particularly vocabulary mastery and reading comprehension. By narrowing its focus to the domain of English language learning, this study provides a unique contribution to the field by bridging memorization practices with modern language acquisition research.

Providing evidence on how the ability to memorize the Qur'an has a greater impact on vocabulary mastery than on reading comprehension highlights the distinctive findings of this research. This is logical because the memorization process entails repetitive engagement with Qur'anic verses, which naturally facilitates the introduction and reinforcement of new vocabulary. A study by Umam (2024) supports this by showing that memorizing the Qur'an significantly influences Arabic vocabulary mastery, as it involves consistently learning the vocabulary embedded in each verse. This research offers a novel perspective by focusing on English vocabulary mastery, demonstrating that similar benefits extend to a non-native language context, showcasing the broader applicability of Qur'anic memorization practices.

This study corroborates the findings of Maryati (2018), affirming that Qur'anic memorization positively influences reading skills. However, it specifically addresses reading comprehension, illustrating that memorization enhances both fluency and comprehension. The repetitive process involved in Qur'anic memorization reinforces cognitive functions essential for interpreting and understanding texts, highlighting its efficacy in improving reading comprehension.

Since this study was conducted with a sample of 27 eighth-grade students from a junior high school in Central Java, the findings may primarily apply to students in that region. However, it is possible that these results could be generalized to students in other areas with similar characteristics, considering the broader context of middle school students in Indonesia. A limitation of this research is that its generalizability may be restricted to the specific population of eighth-grade students in Central Java, as the sample is relatively homogeneous.

Conclusion

In conclusion, this study reveals that Qur'anic memorization significantly impacts students' English vocabulary mastery. The effect is more pronounced on vocabulary mastery than on reading comprehension, as the memorization process involves repetitive exposure to words and phrases, reinforcing word recognition and retention. This shows that memorizing the Qur'an can serve as an effective tool for improving specific aspects of English language acquisition.

Additionally, Qur'anic memorization influences English reading comprehension. Students who engage in this practice develop stronger cognitive abilities, such as focus and memory retention, which are essential for interpreting and understanding texts. Students who memorize the Qur'an are likely to approach English texts with improved comprehension skills and greater confidence.

This study has limitations, including a small sample size and a narrow scope as it was conducted with participants from a single junior high school in Central Java, which may limit the generalizability of the findings. The study examines the effect of Qur'anic memorization on reading comprehension. Future research could expand by using larger and more diverse samples. It could also use qualitative methods for deeper insights or explore the impact of Qur'anic memorization on other areas of English language skills such as writing, speaking, or listening.

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