

CORRELATION BETWEEN MEMORIZING AL-QUR'AN AND STUDENTS ENGLISH ACHIEVEMENT AT SMA AL MAIDAH CATAKGAYAM JOMBANG

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Abstract: Learning English language skills as foreign means learning four very basic aspects, such as: listening, speaking, reading, and writing, the four language skills seems found in the al-Qur'an. This is enabling learners to correlate their achievement of both memorizing al-Qur'an and the language. This research aimed to know whether or not the correlation between achievement of memorizing al-Qur'an and English. This research is quantitative, the sample were 35 students of SMA al Maidah Catakayam Jombang. To collect data the researcher used documentation, the data then analyzed using descriptive statistic and product moment. The result showed that the students' memorizing al-Qur'an was categorized as middle; the students' English achievement was categorized as middle. There is significant correlation between students' memorizing al-Qur'an and English achievement. It is proved by the result of p-value that was $0.000 < 0.05$, and the result of r_{xy} which higher than r table $0.802 > 0.3338$.

Keywords: correlation, memorizing al-Qur'an, English, achievement.

Abstrak: Belajar bahasa Inggris sebagai bahasa asing adalah mempelajari empat ketrampilan bahasa yaitu mendengarkan, berbicara, membaca dan menulis. Keempat ketrampilan tersebut ditemukan didalam al-Qur'an. Hal ini dapat dimungkinkan adanya hubungan antara prestasi menghafal al-Qur'an dan bahasa Inggris. Penelitian ini bertujuan untuk mengetahui apakah kemampuan menghafal al-Qur'an berhubungan dengan kemampuan bahasa Inggris siswa. Dengan sampel sebanyak 35 siswa SMA al Maidah Catakayam Jombang. Jenis penelitian ini adalah kuantitatif, data dikumpulkan melalui dokumentasi nilai siswa, kemudian data dianalisis menggunakan analisis statistic descriptive dan product moment. Hasil penelitian menunjukkan bahwa kemampuan menghafal al-Qur'an dan bahasa Inggris siswa berada pada kategori sedang, kemudian terdapat hubungan yang signifikan antara kemampuan menghafal al-Qur'an dan bahasa Inggris siswa, karena berdasarkan uji korelasi menunjukkan besar r_{xy} adalah 0.802, dan lebih besar dari r table yaitu 0.3338, dan besar signifikansi adalah 0.000 dan lebih kecil dari 0.05.

Kata kunci : korelasi, menghafal al-Qur'an, prestasi, bahasa Inggris.

INTRODUCTION

There are 3 important points in studying al-Qur'an, namely *tajwid tabfiḥ* and *tafsir*. Meanwhile, one of the requirements for being a good and correct memorizer of the Al-Qur'an is that someone has to know how to read correctly, namely *tajwid/tabsin*¹. This requirement correlates with how to master one of English language skills, in which someone must have correct pronunciation (*tajwid*).

English is one of the international languages that is most widely studied and used in communicating between nations. This is in accordance with the role of English as a global language that English plays a role as a global or world language because English is studied and used as a means of communication in various countries either as a first language, a second language, or as a foreign language².

English is a universal language, it is the primary language in most countries in the world. In addition, one of the important foreign languages to learn or master is English. English is taught as a second language in several countries, especially in former British colonies, and studied after the local language. In educational Indonesia English is taught from elementary school to postgraduate school, students are taught a variety of subjects, including English. English is undoubtedly the language of international relations such as in official meetings of the United Nations. English is also as the language choice for flights abroad. When someone first enter an airport in the country they are going to, wherever they go, they see many people use English. It shows that learning and understanding English is important.

In Indonesia, English is the first foreign language studied as a compulsory subject from junior high school to university. English as a foreign language means that this language is exclusively spoken and used for educational purposes in formal and informal educational environments. English is not a language that is often used in social contact or daily interactions in a country³. This shows that learning English is

¹ Risky Novialdi Fauzi, Rahmad, Fitri Eرنalis, Muhammad Diah. Kegiatan Sosial Hi-Dayah : Learn Qur'an And English With Fun. Rambideun: Jurnal Pengabdian Kepada Masyarakat, Vol. 4, No. 2, Juli (2021).

² D. Crystal, *English as Global Language (2th Ed)*. (Cambridge University Press.2003).

³ C. A. Tomlinson, & Imbeau, M. B. *Leading And Managing A Differentiated Classroom*. (Alexandria, Virginia: ASCD. 2010).

limited to theory and science. This clearly contradicts the idea that mastering a language requires mastery of four linguistic skills: speaking, reading, and writing.

By mastering English language skills, people are able to access and obtain information easily because most of the information is written in English. This happens because English functions as the language of science, technology and trade. The ability to speak English is also one of the skills that is very crucial in obtaining employment because top companies in Indonesia always include requirements for English language skills as one of the requirements for becoming an employee at the company, both oral and in written.

The ability to speak English is a basic skill that a person needs in the era of globalization, related to the introduction and mastery of science and technology. As a basic skill that needs to be mastered, English language teaching receives special attention from various academic circles, practitioners, entrepreneurs and the government. This is reasonable to note considering the role and function of English as an international language or global communication language to be able to master science and technology (science and technology). Therefore, several school learning curricula in Indonesia make English lessons a subject that students must master from elementary school to tertiary level⁴.

The role of English is very important in mastering communication technology and in interacting directly. Having good English skills, there will be many opportunities to get jobs in multinational companies which require good English skills and to expand person relationships in the international world because English is an international language which is generally useful for being able to compete in the Era of Globalization.

The above explanation is in accordance with statement that language is a globally important factor in communication during the ASEAN Economic Community era. During that time, with the large amount of diversity inside the AEC, people were obligated to learn the languages of each other or speak in the international language that is English. Without proper learning and delivery, it would be impossible

⁴ I Made Sukamerta, *Implementasi Kebijakan Pembelajaran Bahasa Inggris Pada Sekolah Dasar Di Kota Denpasar*. Thesis. (Denpasar: Universitas Udayana. 2011).

for the people of AEC to communicate their thoughts and ideas. This proves that language is needed in all human activities and it is undeniable.⁵

Mastering communication in English can improve our quality, make it easier to access jobs, be able to speak internationally and many other benefits. The following are the benefit of mastering English communication, such as: getting a better education. Education plays an important role in creating opportunities and going to a better future. When the children get a good education, they will also have access to knowledge and skills that can help them in getting a decent job, building a successful career, and contributing to society. Besides, education can also be a means of overcoming poverty and inequality. By providing equal access to education to everyone, education can help reduce economic and social disparities. This makes education especially important in a country like Indonesia, where economic and social disparities are still a serious problem. These socio-economic problems make education increasingly important for the nation's next generation.

The next is achieving dreaming job. By mastering English, a person's dreams related to a promising job will come true. Expanding relationships is one of the keys to a person's success in having an extensive network. Through relationships, someone may get a job without having to apply. If someone is qualified, then he or she can be attracted directly by the company based on recommendations from friends, therefore someone must have English language skills to get relation easily.

The fact, there are many cases that do not support the fourth development of English language learning. The first factor is related to students. They do not have high motivation to learn, they also think that English is a complementary subject, not important, and is not a national language. As a result, they do not join lessons well in class. The second factor is related to English teacher. Teachers still feel that students' experience and knowledge of English is still very lacking and the methods used are monotonous. This causes the students feel uninterested in the lesson, they are not able to express English correctly. The lack of tutoring given for English subjects is also one of the factors that make students unable to speak English. The third factor is related

⁵ Revi Septiani Lutfi. *The Impact of English Language on the Existence of Indonesian Language in the Age of Globalization*. Jurnal Jupensi Vol 3 No. 1 (April 2023)

to the media, resources, facilities and equipment in the school as a result of which student learning activities become monotonous. There are many solutions that can be tried to do however, for example reading English articles, watching English films, singing in English, practicing to talk with friends, and using existing social media.

According to Tarigan,⁶ language skills have four very basic aspects, namely: listening skills, speaking, writing, reading, and an explanation of the four language abilities above is found in the Qur'an⁷. In line with Tarigan, Masduki also explain that the psychological implications for those who memorize al-Qur'an: the first, as a medicine for confusion, and worry; second, gaining peace of mind, intelligence and improve learning achievement; third, they can reduce juvenile delinquency and brawls; receiving high honors from Allah and His Messenger; and as medicine for anyone who reads and memorizes.⁸

Al- Qur'an is the book of Allah which was revealed to the prophet Muhammad through the angel Gabriel, in the book of *Jawahirul Kalamiyah*⁹, is explained that the Qur'an is the most noble book which was revealed by Allah to the noblest prophet among the prophets. The prophet meant is prophet Muhammad SA. The book contains knowledge of the world and afterlife; it also contains stories from previous peoples, revealed most recently to the last prophet as well. The al-Qur'an is the main source used as guidance for Muslim life. The Qur'an contains previous and future events, and many scientific, natural, medical and creative facts. Besides, al- Qur'an also contains every law, statute and *shari'ah* that regulates the life of a believer and makes it happier, and applies throughout time.

Understanding al-Qur'an is very important, and give birth to a generation that understands the Qur'an, it is necessary to learn the Qur'an which is not enough just to read it in a beautiful and fluent voice, but also to understand its contents and maintain it. Writing and memorizing are concrete efforts to preserve the Al-Qur'an. According

⁶ Tarigan. *Metodologi Pengajaran Bahasa*. (Bandung: Angkasa. 2009).

⁷ Yusni Sinaga. *The Relationship Between Alquran And Language*. English Education Vol. 06. No. 1. Juny (2018).

⁸ Masduki Yusron,. "Implikasi Psikologis Bagi Penghafal Al-Qur'an. Jurnal Medina-Te". Jurnal Studi Islam. Vol. 14 (1). (2018)

⁹ Thahir Bin Saleh Al-Jazairi, *Kitab Jawahirul Kalamiyah*. (Surabaya: AlMiftah. 1997)

to Chirzin¹⁰, al-Qur'an is able to attract people's hearts continuously with the power of its beautiful language, starting from when it was revealed almost fifteen hundred years ago until now. A person's faith can be seen when listening to the reading of verses from the Koran, his heart trembles. This is the miracle of al-Qur'an.

Memorizing the Al-Qur'an has basically started since the revelation of the al-Qur'an itself. The Prophet Muhammad was the first person to memorize al-Qur'an which was conveyed by the angel Gabriel as a revelation to him. Because he was an *ummi*, meaning he could not read and write, he tried to preserve these revelations by memorizing them. He also ordered his friends to memorize the verses of the al-Qur'an every time they were revealed and ordered experts to write them down. By memorizing and writing it, al-Qur'an can always be preserved. Even though Allah SWT has guaranteed the holiness and purity of al-Qur'an, in accordance with Allah's promise in Q.S Al-Hijr verse 9: Meaning: "Indeed, we are the ones who sent down the Qur'an and indeed we truly preserve it", Al-Hijr: 9.

This verse is a direct guarantee from Allah SWT that al-Qur'an will be protected from all deficiencies and errors, whether in the form of changes, distortions, additions or deletions to its contents. In this way, the authenticity and integrity of the al-Qur'an remains guaranteed as in the condition of al-Qur'an when it was revealed by Allah to the Prophet Muhammad SAW. According to Sa'dulloh, there are benefits from memorizing the Al-Qur'an, including that memorizing al-Qur'an is an ark of knowledge and a gift from Allah in the form of a sharp memory and brilliant thinking. It is called an ocean of knowledge because it will encourage someone who has memorized the Qur'an to achieve higher achievements than those who have not memorized it, even though they are quite far apart in age, their intelligence and knowledge are close together¹¹. Memorizers of Qur'an understand more quickly, thorough and more careful because they practice a lot to match verses and compare them with other verses. Students who have the ability to *tahfidz* al-Qur'an can be seen from the Tahfidz al-Qur'an indicator which measures the following aspects: 1. Fluency

¹⁰ C. A. Tomlinson, & Imbeau, M. B. *Leading And Managing A Differentiated Classroom*. (Alexandria, Virginia: ASCD. 2010). 25

¹¹ Sa'dulloh. *Cara Praktis Menghafal Al-Qur'an*. (Jakarta: Gema Insani. 2008).

in memorizing the Al-Qur'an, 2. Conformity of reading with the rules of *tajwid* science, 3. *Fashahah*.

Based on these indicators, it can be concluded that the ability to *tahfidh* Al-Qur'an is the ability possessed by students with the basis of memorizing the Al-Qur'an, knowing the aspects to carry out *tahfidh* al-Qur'an activities so that students who have the ability High memorization will be active and will be quicker to master the subject matter compared to students who have low *tahfidh* al-Qur'an abilities. Memorizing the Qur'an which has been going on since the time of the Prophet Muhammad until now has received special attention in education field.¹²

Many educational institutions that concentrate on memorizing al-Qur'an have been established, both at the primary education, secondary and higher education levels. Al-Maidah High School is a formal educational institution that focuses its students to become the younger generation of Qur'an. The education implemented is a combination of general education and religious education, with a superior program targeting students to memorize at least 5 *juz* (part) of the Qur'an every year. The students are also emphasized to master two languages, namely Arabic and English and practice communicating with their friends in their daily lives at school and at the boarding school.

The activities related to improve the English achievement that have been conducted by the students of Al-Maidah High School are: a. Conversation. It is a natural and informal form of oral expression. Students are given the opportunity to talk in small groups. They learn about the role of speaking skills in developing knowledge. b. Storytelling techniques carried out by students after reading literary works. Important things in choosing a story include: simple story, clear plot, actors do not contain much dialogue. c. Speaking to convey information or influence This activity is students reporting information orally, interviews and debates. In reporting information orally students choose a topic that is then developed. When presenting information students will not read notes. Other students listen, ask questions and give awards. Meanwhile, what is done at Al Maidah High School is conversation and conveying information or influencing, while the memorization method used at Al

¹² M. Munir, *Ilmu Dan Seni Qiro'atil Qur'an*. (Semarang: Binawan.2013).

Maidah High School is the method of listening, reading, writing and a combined method consisting of memorizing the first, second, third verses, and so on. It is related with theory of Tompkins and Hoskisson¹³

The main object of education today is improving the quality of students. School is one of these educational institutions, where students are accommodated in the school to be nurtured so that they have abilities, intelligence and skills and have noble morals. It requires coordinated and directed guidance that is the educational process in it. It is hoped that students can achieve maximum learning achievement so that they achieve educational goals.

Making the nation's life intelligent and developing the whole person is the goal of education that they hope for, namely a person who has faith and devotion to Allah Almighty, has knowledge and skills, a strong personality, and is independent. To be able to play an active role in living life, be intelligent, creative, skilled, honest, and disciplined, and of course they have high morals.

One of the obstacles or problems faced in the current education process is many students are unable to achieve optimal performance, one of which is due to their lack of ability to concentrate. In fact, concentration is the mother of all learning activities. In this case, there needs to be a solution to overcome the weak power of concentration in participating in learning activities

Based on the results of pre-observation, the researchers found at Al-Maidah Catakayam High School, Mojowarno Jombang, that there were many students who are not smooth in memorizing al- Qur'an, they did not focus on carrying out the learning in the class, because there was a deep feeling of regret about this, and the regret has an impact on students' lack of understanding of the teaching material presented, it also decrease the students' learning achievement. On the other hand those who are smoothly in memorizing al-Qur'an , they tend to focus more on implementing learning when in class, because there is a feeling of happiness about this so that it will be easier for them to understand the teaching material presented by the teacher and make the student's achievement optimal, including English achievement. Based on the

¹³ Ahmad Rofiudin dan Darmayati Zuhdi. Pendidikan dan Sastra Indonesia di Kelas Tinggi. (Malang : UNM. 2002)

relationship between English language skills in the Qur'an and based on pre-research results, the researcher tried to link the ability to memorize the Qur'an with English learning achievement.

METHOD

Based on this research, there are four keywords that need to be considered, namely scientific method, data, objectives and uses¹⁴. According to him correlational research is a type of research with characteristics problems in the form of correlational relationships between two or more variables. The objective of this research is to determine whether or not there is a correlation between two variables or make predictions based on correlations between the variables. This type of research emphasizes determining the level of relationship that can also be used to make predictions.

The sample in this research was al-Maidah Catakgayam High School students, totaling 35 students. This research used documentation as instrument that was about score of memorizing al Qur'an and English achievement. Data collected using documentation that was about students' score of memorizing al-Qur'an and students' English achievement. The data then analyzed using descriptive analysis using five categorization guidelines¹⁵. After that the researchers conducted normality test using Kolmogorov Smirnov and Shapiro-Wilk. To test the hypothesis, researchers used product moment analysis.

RESULT AND DISCUSSION

A. The Research Result

Tabel 1. The result of students score of memorizing al Qur'an and English achievement

Resp.	X1	X2	Resp.	X1	X2
1	85	75	19	65	60
2	75	65	20	85	75

¹⁴ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D. (Bandung: Alfabeta. 2017)

¹⁵

3	85	70	21	80	70
4	70	70	22	80	65
5	85	80	23	75	65
6	80	75	24	80	75
7	70	65	25	75	65
8	90	85	26	90	85
9	75	60	27	90	80
10	65	70	28	85	70
11	80	75	29	60	55
12	90	80	30	70	70
13	75	70	31	65	60
14	85	85	32	60	55
15	80	70	33	75	70
16	75	55	34	75	75
17	80	80	35	70	60
18	70	65			

The result of descriptive statistic about memorizing al Qur'an and English achievement can be seen from table 2.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Memorizing al Qur'an	35	60.00	90.00	77.000	8.41917
Students English Achievement	35	55.00	85.00	70.000	8.48875
Valid N (listwise)	35				

Table of descriptive statistics above, explains that there are 35 respondents, the minimum score of memorizing al-Qur'an is 60, the maximum score is 90, the mean is 77, and standard deviation is 8.41917. Meanwhile the minimum score of students' English achievement is 55, the maximum score is 85, the mean is 70, and the standard deviation is 8.48875.

The above data then was used to process descriptive data analysis. And the result of descriptive analysis can be seen from table 3.

Table 3. Students' memorizing al-Qur'an

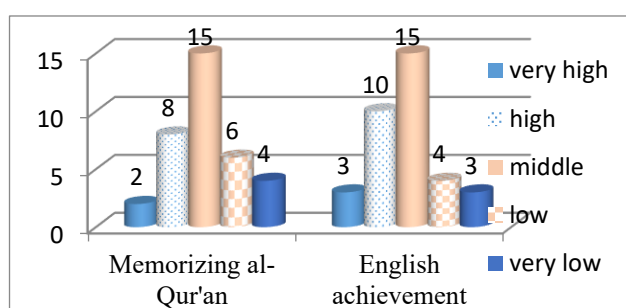
Criterion	Form	Score	Total	Percentage
Very High	$M + 1.5 SD < X$	> 89	2	5.7%
High	$M + 0.5 SD < X \leq M + 1.5 SD$	81 - 88	8	22.8 %
Middle	$M - 0.5 SD < X \leq M + 0.5 SD$	72 - 80	15	42.8 %
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	64- 71	6	17.2 %
Very low	$X \leq M - 1.5 SD$	< 64	4	11.5 %
N			35	100%

Table 4 . Students' English achievement

Criterion	Form	Score	Total	Percentage
Very High	$M + 1.5 SD < X$	> 82	3	8.6 %
High	$M + 0.5 SD < X \leq M + 1.5 SD$	74 - 81	10	28.5 %
Middle	$M - 0.5 SD < X \leq M + 0.5 SD$	65 - 73	15	42.8 %
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	57- 64	4	11.5 %
Very low	$X \leq M - 1.5 SD$	< 57	3	8.6 %
N			35	100%

The result of students' score of memorizing al-Qur'an and English achievement can be seen from the following chart:

Chart 1. The result of students' score of memorizing al-Qur'an and English achievement



From the above chart it can concluded that both of the score have the same category that is middle category, since both of the variable measured got middle category (15 students or 42.8%).

Chart 2. The result of students' score of memorizing al-Qur'an

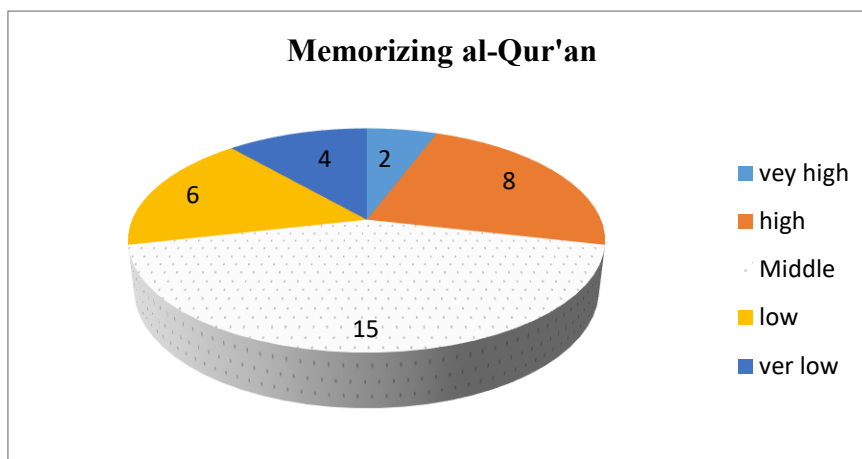
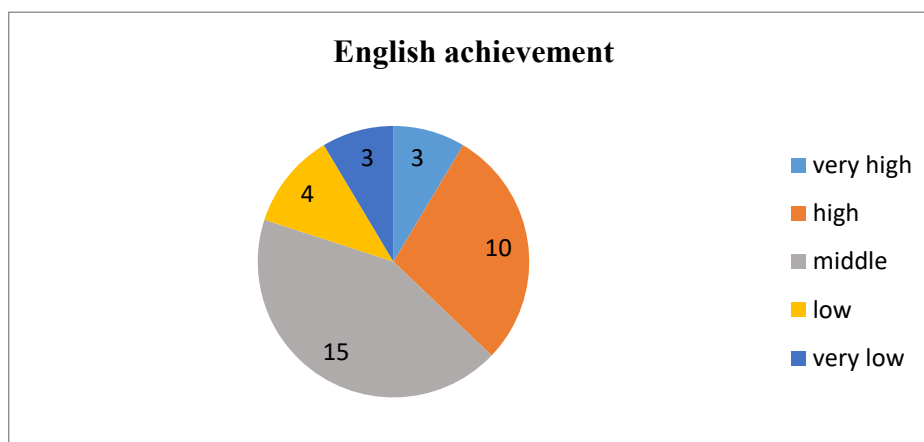


Chart 3. The result of students' score of English achievement



Based on the table and chart above, it can be concluded that the students who got very high score of memorizing al-Qur'an are: there are two students (5.7 %), eight students (22.8 %) got high score, fifteen (42.5 %) students got middle score, six students (17.2%) got low score, and four students (11.5 %) had very low score.

Meanwhile the students' English achievement can be described as follows: there were three students (8.6 %) got very high score, ten students (28.5 %) gained high score, fifteen (42.5%) students got middle score, four students (11.5 %) gained low score, and three students (8.6 %) got very low score.

The result of normality test can be seen from the following table:

Table 5. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
X2	.129	35	.154	.952	35	.131
X1	.125	35	.184	.948	35	.098

1. Lilliefors Significance Correction

The normality test is used to determine whether the data population is normally distributed or not. The normality test used in this research is the One Sample Kolmogorov-Smirnov Test. In this study, if the significance of $p < 0.05$ or 5% then the data is not normally distributed, and conversely, if the significance of $p > 0.05$ or 5% then the data is normally distributed.

Based on the above table both of the variables have normal distribution. The sig. of Kolmogorov-Smirnov is 0.154 for English achievement, and 0.184 for memorizing al Qur'an, and based on the result of Shaphiro-Wilk, the Sig. are 0.131 for English achievement, and 0.098 for memorizing al Qur'an. Both of them have significance more than 0.05, it means the data is normal, so the researchers were able to continue using product moment to test hypothesis.

To test the hypothesis, the researchers used correlation Pearson's product moment because the data produced is normal data. According to Sugiyono (2017), to find out and provide an interpretation of whether the correlation coefficient found is large or small, it can be guided by the following criterions:

Guidelines for the Interpretation of Correlation Coefficients

Coefficient Interval	Relationship Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Middle
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

And the result of the hypothesis can be seen at the following table:

Table 6. the result of Product Moment
Correlations

		Memorizing al Qur'an	Students English Achievement
Memorizing al Qur'an	Pearson	1	.802**
	Correlation		
	Sig. (2-tailed)		
	N		
Students English Achievement	Pearson	.802**	1
	Correlation		
	Sig. (2-tailed)		
	N		
		35	35

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

The table above shows that between memorizing al-Qur'an and students English achievement, there is a correlation coefficient (r) of 0.802 with a significance of 0.000. This means that there is a positive correlation between memorizing al-Qur'an and students English achievement with a very strong level of relationship, and this correlation is significant because $p < 0.05$ (0.000 < 0.05).

Based on the result of Pearson correlation (r_{xy}) is 0.802 and comparing with r table with degree of freedom (35-2) is 0.3338. It shows that r_{xy} is higher than r table (0.802 > 0.3338). The table shows that the hypothesis which state there is a relationship between memorizing al-Qur'an and students' English achievement is accepted. Meanwhile, what was rejected was the hypothesis which stated that there was no relationship between memorizing al-Qur'an and students' English achievement is rejected.

This relationship is a significant relationship, meaning that the relationship applies to the entire population. This can be seen from the sample

acceptance criteria based on the value of accepting H_0 and rejecting H_a if $p > 0.05$ and rejecting H_0 and accepting H_a if $p < 0.05$. From the table above it is known that $p = 0.000 < 0.05$ so that H_a is accepted and H_0 is rejected.

B. Discussion

Answering the research problems that was about the students memorizing al-Qur'an and students English achievement can explained based on the result of descriptive statistical analysis, that was the students who got very high score of memorizing al-Qur'an are: there were two students (5.7 %), eight students (22.8 %) got high score, fifteen (42.5 %) students got middle score, six students (17.2%) got low score, and four students (11.5 %) gained very low score.

Relating the students' English achievement were: there were three students (8.6 %) got very high score, ten students (28.5 %) gained high score, fifteen (42.5%) students got middle score, four students (11.5 %) gained low score, and three students (8.6 %) got very low score.

The result of hypothesis test that is about whether or not there is a significant positive relationship between memorizing al-Qur'an and students' English achievement. Based on the results of research data analysis, there is a significant positive correlation between memorizing the Qur'an and students' English achievement of SMA al Maidah Catakayam Jombang. The results of the correlation analysis between the variables memorizing al-Qur'an and students' English achievement showed a positive correlation of 0.802 with a significance level of 5%. This means that the correlation coefficient according to Sugiyono is in the very strong category (0.800 – 1.000)¹⁶. It can be stated that the higher the students' memorization of the Al-Qur'an, the higher the students' English achievement, on the other hand, the lower the memorization of al-Qur'an, the lower the students' English achievement in accordance with the large contribution of its effectiveness.

Based on the results of the correlation analysis between memorizing al-Qur'an and students' English achievement, was obtained r_{xy} of 0.802, with $p =$

¹⁶ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D. (Bandung: Alfabeta. 2017)

0.000 means ($p < 0.05$), indicating that there is a significant positive relationship between memorizing al-Qur'an and students' English achievement. This supports the hypothesis that there is a significant positive relationship between memorizing al-Qur'an and students' English achievement can be accepted.

Based on the results of data analysis, it can be seen that Al Maidah Catakayam High School students in Jombang have memorized al-Qur'an in the medium category, namely 15 (42.8%). This shows that the majority of Al Maidah Catakayam Jombang High School students have memorizing al-Qur'an in middle category. Then relate to students' English achievement, the majority of SMA Al Maidah Catakayam Jombang students are in the middle category too, that is about 15 students (42.8%).

CONCLUSION

English language skills have four very basic aspects, namely: listening skills, speaking, writing, reading, and an explanation of the four language abilities above is found in the Qur'an. Al Maidah high school Catakayam Jombang has implemented major activities that are memorizing al-Qur'an and English speaking. This research wanted to know whether or not there is correlation between score of memorizing al-Qur'an and students' English achievement. The result showed that the students score of memorizing al-Qur'an in the middle category, and the students' English achievement is also in the middle category with the same number of students that is 15 students or 42.8 % from all students researched. And the result of hypothesis showed that the Pearson correlation (r_{xy}) is 0.802 and comparing with r table with degree of freedom 33 is 0.3338. It shows that r_{xy} is higher than r table ($0.802 > 0.3338$). So the Null hypothesis is rejected. The value of p is 0.000 that lower than 0.05. It means that Null hypothesis is rejected. Based on the result it is concluded that there is significant relationship between memorizing al-Qur'an and students English achievement of Al Maidah high school Catakayam Jombang.

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