



Faculty of Cognitive Sciences and Human Development

**TECHNIQUES OF MEMORIZING QURAN: A STUDY OF *AZHARI*
CURRICULUM STUDENTS**

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**BP
131.6
A482
2015**

**Bachelor of Science with Honours
(Cognitive Science)
2015**

UNIVERSITI MALAYSIA SARAWAK

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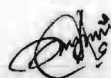
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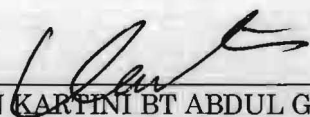


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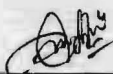
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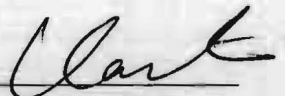
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TECHNIQUES OF MEMORIZING QURAN: A STUDY OF *AZHARI* CURRICULUM
STUDENTS

AMALINA ULYA BINTI ABDUL JALIL

This project is submitted
in partial fulfillment of the requirements for a
Bachelor of Science with Honours
(Cognitive Science)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2015)

The project entitled 'Techniques of Memorizing Quran: A Study of *Azhari* Curriculum Students' was prepared by Amalina Ulya bt Abdul Jalil and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science with Honours (Cognitive Science)

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Acknowledgement

All praises to Allah upon blessed and His bounty so I can accomplish my final year projects title Techniques of Memorizing Quran: A Study of Azhari Curriculum Students within the given period successfully.

A countless appreciations for my beloved ummi and abah that continually inspires, motivated and gives encouragement towards accomplish my final year projects. Without you, I would not able to stand until this level. Proudly to mention my adorable siblings that always with me, may this be the inspiration for all of you to be more successful person in the future.

I would like to express big thanks to my supervisor, Puan Kartini binti Abdul Ghani that always guide me in completing this research, willing to share knowledge which are valuable and worth in this learning process and hope this will be the starting point toward heading to next and continuous level endeavor in the future.

For the management, educators and students of the SM Islam Al-Masriyah, the cooperation and well-treat will always remain in memory, thanks for ease me to conduct this study from the beginning until the completion of this research.

For my fellow friends that always motivate and supports me, generous FSKPM lecturers to share knowledge and final word, infinite thanks to all who engaged directly and indirectly.

Thank you so much ~

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ABSTRACT

Techniques of Memorizing Quran: A Study of Azhari Curriculum Students

Amalina Ulya bt Abdul Jalil

The aim of this research is to identify the techniques of memorizing Quran among Azhari curriculum students at SM Islam Al-Masriyah. This research also conducted to discovers the patterns of Quran memorizing among students, preferences techniques of Quran memorizing among students and the relationship between memorization techniques and amount of surah memorized among SM Islam Al-Masriyah students, Penang. Significant correlations between each memorization techniques were also examined. Ninety one form four students and form five students were involved in this research. A set of questionnaires comprising of three parts is used in this research. The first part contains the respondent's demographic information such as gender, year of study, place of stay and the period they began memorizing Quran. The second part contains question related to their memorization patterns consist of time they spend per day to memorize, amount of verse usually reported to the instructor once a week and amount of surah they memorized. The third part consists of 33 items that indicates their preferences memorization techniques. Descriptive analysis is carried out to all three sections to fulfil the objectives of study. Results from descriptive statistic shown students of SM Islam Al-Masriyah students have a moderate performance in terms of their time spent per day to memorize, moderate performance of amount of reported verses to their instructors and quite good achievements in amount of memorized surah. The Pearson correlation test is conducted to determine the relationship between memorization techniques and amount of surah memorized. The results of Pearson correlation test shows that most of the techniques have a positive correlation with amount of surah the student memorized.

Key words: memory, techniques, pattern

ABSTRAK

Teknik menghafal Al-Quran: Kajian Terhadap Pelajar Sekolah Berkurikulum Azhari

Amalina Ulya bt Abdul Jalil

Kajian ini bertujuan untuk mengenal pasti teknik menghafal al-Quran di kalangan pelajar kurikulum Azhari di SM Islam Al-Masriyah. Kajian ini juga dijalankan untuk melihat pola dan corak menghafal Quran dalam kalangan pelajar, teknik mengingat yang menjadi pilihan dalam kalangan pelajar dan hubungan antara teknik mengingat dengan jumlah surah yang telah dihafal oleh pelajar SM Islam Al-Masriyah, Pulau Pinang. Selain itu, kajian ini juga untuk mengenal pasti sama ada terdapat signifikan korelasi antara setiap teknik hafalan. Sebanyak 91 orang pelajar tingkatan empat dan lima pelajar yang terlibat dalam kajian ini. Satu set soal selidik yang terdiri daripada tiga bahagian digunakan dalam kajian ini. Bahagian pertama mengandungi maklumat demografi responden seperti jantina, tahun pengajian, tempat tinggal dan tempoh mereka mula menghafal al-Quran. Bahagian kedua mengandungi soalan yang berkaitan dengan corak hafalan mereka yang terdiri daripada masa yang dipuntukkan setiap hari untuk menghafal, jumlah ayat yang kebiasaannya dilaporkan kepada pengajar sekali seminggu dan jumlah mereka surah yang telah dihafal. Bahagian akhir terdiri daripada 33 item yang akan menunjukkan dan merumuskan kecenderungan teknik mengingat mereka. Analisis deskriptif dijalankan untuk kesemua tiga bahagian untuk memenuhi objektif kajian. Deskriptif statistik menunjukkan prestasi sederhana dalam masa yang diperuntukkan untuk menghafal, prestasi yang sederhana jumlah ayat yang kebiasaannya dilaporkan kepada pengajar dalam seminggu dan pencapaian yang baik terhadap surah yang telah dihafal. Ujian korelasi Pearson dijalankan untuk menentukan hubungan antara teknik-teknik hafalan dan jumlah surah dihafal. Keputusan ujian korelasi Pearson menunjukkan bahawa sebahagian besar teknik mempunyai korelasi positif dengan jumlah surah yang telah dihafal oleh pelajar.

Kata kunci: memori, teknik, corak

CHAPTER 1

INTRODUCTION

Overview

This chapter consists of background of the study, scope of study, statement of problem, objectives of study, research questions, significance of the study, definitions of terms that frequently use in this study and limitations of the study.

Background of Study

Memorizing is one of the approach applied by ancient scholar in preserving knowledge, especially in preservation of Quran (Sedek Ariffin, Mustaffa Abdullah, Ishak Suliaman, Khadher Ahmad, Fauzi Deraman, Faisal Ahmad Shah, Mohd Yakub Zulkifli Mohd Yusuff, Monika Munirah Abd Razzak, Mohd Murshidi Mohd Noor, Jilani Touhami Meftah, Ahmad K Kasar, Selamat Amir and Mohd Roslam Mohd Nor, 2013). Until now, memorization is still essential aspect in the preservation of Quran. As mentioned by Abdul Hafiz and Norhanan (2010), now the efforts of memorizing the Quran are progressing around the world including in Malaysia. The proof is the existence of tahfiz Qur'an institutions throughout the country with a variety of approaches for Quran memorization. However, researcher believes that although there are various methods or approaches used, the common goal is actually to preserve the sanctity of 30 juzu' of the Quran. The existence of tahfiz Quran institutions throughout the country not only produce groups of individuals that memorizing Quran (huffaz) yet its existence is seen as producing more professionals who supported his soul with Quran and establish more

systematically and efficiently Quranic institutions. Hassan (1997) viewed the importance of education in developing communities is through personal development and extent them into all aspects as desired by society.

Memorization of Quran depends on patience and discipline to reach the target verses to be memorized at one time (Mokmin Basri & Nor Musliza Mustafa, 2014). Strong memory is required to ensure the fluency in memorization of Quran verse. To achieve fluency memorization, continuity in the process of Quran recitation is very important and a priority. As stated by Taiwo (2014), an essential element in the memorization of the Quran is divided into three; learning Quran by heart (tilawa), memorizing (hifz) and ability to wrote the verses of the Quran accurately on paper (darasi). Jaffer and Jaffer (2009) defined learning Quran by heart (tilawa) as reading or recital of Quran with soul. Learning Quran by heart (tilawa) is congregational recitation of Quran verse Islam (2009), where it not just help and individual rectify their reading among each other if there is any errors instead one also can improve their recitation and fluency (Mohd Aderi & Rohani, 2009). Second, memorizing (hifz) is also known by memorizing Quran by heart; a process of encoding, storing at retrieving the Quran verse by practicing and reciting it repeatedly (Nazia, n. d.), which the first element is encoding the verse by attention, maintaining the encoded information by rehearsal and retrieving the verses from memory. Rehearsal is an effective means for learners to remember something for long time (Asma & Radzitan Mardziah, 2013). Third, able to write the verse completely correct on paper (darasi). The stated in Ahmad (2004) study, at the era of revelations of Quran, people of that era wrote the revealed verses in the fronds, stones and etc. to ensure its sustainability. These points are supported and recommended that Quran memorizing should use a diversification of sensory such as see, hear, read and write (Al-Qabisi as cited in Azmil & Ab Halim, 2012, p. 2).

Al-Quran is essential in a part of Muslim life. The implementation of Quran value in Muslim individuals and society is significant; as the Quran is a guideline to righteous ummah development, based on love, compassion, fellowship and tolerance society, responsibility and individuals that follow Quran guidance (Ahmad as cited in Abdul Hafiz et al., 2005). Foremost aim of Quran in order to devote ourselves to Allah s.w.t. In this globalization era, memorizing Quran could be an incentive toward forming a huffaz generation, pious and professional at the same time in forming individuals with vision.

As Al-Ghazali mentions (as cited in Norizah, Abu Bakar & Zaharah, 2014, p. 115) anything that is learned during young age old stick in memory children, so the education of Quran and hadith are recommended to start at an early age. An early education is likely carving the stone, while learning in old age like carving on the water. This statement should be a motivation to youth to begin memorizing the content of Quran as early as possible as memory at this phase is still strong and sustained. Although to memorize in old age is not impossible, it is much tougher and inefficient (Safwat, 2005).

In brief, Islamic theorist point out that the conducive environment with proper guidance can determine and enhance the ability of children thinking and their personality formation (Norizah, Abu Bakar & Zaharah, 2014). This view is inline with the most of western educational thinker. Parent's encouragement and motivation in Quran education for children are necessary and they should be train to memorize simple Quran verse or surah since childhood. In order to achieve the Quran memorizing goal through the right path and pleasing of Allah, parent need to clarify to their children the truthful purpose in memorizing Quran. As mentioned by Abdul Hafiz, Hussin, Azmi Shah, Sulaiman, Kamarul and Abdul Basit (2005), scenarios today reveal that the awareness of Muslims towards the betterment of memorizing Quran encourages parents to send

their children to the institutions that provide religious with academic education. Among the institutions that emphasize religious education are as tahfiz and other religious schools. This institution will emphasize Quran education to its students, as the Quran consist of whole aspect of life, present and hereafter life (Wahbah az-Zuhaili, 2005). In producing well educated and quality individuals academically and Quranic, the institute supposed to exposure their students with the latest and more effective techniques of Quran memorization. Without proper disclosure may lead to impasse to memorize the Quran among students because they still obscure and cannot follow the techniques of Quran memorization taught appropriately. In addition to improve student skills in Quran memorizing, discussion and sharing throughout the suitable memorization method that can be applied in the short period of time is also necessary because some of the students will just repeat multiply and inefficient in improving their memorization. In addition, Al-Qabisi pointed out that (as cited in Azmil & Ab Halim, 2012, p. 2) the evaluation of Quran memorization should be in a form of daily performance, weekly performance and final performance. The efficient techniques in memorizing Quran as well as regular evaluation will produce individuals that can memorize Quran well, in line with goal and objective outline by the institutions.

An intense motive and individual determination towards memorizing the Quran should be the goal of every Muslim for gaining Allah pleasure. The aim of every sincere Muslim is for Allah pleasure. A great reward reserved for those who are always close to the Quran. It is quite significant motives for Muslims, vying to reciting and practicing Quran. Memorizing the Quran is an effort to preserve the Quran and prevent distortion and counterfeiting of Quran (al-Sayuti as cited in Azmil & Ab Halim, 2012, p. 2). Indeed, a title of person that memorizing whole Quran (huffaz) are great rewards and extraordinary honour by Allah s.w.t and honorable by human; as

huffaz are an importance role among Muslim and their effort invested in being a huffaz (Safwat, 2005). After one memorized Quran, they shall preserve and maintain their memorization so that memorizing remains in memory and heart (Mohd Fazri, 1999).

Scope of Study

This study focused on preferences techniques of Quran memorization by students from SM Islam Al-Masriyah, one of the government-aided religious schools located in Penang. Around 1990, SM Islam Al-Masriyah was introduced to an academic curriculum of the Ministry of Education yet religious education remains a priority of 70% by using measurements of Al-Azhar or known as Azhari curriculum and focus on academic subjects was 30%. Azhari curriculum-based also known as Diniah, I'dadi and Thanawi for Islamic schools (Azizi, Wan Zulkifli and Aminuddin, 2011). It is an educational system that has two important elements of traditional or known as *pondok* education (Thurosi) and modern (*muasoroh*) to meet the individual needs of Muslims in accordance with current demands and time changing (Azizi, Wan Zulkifli and Aminuddin, 2011). In January 2007 the school was registered as the Sekolah Agama Bantuan Kerajaan (SABK) and continues the existing syllabus.

Based on interviews with students of SM Islam Al-Masriyah, they need to memorize a specific surah by their year of study. Some surahs are selected as their task to memorize within their year of study. Among the set, there are surah as-Sajda, al-Mulk, An-Nuh, Yaasin, al-Waaqia, Muhammad, as-Saff, al-Jummah, Al-Insan, Az-Zumar and al-Ghaafir. This set of surahs may change depending on instructor (ustaz and ustazah). Students of SM Islam Al-Masriyah are given task to memorize certain surahs at the beginning of year and they have recite their memorization

(tasmi') in front of the instructor and their performance will be evaluate based on their quantity of verse each week in appointed day. At the end of the year, they should be able to memorize the whole verse of all surahs given.

This study is to find a preferences methods that use by the student and effective techniques that helps students in memorizing the Quran. Information's on memorization method are derived by obtaining information from books, papers and past journal article.

Statement of Problem

Sedek Ariffin et al, (2013) state the four effective tahfiz Quran memorizing techniques are Saba', Para Saba', Ammokhtar and Halaqah Dauri. Tahfiz learning methods have a strong relationship with student achievement in term of huffaz Quran memorizing (Azmil Hashim, Ab. Halim Tamuri and Misnan Jemali, 2013). Yet there is still none specific studies have been carried out for Azhari curriculum-based school. The earlier studies only focused on the institute tahfiz and Quran memorization already set certain techniques for their students.

In contrast with SM Islam Al-Masriyah which is not fully tahfiz stream, students use their own ways to memorize Quran verses in each surah. They cannot apply the overall effective memorization technique by other tahfiz which requires time and a more focused to memorize the Quran alone. According to Abu Mazaayaa (1996), in principle each individual that memorize Quran should has own respectively methods in according to their abilities. Therefore, every person that memorizes Quran should choose an efficient and effective of memorizations while maintaining and keeping their memorization.

Although the establishment of the madrasah and other religious institution arise due to inclination and demand by Muslims today but until now there are still no module that can be used as a guide to them in producing more huffaz (Abdul Hafiz, Husin, Azmi Shah, Sulaiman Shakib, Kamarul Azmi and Abdul Basit, 2005). Memorizing long text as holy books, epic poems and monologues is always a challenge (Ahmed, 2014). Abdul Hafiz et al., (2005) propose to prevent failure to memorizing in a given period; it would require an effective memorization method and systematic way to help them memorize the Quran.

Purpose and Objectives

This research is to be conducted with a purpose and the three objectives are as below:

Purpose

To identify techniques of memorizing Quran among Azhari curriculum students at SM Islam Al-Masriyah

Objectives

To identify the patterns of Quran memorization among students

To identify the preferences techniques of Quran memorizing among students

To identify the relationship between memorization techniques and amount of surah students memorized

Research Hypothesis

Based on the research objectives, the null hypothesis is formulated as:

- H₀₁: There is no significant relationship between techniques of dividing of verses by chunking with amount of surah
- H₀₂: There is no significant relationship between techniques of understanding the meaning with amount of surah
- H₀₃: There is no significant relationship between techniques of visualizes the verses with amount of surah
- H₀₄: There is no significant relationship between techniques of repetitions with amount of surah
- H₀₅: There is no significant relationship between techniques of writes the verses with amount of surah
- H₀₆: There is a significant relationship between techniques of fluency the verses with amount of surah

Conceptual Framework

The conceptual framework for the research is made up of two components as shown in Figure 1. The first component is the independent variable, which comprising of memorization techniques. Memorization techniques consist of six elements such as techniques of dividing of verses by chunking, understanding the meaning, visualizes the verses, repetitions, writes the verses and fluency the verses.

The second component is the dependent variable, which is amount of surah the student memorized. The dependent variable serves to determine whether there exists relationship between the techniques of memory and amount of surahs among students in SM Islam Al-Masriyah.

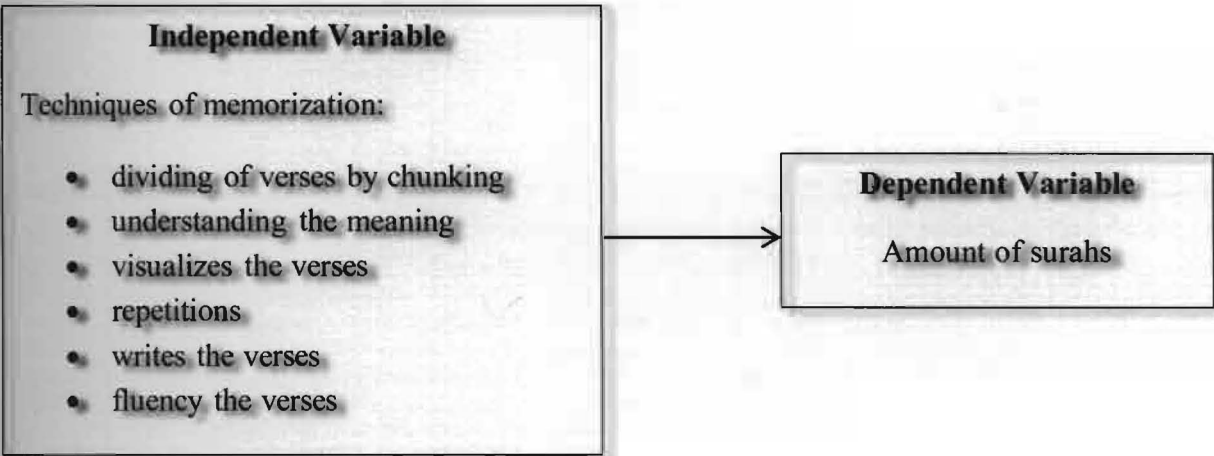


Figure 1. Conceptual framework

Significance of Study

This study aims to identify techniques and methods to memorize the verses in the Quran. Abdul Hafiz et al., (2005) propose to prevent failure to memorizing in a given period; it would require an effective memorization method and systematic way to help them memorize the Quran. This study hopefully can contribute to the Madrasah or Maahad or other institution an effective memorizing techniques in memorize Quran verse. As inspiration for huffaz in diversify memorization technique once support them uphold the sanctity of Quran. In addition, it can introduce students the effective techniques that help students' performances in memorizing Quran verses or in learning. Results of this study will then can be used as a summary for

producing Quran memorization learning and teaching modules at in effort towards more structured and modern institutions.

Definition of Terms

Technique of memorizing

Conceptual definition

The word techniques refer to the way or method of carry out particular task (Oxford dictionary, 2013). Soon (2002) defines techniques as the regulation and system as way to make something. The word memorizing from the word “memorize”; to transfer to memory and learn so as to remember, learn by heart (Collin English Dictionary, 2003).

Operational definition

The technique of memorizing that review in this study comprising of techniques of dividing of verses by chunking, second techniques is understand the meaning of verses, the third techniques is visualize the verses, the forth is repetitions, the fifth is write the verses and lastly, fluency the verses.

Quran verse

Conceptual definition

Ayah (Arabic: آية ayah; plural: ayat (English), آيات ayat (Arabic)) means proof or sign. In the context of Islam's principal, the Qur'an, ayah is used to mean verse, define as each statement or sentence marked by a number in Quran (Wikipedia, n. d.)

Operational definition

The multiple numbers of verses that can remember by student in within a period are a benchmark in Quran memorizing to measure the ability of student. The usually Quran verse that measured in this study by the range of one to five verses, six to ten verses, eleven to fifteen verses, sixteen to twenty verses and more than twenty verses.

Quran surah

Conceptual definition

Surah is defined as a chapter of Quran. In the sacred scripture of Islam, the Quran consist of the 114 chapters, where 86 are codify as Mecca, while 28 are Medina. Each surah is of unequal length and number of verses, the shortest surah is Al-Kawthar; has only three verses while the lengthy is Al-Baqarah contains two hundred eighty six verses. This codification is only surmise of the location of Quran revelation; surah revealed after migration (hijrah) of Muhammad from Mecca to Medina and surah that revealed before hijrah is termed as Mecca (Encyclopaedia Britannica, 2013)

Operational definition

In this study scope, the term Quran surah is mention list the full surah the students need to memorize by their year of study. In the questionnaire, the listing of Quran surah which the students need to tick indicates the amount of surah they already memorize.

Recitation

Conceptual definition

Recitation defines as process of oral speech or act of conveying something from memory or a proper reading of verse before an audience (Collin English Dictionary, 2003). The recitation of Quran can by self is proper reading while recitation in front of others is expression on oral speech of what in memory (tasmi').

Operational definition

The recitation of Quran can be alone, to rectify the reading of Quran verse from any errors and instead improve their recitation fluency. In the other hand, the recitation also can be done in front of audience such as friends, parents, siblings and instructor. The recitation based on memorization performance known as tasmi'.

Instructor

Conceptual definition

The instructor is commonly engaged in planning the learning content and sequence of projects, providing immediate feedback on student work and discussion, and evaluating students (Standford. edu, n. d.). Norman and Schmidt (1992) suggest that assistance from instructors in terms of immediate feedback benefits the students so that misconceptions regarding something can be cleared quickly (Norman and Schmidt, 1992). Usually, the instructors have to responsible of the progress and performance so that students continue on fruitful paths.

Operational definition

Instructor in this research referred to *ustaz* and *ustazah* that evaluate the students weekly. Students need to report their memorized verse (tasmi') on the day and time specified to their instructor once a week to complete the surah on time. The instructor listens and observed students recitation, rectify and records the students' recitation as well.

Summary

This chapter presents the background of study, purpose and outline of important information on ideas about this study.