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The Effect of Using Direct and Indirect Vocabulary Teaching Methods on the Acquisition and Retention of the Vocabulary of the Holy Qur'an Among Sixth-Grade Students

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Abstract:

The study aimed to investigate the effect of using direct and indirect vocabulary teaching methods in acquiring and retaining the vocabulary of the Holy Qur'an. The study sample consisted of (70) sixth-grade male students, in Marka District in the Capital Governorate, Amman, and this was done during the first semester of the 2021 academic year, and a quasi-experimental design with two groups were used. The results showed the presence of statistically significant differences. In learning the vocabulary of the Holy Qur'an between the averages of the group on the post test, and the difference was in favor of the group that learned the vocabulary of the Holy Qur'an by direct methods, and it was of great practical significance, and that there were statistically significant differences in learning the vocabulary of the Holy Qur'an between the two groups on the vocabulary retention test, and the differences were for the benefit of the group that learned the vocabulary of the Holy Qur'an directly, and it was of great practical significance. The study indicated a set of recommendations, including encouraging teachers to employ multiple methods in teaching the vocabulary of the Holy Qur'an.

Keywords: The Vocabulary of the Holy Qur'an, Direct Instruction, Indirect Instruction, Retention of the Learning, Sixth Grade.

أثر استخدام طرق تدريس المفردات المباشرة وغير المباشرة في اكتساب مفردات القرآن الكريم والاحتفاظ بها لدى طلاب الصف السادس

المخلص:

هدفت الدراسة إلى استقصاء أثر استخدام طرق تعليم المفردات المباشرة وغير المباشرة في اكتساب مفردات القرآن الكريم والاحتفاظ بها. وتكونت عينة الدراسة من (70) طالباً من طلاب الصف السادس الأساسي في لواء ماركا في العاصمة عمان، وتم ذلك خلال الفصل الأول من العام الدراسي 2021، وتم استخدام التصميم شبه التجريبي ذي المجموعتين، وقد بينت النتائج وجود فروق ذات دلالة إحصائية في تعلم مفردات القرآن الكريم بين متوسطات المجموعة على الاختبار البعدي، وكان الفرق لصالح المجموعة التي تعلمت مفردات القرآن الكريم بالطرق المباشرة، وكانت ذات دلالة عملية كبيرة، وأن هناك فروق ذات دلالة إحصائية في تعلم مفردات القرآن الكريم بين المجموعتين على اختبار الاحتفاظ بالمفردات، وكانت الفروق لصالح المجموعة التي تعلمت مفردات القرآن الكريم بالطرق المباشرة، وكانت ذات دلالة عملية كبيرة. وقد أشارت الدراسة إلى مجموعة من التوصيات منها تشجيع المعلمين على توظيف طرق متعددة في تعليم مفردات القرآن الكريم.

كلمات مفتاحية: مفردات القرآن الكريم، التعليم المباشر، التعليم غير المباشر، الاحتفاظ بالتعلم، الصف السادس.

Many specialists (Pikulski & Templeton, 2004, 1) believe that the greatest thing that a school can offer its students to succeed - not only in their academic life but in their public life - is a vast wealth of vocabulary and rich expressions and the skills necessary to use this wealth. Recent years have seen a heavy emphasis on vocabulary as an essential part of language proficiency (Daller and Xue, 2009). Naeimi and Foo (2015) study noted that vocabulary learning has long been considered an essential component of language learning development.

While the study of Lessard-Clouston (2021) indicated that one of the most thorny aspects of language teaching is the development of students' vocabulary, and that it is difficult to use language accurately and in high communication with few vocabulary. However, language learners are required not only to pay attention to memorizing meanings but also to integrate these meanings into their existing knowledge. This is where many vocabulary teaching methods come into play to enhance vocabulary acquisition.

In the field of the Holy Qur'an, the Qur'anic vocabulary, the Qur'anic words, according to its names according to researchers - is the focus of attention of researchers and scholars in the field of the sciences of the Holy Qur'an. Vocabulary is one of the Holy Qur'anic sciences, which is of special importance. Because it reveals the vocabulary used in the verses of the Holy Qur'an. The words of the Holy Qur'an are the core of the speech of the Arabs, its intermediary and its karma. In the Holy Qur'an, the word is chosen to suit the situation in which it came, as its words are chosen and chosen (AbdelGawad, 2016).

The Qur'anic vocabulary is the basic building block of the Qur'anic sentence, and the meanings and suggestions it gives through the context in which it is conveyed, and it is not like other components. Holy Qur'anic text. Whoever does not understand the meaning of the vocabulary of the Holy Qur'an, the door to reflection is closed to him, his understanding of the sentence is confused, and the systems of the verses and the surah are hidden from him (Al-Farahi, 2002, p. 50).

The vocabulary of the Holy Qur'an is distinguished from other vocabulary, as Al-Adwani (2012) pointed out to the beauty of its impact on hearing, its comprehensive consistency in meaning, and the breadth of its connotations to what usually does not accommodate the significance of other vocabulary. Accordingly, scholars and researchers in the field of Qur'anic studies have developed special dictionaries for the vocabulary of the Holy Qur'an, according to the semantic fields contained therein. We found among them dictionaries of strange things in the Qur'an, dictionaries of the letters of meanings, and specialized dictionaries, including: a lexicon of human words in the Qur'an, a lexicon of animal words in the Qur'an, a lexicon of words of time in the Qur'an, a lexicon of the words of the universe contained in the Qur'an, a lexicon of manufactured words in the Qur'an, and a dictionary of words of place in the Qur'an, dictionary of the words of tribes, nations and peoples in the Qur'an, a dictionary of words of ethics in the Qur'an, and a dictionary of commercial and financial terms in the Qur'an.

The Importance of Learning Vocabulary

The study of Yin (2013) showed the great importance of learning vocabulary in general, and that learning it is the cornerstone of learning in general, and learning the vocabulary of the Holy Qur'an in particular. Among the verbal sciences is the realization of single words, The words of the Qur'an are the core and butter of the speech of the Arabs, and it is upon them to adopt the jurists and sages in their rulings and judgments. This importance can be summarized in the following matters:

- Helping to learn language skills. The study of Dallar and Xue, (2009) showed that there is a relationship between vocabulary knowledge and general language proficiency. Milton's study (2013) showed a strong and positive relationship between vocabulary knowledge and the four language skills of reading, writing, listening and speaking, and among these skills, reading and listening are among the basic skills in learning the Holy Qur'an.
- Aiding language comprehension. Harmon, Bukelew & Wood (2010) study finds that verbal wealth and comprehension ability exchange a complex relationship. Extensive knowledge of vocabulary enhances comprehension ability, and at the same time verbal wealth is built through reading and understanding texts. Eid (2016) indicated that the results of psycholinguistics research indicated that there is a close relationship between the capacity of the reader's linguistic dictionary and the level of his comprehension; The complete comprehension of the reader depends on the reader's background, vocabulary, and ability to derive the meanings of the text's vocabulary.
- Understanding the text being read, Educational research shows the strong relationship between vocabulary learning and general reading comprehension ability. and that when children learn to read they must have a vocabulary base of "knowing the word" (Sheridan & Markslag, 2017). Other studies showed Zhang (2012); Palmer, Boon, & Spencer (2014). The strong relationship between vocabulary knowledge and students' understanding of what they read correctly, and developing their ability to read quickly. As for the study of Al-Zakaf (2017), it indicated that learning the Qur'anic vocabulary is the first key to understanding the Holy Qur'an, and that the error in this understanding of the vocabulary leads to a change in the detailed system of the Holy Qur'an. Al-Farahi (2002, 98) warned against misunderstanding the vocabulary of the Holy Qur'an and explained its danger to society by saying: "Thus, you see the error in one word that created a false doctrine, and misled a great people with it, and made the one religion a waste, and that with the Qur'anic vocabulary the systemic jurisprudence of revelation is obtained." . In the study of Al-Qahtani and Al-Damegh (2020), it was concluded that the most important linguistic needs of non-Arabic speakers for religious purposes was understanding the meanings of the vocabulary of the Holy Qur'an, which helps them understand and manage the Holy Qur'an.
- Helping to communicate with others, Susilo (2016, 176) emphasized that vocabulary is a vital part of communication with others and that a student cannot communicate effectively or express his or her thoughts or both orally and in writing without having sufficient vocabulary. The study of Mashayuni & Agusni (2014) confirmed that students with low vocabulary have difficulties in communicating well. Wu (2017)) believes that without sufficient vocabulary, students cannot understand others or express their own ideas, therefore, developing adequate knowledge of vocabulary allows them to communicate effectively. Mosleh's study (2020) indicated that learning vocabulary helps students express the same meaning in different words and vice versa, making it easier for them to communicate with others.
- Developing the linguistic dictionary for students, as learning vocabulary would contribute to increasing the linguistic dictionary for learners and developing. Ahmed's study (2017) indicated the importance of knowing the significance of the vocabulary of the Holy Qur'an and using it in developing the linguistic repertoire of learners, and that the Holy Qur'an is characterized by the abundance of its vocabulary, which can help achieve this.

Vocabulary Teaching Methods

The methods of teaching vocabulary are the most important in the students' acquisition of new vocabulary, and the study of Abdul-Jawad (2016) indicated that the number of memorized parts of the Holy Qur'an, or the number of parts read weekly from it has no effect on the

development of learning the vocabulary of the Holy Qur'an, and that the most important effect was for training on learn Quranic vocabulary. The vocabulary of the Holy Qur'an has rules and principles that must be followed (Al-Zakaf, 2017; Al-Najjar, 2008, p. 13), which are as follows:

First. The realization of the radical meaning of the Qur'anic vocabulary: it is called the central meaning, and it is the first step in studying the Qur'anic pronunciation, as it controls the actions of many derivations. The aforementioned word.

Second. The realization of the structural meaning of the Qur'anic vocabulary: it is the form that occurs considering the arrangement of the letters, their movements, and their dwellings.

Third. The realization of the meaning of the Qur'anic vocabulary in context: it is represented in studying the word in its context in all the verses. Bromely (2007) gave various tips for teaching vocabulary efficiently, including:

1. Vocabulary is not taught separately and should be taught in relation to other words.
2. Provide students with vocabulary that reflects the outside world through the use of realism.
3. Motivate students to learn vocabulary and demonstrate the importance of learning it.
4. Allow learners to participate in the vocabulary learning process effectively.
5. Discuss the vocabulary that has been learned among the students until it becomes familiar to them.

Liu and Chen (2021) find that students have difficulty remembering vocabulary. Therefore, providing effective methods of vocabulary learning is more valuable than teaching students a large amount of vocabulary, and one of the problems to be solved in teaching vocabulary in schools is the relative limited number of vocabulary teaching methods. Based on the foregoing, that specific methods of vocabulary learning are required. Several studies have classified these methods, so Oxford (2016, p257) categorized them into teaching vocabulary into two main groups: direct methods, and indirect methods.

Direct Ways to Learn Vocabulary

It is also called explicit, intentional, and planned methods, and it is defined by Schmitt (2010) as the case in which students intentionally attempt to memorize new target vocabulary by repeating or applying remembering methods. Hunt and Beglar (2005) define it as the study of vocabulary by relying on a decontextualized lexicon and searching for unfamiliar words using dictionaries. Laufer (2005) defined it as the activity that aims to associate lexical information with memory. It appears from these definitions that direct methods of vocabulary learning focus on learning vocabulary in intentional ways that make students aware of their own learning of new words, and use methods that focus on repetition and methods of remembering, in order to link information to memory, and rely primarily on dictionaries.

Al-Khaza'aleh (2020) study showed the importance of these methods in strengthening memory and in improving vocabulary building skill. A study (Le and Redgers and Pellicer, 2017) revealed the significant impact of these methods on vocabulary learning. The study of Mohamed, and Abdallah (2021) confirms that learning by direct methods of vocabulary is more effective and efficient in helping the learner to acquire deep and rich levels of verbal wealth.

The methods of teaching direct vocabulary, according to what was indicated by the study (Oxford, 2016), consist of "memory-enhancing methods" that include storing and retrieving new information, and "cognitive methods", which help students to understand and produce a new language through many different means, starting with repetition to expression analysis, summarization, and "compensation methods" allow learners to use language despite often large knowledge gaps.

Tabishat (2007) indicated in her study that there are two sources for knowing the meanings of vocabulary by direct methods, the first of which is knowledge of lexical vocabulary, synonyms

or similar ones, and secondly, knowledge of contextual vocabulary, which is knowledge of vocabulary with its semantic fields or contextual meanings. And that the main goal of learning vocabulary by direct methods is to build both lexical and contextual types. Among the methods also indicated by the study (Mohamed, and Abdallah, 2021; Hmeidan, 2020; Najeh, 2020; Al-Samman, 2020; AbdulAzim, 2019) as the method of fields or semantic map, keyword, direct conjunction, syndromes, multiple meanings, and family word, vocabulary network, vocabulary notation, and phonemic adjacencies.

Indirect Ways to Learn Vocabulary

Some call them episodic, implied, unplanned, or unintended. And (Qenawy, 2017) defined it as the ways in which participants learn vocabulary without real things that support the learner's performance, and that the goal of the study is hidden in the learning content, and it is expected to occur as a byproduct of completing the specific activity, and the participants do not realize that they are studying for the primary purpose of acquiring vocabulary. He defined it (Bakheet, 2016) as the methods that help students to know and learn vocabulary without direct help from anyone, where vocabulary is learned randomly and unconsciously. Laufer (2005) defined them as ways that help students acquire vocabulary by chance when they perform other educational tasks, such as reading articles and listening to stories. It appears from the previous definitions that indirect ways of learning vocabulary help students to understand and know the vocabulary unintentionally and without realizing that they are learning the vocabulary in these ways; they learn unconsciously, and that is through students doing other educational tasks and without direct help from teachers, and without real things to support their learning.

Lehr, Osborn & Heibert (2009) indicate that most of the vocabulary and expressions that make up the learner's verbal wealth come from these methods, and the results of research in this area have proven - as indicated by Yopp, Yopp & Bishop (2009, p20) that the learner acquires a number of huge vocabulary by indirect ways through language practice. And that through these methods it is possible to remove many of the deliberate burdens of learning from students (Hulstijn, 2015, p 358).

According to Hunt and Beglar (2005), learning vocabulary by indirect ways depends on improving and expanding the vocabulary of students through the audio and reading texts that they are exposed to inside and outside the school. He classified indirect vocabulary learning methods (Oxford, 2016, p 256) into "metacognitive methods" that allow learners to control their own cognition, and "emotional methods", which help to regulate emotions, motives and attitudes; and 'social methods' that help students learn through interaction with others. Another method that can be used in teaching vocabulary indirectly is what was indicated by a group of studies (Al-Imam, 2020; Al-Samman, 2020; Nguyen and Boers, 2019; El-Nekhely, El-Dein, AL-Hadi, Khodary, 2019; Alsuhaymi, 2019; AbdulAzim, 2019; Al-Anzi, and Al-Hamzani, 2018; Ibrahim, 2017) expressive reading, audio-visual input, songs, pictures, storyboards, animated cartoons, kinetic representation, and context keys.

Some believe that the combination of (direct / indirect) methods is the best way to teach vocabulary, as Naeimi and Foo (2015) see that language learners are required not only to pay attention to memorizing definitions but also to integrate the meaning of the vocabulary into their current knowledge, and this helps to integrate many direct and indirect teaching methods to enhance vocabulary acquisition. In order to increase the level of vocabulary learning, also Schmitt (2010) suggests that vocabulary learning should include an intentional and unintentional learning component (p. 329).

Factors That Help Vocabulary Retention

One of the most important features required when learning vocabulary is to retain it and add it to the learner's linguistic dictionary. Many studies have found reasons that can help students to retain vocabulary learning for a longer time, including:

First: Increasing the motivation to learn the target vocabulary. Mohamed (2004) indicated that if students have a high motivation to learn, they will retain vocabulary in a better way. The study of Gairns and Redman (2010) confirmed that motivation has an effect on memory activation to process the target vocabulary in a more efficient and organized manner, which facilitates the transfer of the target vocabulary from short-term memory to long-term memory, paving the way to retaining vocabulary for a longer period.

Second: The use of methods of teaching vocabulary that helps to retain it. Hu, 2018 reported that direct lexical learning leads to (90%) better retention in terms of meaning knowledge receptivity compared to (59%) lexical form produced by indirect methods. Johnson (2016) indicated in his study that semantic mapping, contextual coding, association, imagery, visual and auditory input methods help to retain vocabulary for a long period of time. In the study of Naeimi and Foo (2015) the results indicated the superiority of the direct group over the indirect group. The results showed that direct methods can lead to a higher achievement in storing vocabulary for a longer period. Laufer (2005) reported that as a result of using direct vocabulary exercise in her studies, (70%) of vocabulary was retained compared to (41%) learned through indirect methods.

Third: The prior knowledge related to vocabulary, the study of Nilforoushan (2012) revealed that prior knowledge about the target vocabulary is essential for prolonging the retention period of words, and according to this study, the internal meanings are related to the external meaning to facilitate the construction and storage of new meanings in the mind for longer periods.

Fourth: Students' understanding of vocabulary meanings and according to the study conducted by Mehrpour (2008), understanding vocabulary meanings helps students develop the target vocabulary and retain it for a longer period. And that giving an explanation of the target vocabulary activates the memory to store the vocabulary in the long-term memory.

Fifth: The expansion of learning, by providing activities for students to help them revise vocabulary at intervals that are concerned with expanding the meaning, as a study Mohamed (2004) indicated that it helps students to remember more vocabulary.

Commenting on Previous Studies

Most of the previous studies studied one method of vocabulary teaching and looked for its effect on achievement in general, while the current study looked for a comparison between direct and indirect methods.

Likewise, the previous studies mostly studied the teaching of linguistic vocabulary (Arabic or English), while the current study studies teaching the vocabulary of the Noble Qur'an, and it may be the only study - according to the researcher's knowledge - that studies this subject.

Previous studies have benefited from the development of the study tool, through which the required data were collected.

Problem of the Study

The skill of understanding the Holy Qur'an is one of the basic skills in learning the Holy Qur'an, and one of its sub-skills is the skill of understanding the vocabulary included in the Qur'anic verses, while the study (Ahmed, 2017) indicated the weakness of students' acquisition of vocabulary, and the necessity of taking measures to improve and help students understand vocabulary in a better way.

Despite the great progress in our understanding of the various factors and methods that achieve the success of learning and teaching vocabulary, this seems far from the field of learning and teaching the vocabulary of the Holy Qur'an in particular. Some still believe that learning

vocabulary is one of the simple things that the student can learn on his own, and that it does not need procedures, methods and techniques that must be implemented in the classroom (Sulaiman, 2019). Whereas, students learn vocabulary better when they learn it using specific vocabulary learning methods (Yopp, Yopp & Bishop, 2009, p17).

The researcher, through his specialization in the field of teaching Islamic education, has noticed that teaching Qur'anic vocabulary is not given sufficient attention by the teachers of the Holy Qur'an and that there is a significant weakness in the methods of teaching vocabulary, and that there are challenges in this regard facing those engaged in the educational field in teaching the Holy Qur'an considering that Vocabulary is the basis for learning to understand the Holy Quran.

Based on the foregoing, the problem of the current study is determined in the study of "The effect of using direct and indirect vocabulary teaching methods on the acquisition and retention of the vocabulary of the Holy Qur'an among sixth grade students."

Questions of the Study

The problem of the current study is determined by answering the following questions:

1. Are there statistically significant differences in the acquisition of the vocabulary of the Holy Qur'an among students due to the teaching method (direct and indirect)?
2. Are there statistically significant differences in the retention of learning the vocabulary of the Holy Qur'an among students due to the teaching method (direct and indirect)?

Hypotheses of the Study

To answer the study questions, the following hypotheses were formulated:

1. There are no statistically significant differences in the acquisition of the vocabulary of the Holy Qur'an, at the level of significance ($\alpha \leq 0.05$) due to the teaching method (direct and indirect).
2. There are no statistically significant differences in the retention of the vocabulary of the Holy Qur'an, at the level of significance ($\alpha \leq 0.05$) due to the teaching method (direct and indirect).

Purpose of the Study

This study aims to reveal the effect of using direct and indirect vocabulary teaching methods in acquiring the vocabulary of the Holy Qur'an among sixth-grade students, and to identify the extent to which they retain learning these vocabularies after learning it.

Significance of the Study

The importance of the current study is:

1. The importance of the problem that the study addresses to solve.
2. The importance of the methods that the study seeks to study its impact on teaching the vocabulary of the Holy Qur'an.
3. It seeks to provide different ways of teaching the vocabulary of the Holy Qur'an in order to develop understanding of the Holy Qur'an and develop students' linguistic output.
4. It seeks to open the way for more research that deals with the impact of developing sub-skills in understanding the Holy Qur'an on students' learning of the Holy Qur'an.
5. Contribute to the efforts made to develop Islamic education books in the field of teaching the vocabulary of the Holy Qur'an.

Limitations of the Study

The results of the study are determined by the following:

1. Objective limits: The study is limited to the linguistic vocabulary in the Qur'anic verses that are prescribed for students, as well as the eight methods used in this study, four of which are direct and four are indirect.
2. Spatial limits: The study was implemented in schools affiliated to the Directorate of Education, Marka District- Amman –Jordan.
3. Human limits: The study sample is of the sixth grade male students.

4. Temporal limits: The study was implemented during the first semester of the year (2021-2022).
5. The achieved psychometric properties of the measurement tools developed by the researcher.

Definition of Terms

The study terms are defined according to the following:

1. **Vocabulary of the Holy Qur'an:** defined by Al-Zakaf (2017) as the words used in the Holy Qur'an, whether it is a noun - singular or plural - or a verb or a letter of the meanings. He defined it AbdulBari (2011) as the smallest meaningful unit of speech and language. It is procedurally defined in this study as the vocabulary of the Holy Qur'an chosen by the Jordanian Ministry of Education in the books of Islamic education and placed in the textbook of sixth grade under the title "Vocabulary and Structures".
2. **Acquisition of the vocabulary of the Holy Qur'an:** defined by Graves, August, & Mancilla-Martinez (2013) as the ability to understand the meanings of the vocabulary and its uses when the language is received by listening or reading, and when it is produced in speaking and writing. In this study, it is defined as the response that the students show to the test prepared in this study.
3. **Retaining the vocabulary of the Holy Qur'an:** defined by Merriam Webster dictionary (2017) as "the ability to retain things in memory or the ability to recall experience and knowledge after a period of learning." It is defined procedurally in this study as the degree to which the learner obtains on the test. The deferred achievement after three weeks of teaching it.

Methodology of the Study

To answer the questions of the study, and to test its hypotheses, a quasi-experimental methodology was chosen, of the type of designs for unequal groups with a pre and posttest, and this type is the one that fits with the absence of random assignment as an essential element to control the pretest through design and achieving parity between the experimental and control groups. And to study the effect of the independent variable, which is the method of teaching: It has two levels, namely: direct methods and indirect methods.

The dependent variables are:

- Students' acquisition of the vocabulary of the Holy Qur'an.
- Keep learning the vocabulary of the Holy Qur'an.

Figure (1) shows the study design.

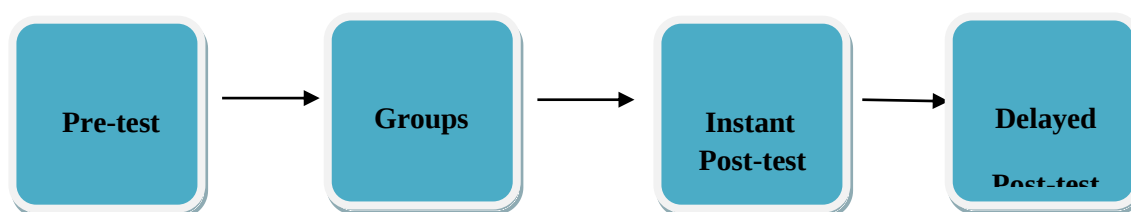


Figure (1): Study Design

Participant of the Study

The study members were selected from the sixth grade students in the schools affiliated to the Directorate of Education of the Marka District, because it represents the end of the primary, after which the students begin to move to the preparatory, as well as the secondary of the age of students in schools consisting of (12) scholastic years, which is The peak stage for learning vocabulary in general, and the school was chosen in an intentional way for the following reasons:

- A number of sixth graders are available in this school to conduct the study.
- Availability of experienced teachers who teach students in these classes.

- Availability of sufficient capabilities to implement the intended teaching in the school.
- The school administration expresses its willingness to cooperate with researcher.

The study members were randomly assigned, totaling (70) students divided into two divisions, and the two divisions were randomly distributed to the direct methods group (36) students, and the indirect methods group (34) students.

Then the researcher conducted a test for the two groups before applying the teaching to ensure that the two groups were equal in terms of: the pre-test scores for understanding the Qur'anic vocabulary. Table (1) shows the results:

Table (1): The Results of the Mann-Whitney Test to Measure the Differences Between the Two Groups in The Pre-Test Scores for the Acquisition of Qur'anic Vocabulary

#	Groups	N	Mean	Total R	Z. Value	M-W	Sig. Value	Sig Level
1	Direct	36	35.43	1204.50	-0.29-	609.50	0.977	not sig.
2	Indirect	34	35.57	1280.50				
3	Total	70						

Table (1) shows that there are no statistically significant differences between the two groups in the tribal measurement scores for learning Quranic vocabulary, which means that the two groups are equal.

Instrument of the Study

In order to answer the study questions, the researcher built the study tools consisting of:

1. The instructional program.
2. The achievement test for the vocabulary of the Holy Qur'an.

First: The Instructional Program

Lessons are designed according to the following steps:

1. Selecting the educational material: The lessons of the Holy Qur'an were chosen from the Islamic education curriculum for the sixth primary grade, and it consisted of (9) lessons specialized in teaching the Holy Qur'an.
2. Analyzing the educational material: The lessons of the Holy Qur'an in this book were analyzed and found that they contain (28) items surahs of the Holy Qur'an (Maryam, Al-Hadid, Al-Mujadila, Al-Hashr).
3. Defining the objectives that the lessons seek to achieve: In this stage, the following was done:
 - a. Determining the general outcome of the lessons, which is: "Developing students' acquisition of the vocabulary of the Holy Qur'an prescribed for them.
 - b. Procedural outcomes: were as follows: As shown in Table (2).

Table (2): The Procedural Outcomes of Teaching Quranic Vocabulary, the Number of Vocabulary and Their Relative Weight

No	Indications	Item N	Relative weight %
1	Defines the synonym of the Qur'anic vocabulary.	2	7.14%
2	Shows the meanings of the intended Quranic vocabulary.	2	7.14%
3	Replace the Qur'anic word with another that has the same meaning.	2	7.14%
4	It mentions the intended anti-Quranic vocabulary.	2	7.14%
5	The masculine identifies the feminine vocabulary.	2	7.14%
6	Determines the feminine of the mentioned Qur'anic vocabulary.	2	7.14%
7	Determines the Qur'anic vocabulary pair or group.	2	7.14%
8	Define the Qur'anic vocabulary.	2	7.14%
9	Determines the plural of the Qur'anic vocabulary.	2	7.14%

10	De1termines the root of the Qur'anic word.	2	7.14%
11	Comes with words on the weight of the intended Qur'anic vocabulary.	2	7.14%
12	Puts general sentences containing the Qur'anic vocabulary.	2	7.14%
13	It comes with vocabulary close to the Quranic vocabulary in a different structure.	2	7.14%
14	Adjusts the last of the Qur'anic vocabulary in the sentences correctly.	2	7.14%
Total = fourteen indicators		28	100%

4. Determining the methods that will be used in teaching the vocabulary of the Holy Qur'an: Four direct methods (multiple meanings, key words, vocabulary network, direct conjunction), and four indirect methods (expressive reading, kinetic representation, context keys, and images) were adopted to teach the vocabulary of the Holy Qur'an in order to suit all students, and these methods are intended as the following:
 - The method of multiple meanings: It is related to the phenomenon of the verbal cognate that studies the vocabulary that has more than one significance; That is, it has more than one meaning, and the context determines the intended meaning in this sentence.
 - Keyword method: It is based on linking the vocabulary with old words that the student knows.
 - Vocabulary network method: It depends on limiting the largest amount of vocabulary related to the intended word.
 - Direct conjugation method: It is the one that is done by conjugating the singular with what it indicates directly.
 - Expressive reading method: It is in which the person concerned is represented by the diversity between sounds, movements, representation, and emotional interaction between the reader and the listener.
 - The method of kinetic representation: It is in which the meanings of vocabulary are clarified through kinetic representation, especially if they are verbs.
 - Context keys method: It is in which the student learns the meaning of the word through its presence in the sentence, and deduces the meaning of this word through the keywords in the context of the sentences.
 - The picture method: In which the teacher presents to the students a picture indicating the intended meaning of the word.
5. Defining the educational means and activities: The teaching aids that were used in teaching varied, including the teacher, paintings, cards, pictures, drawings, the student's book, and Quranic dictionaries. Teaching included a number of diverse activities, four activities for each method (direct and indirect).
6. Defining evaluation methods: Several evaluation methods were used, including:
 - Pre-assessment: before teaching, to determine the level of students in collecting the required vocabulary.
 - Formative-assessment: during the implementation of the outputs required in each lesson related to vocabulary.
 - Final- assessment: After the completion of teaching, to determine the degree to which students have acquired vocabulary.
7. Implementation, the researcher trained the teachers of the intended classes to implement the teaching of the intended lessons.

8. The validity of the lesson design: After completing the design of the lessons, they were presented to five arbitrators (an arbitrator specialized in teaching the Holy Qur'an, an educational supervisor in the field of Islamic education, an arbitrator specialized in curricula and methods of teaching Islamic education, teachers who study Islamic education for the sixth grade), with the aim of evaluating the design and its honesty. The arbitrators made several observations that are summarized in changing some examples of vocabulary, and about changing the methods of teaching some vocabulary. The arbitrators discussed their opinions and based on the results of the discussion, the design was modified and came out in the final image.
9. The stability of the design. The stability of the design was calculated by measuring the points of agreement and disagreement between the arbitrators on the design elements, and the percentage of agreement between them was calculated using (Cooper) equation.

The calculated agreement percentage was (0.82), which confirms the existence of a relatively high agreement among the arbitrators on the validity of the lessons design for implementation.

The Second Tool: The Achievement Test for the Vocabulary of the Holy Qur'an:

The achievement test was built to measure the extent to which sixth grade students acquired the prescribed vocabulary of the Holy Qur'an, according to the following steps:

1. Determining the general outcome of the test, which is: "Measuring the extent to which students acquire the vocabulary of the Holy Qur'an prescribed for them".
2. The analysis of the educational content of the Holy Qur'an lessons, and this was done according to what was indicated in the construction of the design.
3. The development of procedural outcomes, and this was done according to the previous table (2).
4. Design the specification table.
5. Placing questions paragraphs based on the objectives for each of the lessons, and it consisted of two questions on each of the procedural objectives, and therefore the number was (28) paragraphs.
6. Verifying the validity of the test: The validity of the test was confirmed in three ways: apparent honesty, arbitrators' honesty, and honesty resulting from the ease, distinction, and effectiveness of alternatives:

- Apparent validity: The test has apparent validity due to the previous six procedures, and all of these procedures provide the content validity of the test.

The validity of the arbitrators: Where the test paragraphs with objectives were presented to four arbitrators specialized in teaching methods of Islamic education, and in measurement and evaluation, and they were asked to ascertain: the extent of the comprehensiveness of the content of the material, the congruence between the objective and the question, the congruence between the objective and the level of the objective in which it was placed, formulating the question from a linguistic and technical point of view, and the scientific validity and clarity of the test vocabulary. The test was modified based on the arbitrators' suggestions: taking into account writing the alternatives in equal terms, and modifying the wording of some questions. The test settled on (28) items.

7. The Pilot Study: where the researcher tried the test on the exploratory sample - from the study community and from outside the sample - consisting of (45) students, and the experiment lasted for three weeks, three sessions per week. With the aim:
 - Knowing the ability of sixth-grade students to learn using the two methods.
 - Experimenting with teaching methods in the two ways (direct / indirect).
 - Determining the appropriate time for the test: It was calculated according to the following equation:

$$\text{Test time} = \frac{\text{Time of the fastest student} + \text{Time of the slowest student}}{2}$$

As a result, the appropriate time for the test is forty minutes.

- Calculating the differentiation coefficients: where the discrimination coefficients for the test were calculated based on the division of Ebel (Ebel, citing, Odeh, 2014. 294) for the items according to the discrimination coefficient for the purpose of accepting or rejecting them, and they are as follows:

- Any paragraph with a negative discriminatory factor is deleted.
- Any paragraph with a discriminatory coefficient (0 - 0.19) is considered weak and it is recommended to delete it.
- Any paragraph with a discriminatory coefficient (0.20 - 0.39) has an acceptable discrimination and it is recommended to improve it.
- Any paragraph with a distinction greater than (0.39) is considered a paragraph with good discrimination.

As a result, the discrimination coefficients range (0.27 - 0.81), which are acceptable for the purposes of this study.

- Calculating the difficulty coefficients for the test paragraphs, as the difficulty coefficients ranging (0.3 - 1.0) were adopted, and this is what the sample's answer was.
- Calculating the effectiveness of the alternatives, and three alternatives were changed based on calculating the effectiveness of the alternatives because they are ineffective (no student chose them).
- Estimating the test stability coefficient: To reach indications about the test's stability, the researcher estimated the test's stability by the internal consistency method, where the test was applied to the exploratory sample, and the stability coefficients for internal consistency were derived in terms of paragraphs statistics, using the (McDonalds' Omega) equation (ω), and it was the estimation of the stability coefficient according to this equation is (0.87). This indicates an acceptable degree of stability, which supports confidence in using the test to measure students' acquisition of Qur'anic vocabulary.

Study Procedures

In this study, the researcher took the following steps:

1. Refer to the previous literature to determine the study variables.
2. Identification of study personnel.
3. The design of the two study tools, as mentioned previously.
4. Training teachers on how to teach the intended lessons to the students in the two groups.
5. Conducting the exploratory experiment on a sample of the study population and outside its sample.
6. Applying the pre-test to the students before starting the treatment.
7. Starting to apply the treatments to the two groups, and the application of the teaching continued for three weeks, with three lessons per week.
8. Applying the immediate post-test to the students.
9. Applying the postponed post-test after three weeks of the immediate post-test.
10. Correction of the three achievement tests (pre-test, immediate, and deferred) by the researcher.
11. Entering data into the computer, and conducting appropriate statistical analyzes to achieve the purposes of the study.

Statistical Analysis Procedures

To answer the study questions, data was entered into the computer, and the Statistical Package for the Social Sciences (SPSS) Version 26 was used, where the following was done:

- Calculation of arithmetic means and standard deviations, for all results.
- Using the t-test for the two independent samples to examine the differences between the means.
- Extracting the value of the Eta² (η^2): which describes the importance of the effect of treatment, or the extent to which the independent variable contributes to the variance in the dependent variable, where (Pituch, and Stevens, 2016, 193) indicated that the value of the Eta² was considered according to the following: As a small value if It was equal to (0.01) and as a medium value if it was equal to (0.06) and as a large value if it was equal to (0.14).

Results and Discussion

First: To verify the first hypothesis, which states that: There are no statistically significant differences in the acquisition of the vocabulary of the Holy Qur'an, at the level of significance ($\alpha \leq 0.05$) due to the teaching method (direct and indirect).

1. To verify the hypothesis of the study, the arithmetic averages and standard deviations were taken out on the post-achievement test of the groups, as shown in Table (3).

Table (3): Arithmetic Means and Standard Deviations on the Post-Test of the Groups

#	Dependent Variable	Independent Variable	N	Mean	SD
1	Instant Post-test	Direct	36	65.00	21.07
		Indirect	34	52.00	35.74

It is clear from the data in Table (3) that the average acquisition of the vocabulary of the Holy Qur'an among students who learned through direct methods is greater than the average acquisition of Quranic vocabulary among students who learned through indirect methods.

2. To find out if these differences are statistically significant at the level of significance, the results were analyzed using the t-test for the two independent samples and the Table (4) shows the results of the analysis of variance for the students' scores:

Table (4): The Results of the T-Test for the Two Independent Samples of the Students' Scores for the Two Study Groups in the Post-Test Quranic Vocabulary Acquisition

Item	Mean difference	t-test	F	df	Sig.	η^2
Post	13.00	1.87	36.70	68	0.000	0.49

It is clear from Table (4) that the calculated value falls in the rejection region, so we reject the null hypothesis, and accept the alternative hypothesis that the average of the two groups are different and in favor of the group that received learning the vocabulary of the Holy Qur'an through direct methods.

It was found that the value of the Eta² (η^2), which describes the importance of the treatment effect, and is also one of the indicators used to express the strength of the relationship between the variables, has reached (0.49); That is, the effect of the direct method of teaching Quranic vocabulary on vocabulary acquisition amounted to (0.49). The explanation for this is that (49%) of the variance in the dependent variable (the acquisition of post-Quranic vocabulary) is caused by the use of direct methods.

This result agreed with the results of a number of studies that showed the effectiveness of direct methods in teaching vocabulary (Mohamed, and Abdallah, 2021; Najeh, 2020; Hmeidan, 2020; Al-Khaza'leh, 2020; Naeimi and Foo, 2015; Schmitt, 2010; Laufer, 2005; Hunt and Beglar, 2005). The researcher attributes this to the fact that the vocabulary of the Holy Qur'an is not one of the vocabulary that the student can hear in the everyday language circulated in society, and that it is a rich and abundant vocabulary with deep meanings. A key Qur'anic word in context, it cannot be

replaced by a close word or understand the context without understanding this word. What helps to understand the context is the Qur'anic word, and what defines the meaning more precisely is the context, so the word and context depend on the other in this regard. Teaching vocabulary directly makes students aware of their own learning of new words, rather than indirect methods. While the indirect ways of learning vocabulary, students do not realize that they are learning the vocabulary and the learning is random, so they learn without awareness, and that it is during the students' other educational tasks, and one of the possible reasons for this is the weakness of the student's linguistic dictionary, which does not help him to learn vocabulary through the methods indirect.

Second: To verify the second hypothesis which states that: There are no statistically significant differences in the acquisition of the vocabulary of the Holy Qur'an, at the level of significance ($\alpha \leq 0.05$) due to the teaching method (direct and indirect).

1. To verify the hypotheses of the study, the arithmetic averages and standard deviations were taken out on the deferred achievement test for groups, as shown in Table (5).

Table (5): Arithmetic Means and Standard Deviations on the Deferred Achievement Test for Groups

Dependent	Independent	N	Mean	SD
Delayed Post-test	Direct	36	62.83	21.85
	Indirect	34	46.15	34.03

It is clear from the data in Table (5) that the average acquisition of Quranic vocabulary among students who learned through direct methods is higher than the average acquisition of Quranic vocabulary among students who learned through indirect methods on the postponed exam.

2. To find out if these differences are statistically significant at the level of significance, the results were analyzed using the t-test for the two independent samples and Table (6) shows the results of the analysis of variance for the students' scores:

Table (6): Results of the t-test for the Two Independent Samples of the Students' Scores for the Two Research Groups in the Delayed Qur'anic Vocabulary Acquisition Test.

Item	Mean Difference	t-test	F	df	Sig.	η^2
Delayed	16.68	2.46	36.70	68	0.000	0.54

Through the t-test in Table (6), it turns out that the calculated value falls in the rejection region, so we reject the null hypothesis, and accept the alternative hypothesis that the average of the two groups is different and in favor of the group that learned the vocabulary of the Holy Qur'an through direct methods:

It was found that the value of the Eta² (η^2), which describes the importance of the treatment effect, and is also one of the indicators used to express the strength of the relationship between the variables, has reached (0.54); That is, the effect of the direct method of teaching Quranic vocabulary on vocabulary acquisition was (0.54).

The explanation for this is that (54%) of the variance in the dependent variable (delayed acquisition of Qur'anic vocabulary) is caused by the direct learning method.

This result is in agreement with the results of a number of studies that showed the effectiveness of the direct teaching method of vocabulary to retain learning for a longer period (Naeimi and Foo, 2015; Hu, 2018; Mehrpour, 2008; Mohamed, 2004).

Direct learning method to the methods that were used in direct teaching of Quranic vocabulary, it helped to retain Quranic vocabulary better, so that (Oxford, 2016, 258) called direct methods "methods of remembrance". Also, what helped to reach this result is the students' understanding of the meanings of the Qur'anic vocabulary according to what was stated in the results of the first question. The results showed that the students who learned through direct methods had more understanding of the Qur'anic vocabulary, which is one of the important factors

in retaining learning, as well as clarity of purpose of vocabulary learning has It is made clear in the mind of the student who learns by direct methods as opposed to indirect methods, and for this reason it was called indirect learning methods random / unintended / or unconscious.

Conclusion

The study aimed to investigate the effect of using direct and indirect vocabulary teaching methods on acquiring and retaining the vocabulary of the Noble Qur'an. The study concluded that the group that received learning the vocabulary of the Noble Qur'an through direct methods was better at acquiring and retaining vocabulary, and that the practical importance of the effect of processing (E_{ta}^2) was high in acquisition and retention, and the researcher recommend encouraging teachers to employ multiple methods in teaching the vocabulary of the Qur'an. Through conducting studies on methods of teaching modern Qur'anic vocabulary, such as those that are compatible with educational technology, such as flipped classes, to study its impact on students' acquisition of the vocabulary of the Holy Qur'an.

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