

**BUKTI KORESPONDENSI**  
**ARTIKEL JURNAL NASIONAL TERAKREDITASI SINTA 2**

Judul Artikel : *"I Can Know More Vocabularies and Their Meanings": EFL Students' Perceptions on the Impact of English Translation of Islamic Verses on Incidental Vocabulary Acquisition in English Lessons about Nature*

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Penulis : Jepri Ali Saiful

No.	PERIHAL	TANGGAL
1.	Bukti submit artikel	24 September 2023
2.	Bukti feedback (timbang balik) Revisi artikel	25 Maret 2024
3.	Bukti artikel accepted	28 Maret 2024
4.	Bukti artikel published online	1 Juni 2024

### 1. Bukti submit artikel

The screenshot shows the submission page for article #22770 on the Journal of English Teaching and Learning Issues website. The page includes a navigation menu, a breadcrumb trail, and a submission summary table.

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### #22770 Summary

SUMMARY | REVIEW | EDITING

#### Submission

Authors	Jepri Ali Saiful
Title	"I Can Know More Vocabularies and Their Meanings": EFL Students' Perceptions on the Impact of English Translation of Islamic Verses on Incidental Vocabulary Acquisition in English Lessons about Nature
Original file	22770-64546-1-SM.DOCX 2023-09-24
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Submitter	Jepri Ali Saiful
Date submitted	September 24, 2023 - 05:29 AM
Section	Articles
Editor	Muhammad Syah Nuskhan Abid
Abstract Views	1259

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## 2. Bukti feedback (timbang balik) artikel (Accepted with Minor Revision)

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### #22770 Review

SUMMARY REVIEW EDITING

#### Submission

Authors: Jepri Ali Saiful  
 Title: "I Can Know More Vocabularies and Their Meanings": EFL Students' Perceptions on the Impact of English Translation of Islamic Verses on Incidental Vocabulary Acquisition in English Lessons about Nature  
 Section: Articles  
 Editor: Muhammad Syah, Nuskhan Abid

#### Peer Review

Round 1

Review Version	22770-64547-2-RV.DOCX	2024-03-25
Initiated		2024-03-25
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#### Editor Decision

Decision: Accept Submission 2024-04-09  
 Notify Editor: Editor/Author Email Record 2024-04-09  
 Editor Version: 22770-72269-1-ED.DOCX 2024-03-25  
 Author Version: 22770-72548-1-ED.DOCX 2024-04-06 DELETE  
 22770-72548-2-ED.DOCX 2024-04-06 DELETE

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### Komentar/Timbang Balik Reviewer

Reviewer 1	<p><b>Accept with minor revision</b></p> <ul style="list-style-type: none"> <li>This is the very good paper which can be published in a more reputable journal.</li> <li>If gender composition is stated means its role is important to provide plurality of perspectives. Departing from this assertion, their perspectives should be explicitly enacted in this research. I don't see their perspectives anyway. Please consider of including their gendered-perspectives in the findings and discussion. If not, please don't mention the composition of the gender. Just say 11 participants. But above all, revealing the gender-based-perspectives is always interesting to be discussed.</li> <li>Please sketch out this section. Using table, for example, will help clarify the information.</li> <li>I sense many of the excerpts in this article are likely unnatural. Very good translation sometimes, for many readers, prevents the naturalness of the data.</li> </ul>
Reviewer 2	<p><b>Accept as it is</b></p>

## Komentar Reviewer di DOKUMEN

Journal of English Teaching and Learning Issues, 1 (1) page xxx – xxx, 2018  
ISSN: xxx xxx EISSN:  
DOI: xxxxxxxxxx

### “I can know more vocabularies and their meanings”: EFL Students’ Perceptions regarding the Use of Islamic Verses in ELT about Nature on Incidental Vocabulary Acquisition

#### ABSTRACT

There is a paucity of knowledge on the use of Islamic holy references in English on learners’ Incidental Vocabulary Acquisition (IVA). This study aims to investigate English students’ perceptions regarding the use of English translations of Islamic verses related to nature on students’ IVA. It involved 77 senior high school students, consisting of 48 females and 29 males, from three schools in Surabaya and ~~Pemalang~~, Indonesia. A case study design was employed, incorporating quantitative and qualitative data. Closed and open-ended questionnaires were the instruments, and the data were analyzed through descriptive methods and content analysis. The integrated findings showed that students view the potential effectiveness of English verses from the Qur’an and Sunnah in developing their IVA and Islam and nature understanding. Moreover, they express satisfaction with this approach to learning. In conclusion, students perceive that English verses from Islamic references offer significant benefits for their IVA.

#### KEYWORDS:

Keywords1: Incidental Vocabulary Acquisition  
keywords2: Islam  
keywords3: Eco-ELT  
keywords4: Nature  
keywords5: Islamic references

#### ARTICLE HISTORY:

Received dd mm ~~xxxx~~  
Accepted dd mm ~~xxxx~~

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the field of language learning and teaching field. However, it has been noted that vocabulary refers to knowing a word from the form, meaning, use, and collocation (Hasbún, 2005). Similarly, recent scholar on IVA, Teng (2021), agrees that vocabulary deals with understanding the form, meaning, and use of a word.

Both Hasbún (2005) and Teng (2021) supports a concept of vocabulary that aligns with the views of a notable scholar on vocabulary research, Paul Nation. Nation (2013) elaborates on vocabulary as having three aspects: form, meaning, and use, and the knowledge of these aspects encompasses both receptive and productive knowledge. The form deals with the sound or pronunciation, spelling, word parts. The meaning includes the form and meaning, concept and referents, and association. The use encompasses grammatical functions, collocation, and constrain on use such as register, frequency, and so on.

Considerable ways have been made to develop IVA since its inception in 1985, resulting in diverse findings. There are at least four approaches to developing language learners’ IVA. The first one is through reading. Joe (1998) have shown that reading a text and retelling it can promote IVA or vocabulary development. Moreover, in-depth research by Daskalovska (2014) suggests that authentic texts such as fiction (see Reynolds, 2015), e.g., novel (see Pellicer-Sánchez & Schmitt, 2010), can also enhance IVA. Additionally, simply engaging in extensive reading (see Kwon & Kim, 2008) as a part of assignments can foster language learners’ IVA. Besides, it is important to note that the process of reading, from and while reading, can also contribute to IVA development (Pellicer-Sánchez, 2016).

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have also proven effective in promoting learners IVA.

In addition to reading, listening, and multimedia approaches, storytelling and reading aloud (see Lenhart et al., 2018) have proven to be effective techniques to develop learners' IVA. Furthermore, (Teng, 2016) conducted a comparison between reading only and reading while listening to assess their impact on IVA. The findings revealed that both methods can enhance IVA, however, reading while listening could provide better IVA for learners. Traced back in 2001, Laufer & Hulstijn (2001) introduced Involvement Load Hypothesis (ILH) to promote language learners' IVA. According to this hypothesis, learners can achieve maximum IVA if they engage with the vocabulary tasks through three stages: search, evaluation, and need (a motivation to get to know or use the word).

The strategies discussed for enhancing learners' IVA demonstrate that prolific attempts have been made to promote IVA. This aligns with the (Huckin & Coady, 1999) that there is no consensus on the quantity and type of exposures required to foster learners' IVA. It is clear that research on IVA continues to expand. However, it is important to note that the majority of IVA research has not explored the significance of reading and discussing L2 religious texts such as the Qur'an and Sunnah, prophetic sayings of Muhammad. These sources play a critical role that deserves attention, as they have the potential to significantly contribute to students' IVA.

The English translation of the verses in the Qur'an and Sunnah can serve as a valuable tool for students to expand their vocabulary. These texts offer authentic and language-rich input within the Islamic context. Consequently, when students engage in reading and discussing the English translation of these two Islamic holy references, the students are likely to encounter new vocabularies, grasp their meanings, and learn how to use them in context. It is important to note that these potentials have not been thoroughly explored in research.

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available to educators in the field.

**Acknowledgement**

The researcher extends his heartfelt gratitude to the participating students and educators as well as schools whose invaluable contributions and cooperation made this study endeavor possible.

**References**

Chen, C., Liu, H., & Huang, H. (2019). Effects of a mobile game-based English vocabulary learning app on learners' perceptions and learning performance: A case study of Taiwanese EFL learners. *RecALL*, 31(2), 170-188. doi:10.1017/S0958344018000228

Daskalovska, N. (2014). Incidental vocabulary acquisition from reading an authentic text. *The Reading Matrix*, 14(2), 201-216. <http://www.readingmatrix.com/files/11-751914x3.pdf>

Hasbún, R. H. (2005). The effect of explicit vocabulary teaching on vocabulary acquisition and attitude towards reading. *Revista Electrónica "Actualidades Investigativas En Educación"*, 5(2), 1-21. <http://www.redalyc.org/articulo.oa?id=44750203>

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## Response Penulis Kepada Komentar Reviewer

Reviewer's Comments	Author's Response
Delete "it" and change with "The Study" in the abstract	The author has revised it accordingly. The pronoun "it" has been replaced by "The study".
<p>please make sure this statement that you have mentioned well in <b>Page 2</b></p> <p><i>"Both Hasbún (2005) and Teng (2021) supports a concept of vocabulary that aligns with the views of a notable scholar on vocabulary research, Paul Nation."</i></p>	<p>The author has revised it accordingly and combined the paragraph with the previous paragraph to ease readers' comprehension.</p> <p>Nation (2013) further elaborates on vocabulary as having three aspects: form, meaning, and use</p>
<p>please continue this sentence in <b>Page 2</b></p> <p><i>The first one is through reading</i></p>	The author added "various texts" after the word reading for complete meaning.
<p>please see the way you write citation in <b>Page 3</b></p> <p><i>(Teng, 2016)</i></p>	The author already revised the citation writing into Teng (2016)
please make sure that you use APA 7th Style in References	The author already double checked the references with APA 7 <sup>th</sup> Style
<p><b>Additional author Response</b></p> <ul style="list-style-type: none"> <li>The author revised the title of article.</li> </ul> <p><b>Previous title:</b></p> <p style="color: blue;">"I can know more vocabularies and their meanings": EFL Students' Perceptions regarding the Use of Islamic Verses in ELT about Nature on Incidental Vocabulary Acquisition</p> <p>Revised Title</p> <p style="color: blue;">"I can know more vocabularies and their meanings": EFL Students' Perceptions regarding the Use of English Translation of Islamic Verses on Incidental Vocabulary Acquisition in English lessons about Nature</p> <p>The author added following words or phrases "English translations", "Green" and changed "use" with impact, as well as moved "ELT about nature" in the end of title. These few changes in title is to ease readers' understanding and make the title itself more relevant with the content of the article.</p>	

### 3. Bukti artikel accepted

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## #22770 Review

SUMMARY REVIEW EDITING

### Submission

Authors: Jepri Ali Saiful  
Title: "I Can Know More Vocabularies and Their Meanings": EFL Students' Perceptions on the Impact of English Translation of Islamic Verses on Incidental Vocabulary Acquisition in English Lessons about Nature  
Section: Articles  
Editor: Muhammad Syah, Nuskhan Abid

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### Editor Decision

Decision	Accept Submission	2024-04-09
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Author Version	22770-72548-1-ED.DOCX	2024-04-06
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### "I Can Know More Vocabularies and Their Meanings": EFL Students' Perceptions on the Impact of English Translation of Islamic Verses on Incidental Vocabulary Acquisition in English Lessons about Nature

*Jepri Ali Saiful*

#### Abstract


There is a paucity of knowledge on the use of Islamic holy references in English on learners' Incidental Vocabulary Acquisition (IVA). This study aimed to investigate English students' perceptions regarding the use of English translations of Islamic verses related to nature on students' IVA. The study involved 77 senior high school students, consisting of 48 females and 29 males, from three schools in Surabaya and Pematang, Indonesia. A case study design was employed, incorporating quantitative and qualitative data. Closed and open-ended questionnaires were the instruments, and the data were analyzed through descriptive methods and content analysis. The integrated findings showed that students viewed the potential effectiveness of English verses from the Qur'an and Sunnah in developing their understanding of IVA, Islam, and nature. Moreover, they expressed satisfaction with this approach to learning. In conclusion, students perceive that English verses from Islamic references offer significant benefits for their IVA.

#### Keywords

Eco-ELT; Incidental Vocabulary Acquisition; Islam; Islamic Holy references; Nature.

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## Eco-ELT for environmental research and praxis in ELT

*Jepri Ali Saiful*

### Abstract

Global environmental catastrophes affecting present planetary ecosystems necessitate immediate and coordinated actions from all sectors and disciplines, including English language teaching (ELT). ELT shares the responsibilities with other disciplines to address ecological crises like climate change and biodiversity loss. However, environmental research and praxis in ELT lack of movement due to lack of unifying concept. An existing related concept, Eco-ELT, focuses solely on ecocriticism approach in ELT, limiting its scope. In fact, environmental research and praxis in ELT can take many forms, approaches, and models. For that reason, this conceptual article extends the Eco-ELT by elaborating on its philosophical standpoints: ontology, epistemology, and axiology. It also presents the Eco-ELT principle and framework of practice for English teachers, curriculum designers, and policymakers to implement the Eco-ELT intervention in English education. Finally, it elucidates the Eco-ELT research principle and area. These complete elaborations of the Eco-ELT aim to enhance and organize the structure of environmental movement in ELT and advance the contributions of ELT in decolonizing the Earth.

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