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THE ANALYSIS OF CONJUNCTIONS AS COHESIVE DEVICE IN THE QURANIC TRANSLATION OF SURAH AL-BAQARAH BY

ABDULLAH YUSUF ALI :

A CORPUS BASED STUDY

A THESIS

**Submitted to the English Language Teaching Department
Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic
Institute Cirebon In Partial Fulfillment of the Requirements of
Undergraduate Degree**



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ABSTRACT

SITI FADLUN (14121310355) THE ANALYSIS CONJUNCTIONS AS COHESIVE DEVICE IN THE QURANIC TRANSLATION BY ABDULLAH YUSUF ALI : A CORPUS BASED STUDY

This study was primarily intended to capture using of types of conjunction in surah al-baqarah. The study is positioned into a qualitative research using collecting and analysis data.

The result shows that, according to Halliday (1976) devide types of conjunction into four types, there are additive types, adversative types, causal types, and temporal types. Each types also has some branches which has internal and eksternal characterstic. After analyze the data, the writer finding some conjunctions in the surah al-baqarah which translated by Abdullah Yusuf Ali. This study analysing each types use a corpus software. find the number of conjunctions in each types. The types of conjunctions that are commonly used in the quranic tranlation of surah al-baqarah is adversative types which include conjunctions *yet, though, only, but, rather, etc.* The writer found 711 conjunctions from 1695 analysis conjunctions the adversative types. So, Abdullah Yusuf Ali used the conjunctive adversative types of surah al-baqarah in his translation. The conclusion based on the analysis above, the writer took three conjunctions of additive types include *and, and also, nor, neither* and *or*. In each conjunction the writer took five collocates word from corpus analysis. The total is for noun categories is 10, the verb categories is 7, for the adverb is 3, adjective is 4, and preposition categories are 1. So, the conjunctive additive types in the translation of surah al-baqarah dominant followed by noun categories.

Keyword : *Cohesive device, conjunction, translation, corpus*

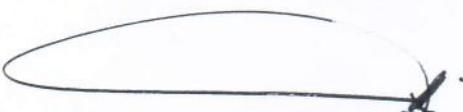


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RATIFICATION

This thesis entitled “THE ANALYSIS OF CONJUNCTON AS COHESIVE DEVICE IN THE QURANIC TRANSLATION BY ABDULLAH YUSUF AL : A CORPUS BASED STUDY (A Research at English Language Teaching Department of IAIN Syekh Nurjati Cirebon)” written by Siti Fadlun, student number 14121310355, has been examined on 9th August 2016. It has been accepted by the board examiners. It has recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teaching Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

Chapter one discusses research background, focus of study, research formulation, aims of research, significance of research, previous study, frame of thought and research method. Research method consists of research setting, respondent, research systematicity, steps of the research, technique and instrument of collecting data. This chapter is orientation from next chapter especially frame of thought. Introduction is like an opening of this research consists all things relate to this research before discussing result.

1.1 Research Background

In linguistics, Stubbs (1983: 1) states that discourse is a study of the organization of language above sentence or above clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts. Discourse is a hidden purpose of the investigation of the subject which put forward a statement. There are two terms that are very fundamental in discourse analysis which studies the relation among a text within the other texts. The terms are cohesion and coherence. To make a good and intact discourse, required the ability to understand the proper use of cohesion. Otherwise, the information to be conveyed through the discourse assumed to be unclear to the readers. According to Halliday and Hasan (1976) cohesion refers towards how words and various parts of a text are associated by the use of devices like conjunction, reference, substitution, ellipsis and lexical cohesion. Cohesion indicates the “non-structural text-forming relations” (Halliday and Hasan 1976: 7).

The conjunction is an essential part of the English grammar system as it links phrases, clauses and sentences. It may also be used to indicate the relationship between ideas expressed in clauses and ideas expressed in the sentences. Bloor and Bloor (1995) describe the conjunction as a cohesive device that ties clauses or sections of a text to demonstrate meaningful patterns. Conjunctions are resources for making transition in the unfolding of text. Conjunctive relations specify the way in which what follows in a text is linked to



what has gone before, based on their specific meanings. In this study, the researcher will focus its research on conjunction.

1.2 Focus of Study

Cohesion is created by the signer in the surface text through a variety of linguistic devices. It is a reflection of the underlying coherence of the emerging text (Schiffrin, 1987). Only with such a cohesive relationship, elements in the discourse can be interpreted in accordance with the dependence with other elements. Cohesive relationship is often characterized by the presence of specific language markers (lingua formal). Halliday and Hasan stated that *“There are five sources of cohesion can be found in English: cohesion through reference, cohesion through substitution, cohesion through ellipsis, cohesion through conjunction, and cohesion through lexical items. Of these various types of cohesive relations, the first four are grammatical, while the other is lexical.”* (Halliday and Hasan: 1989:4). This study will analysis conjunction of translation Qur’an surah Al- Baqarah. The main reason why the researcher choose those one is because in the surah Al- Baqarah there are so many conjunctions.

1.3 Research Questions

Based on the background above and the identification of the problem that mentioned in appropriate with the research of “An Analysis Conjunctions As Cohesive Devise in the Quranic Translation of Surah Al-Baqarah”, the researcher investigate the problems :

This present study seeks answer to the following questions:

1. What types of conjunctions are commonly used in the translation of Qur’an surah Al- Baqarah?
2. How does such use of conjunction function in the discourse as one resource for textual meaning?



1.4 Aims of Research

This present study has two main purposes, those are:

1. To analyze types of conjunctions are commonly used in translation of Qur'an surah Al- Baqarah.
2. To identify how does such use of conjunction function in the discourse as one resource for textual meaning.

1.5 Significance of Research

These are the significance of the research: there are two kinds of the significance of research, they are: practically and theoretically.

Practically, the study should be useful for students that there is a good contribution especially for students. The students are expected to be able to improve their understanding in social context and to be able to increase their awareness of conjunction in the form of text. Besides, this study will give a new knowledge for the students how to analyze conjunction and what we can learn from the function of conjunction.

Theoretically, it is very beneficial for teacher and researcher. This study encourages English teacher to know how to analyze the conjunction in the translation of Qur'an. So the teacher can use it as media in increasing students' awareness about the importance of writing using conjunction. Then, this study is very beneficial for the researcher.

1.6 Previous Study

Before conducting this study, the writer provide some previous study to avoid the repetition to know the position of this research. The previous study investigated the presentation of conjunctions in the Malaysian textbooks Forms 1 to Form 5. The findings revealed that the frequency of conjunctions that are presented across Form 1 to Form 5 Malaysian English language textbooks increases as the students' level increases. It was also found that the distribution of coordinating conjunctions is higher as compared to subordinating and correlative conjunctions. Correlative conjunctions are the least occurring conjunctions among



the three types of conjunctions. The findings, thus, suggest that more weight should be given to correlative conjunctions. Students are least exposed to correlative conjunctions as compared to coordinating and subordinating conjunctions. Hence, teacher intervention is needed. Teachers should come up with extra material that could help students learn more on correlative conjunctions to support the inadequacies of the English textbooks. The results also indicated that the Textbook Corpus is in accordance with the frequency ranking of conjunctions in the British National Corpus (BNC). Finally, the study looked at the types of tasks in which conjunctions were presented in the five English textbooks. These tasks lacked variety. There were only four types of tasks on conjunctions in the five books. Moreover, most of the tasks were controlled and emphasized drilling. Such task types, as it was discussed above, do not give freedom to the students to explore their understanding of grammar.

The other study is from Laura Contenzo (2013). The present study was an attempt to provide an overview of the use of conjunctions made by speakers in ELF academic contexts. She found out that conjunctions are more likely to occur in conversational settings rather than in interviews: the prevalent conjunction type being additive *and* accompanied by coordination tags, such as *er, I mean yeah, erm*. She also pointed to two additional functions of additive conjunctions, i.e. *adversative* and *situational tagging* (beside the commoner coordinating and cumulative ones), which are generally attributed to other types of conjunctions (e.g. *but*). Moreover, it also emerges the fact that ELF speakers in academic contexts tend not to take advantage of the entire ‘conjunctive repertoire’ at their disposal, but rather seem to use certain patterns of conjunctions rather than others.

1.7 Frame of Thought

1.1.7 Cohesion

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Cohesion refers to the grammatical and/or lexical relationship among different elements of a text (Rhicards et al. 1992). Most discussions of patterns of cohesion in the are of language teaching and learning are based on Halliday and Hasan’s Cohesion in English (1957), and further developments based of their work presented by Martin in his English Text : System and Structure (1992).

The main patterns of cohesion are:

1. Reference, where the identity of an item can be retrieved from within the text such as ‘He’ in ‘Once upon a time there was a giant. He was always hungry’ (Ventola 1987:146), or from outside the text such as ‘the’ in ‘Leave it on the table’. (McCarthy 1991: 139)
2. Lexical cohesion, that is, where lexical items are semantically related to items which have preceded them such as when words are repeated or synonyms are used (such as ‘start’ and ‘begin’)
3. Conjunction, where items such as ‘in other words’, ‘however’, ‘meanwhile’, and ‘thus’ provide indicators of the relationship between clauses.
4. Substitution, where a words such as ‘one’, ‘do’, or ‘so’ substitutes for another word or phrase.
5. Ellipsis, where words are left out of a text and we are able to work out from the surrounding text what is missing



1.7.2 Conjunction

The theoretical perspective considered central to this discussion is functional analysis, an aspect of systemic grammar, which was developed by Halliday in various works (1967, 1970, 1985, 1994, and 2004; Halliday and Hasan, 1976). This approach provides a set of techniques for the analysis of writing assignment texts. In these studies Halliday (2004:524) expounds that a text is something that happens in the form of talking or writing, listening or reading. He further explains that language is a system *instantiated* in the form of a text and that a text in English has no meaning except if the speaker knows the system. A text is thus the process of instantiation of language that is developed through selection of options in the language system. Halliday and Mathiessen (1994:18) point out that ‘logogenesis’ which stands for meaning allows us to explore these options in order to create a text. These options include grammatical units and other additional elements that combine to create a text. These other elements set up logical relations that characterise clause complexes and transcend the boundaries of clause. They are textual meta-functions, collectively known as the system of cohesion. These are semantic and contextual resources for creating and interpreting text. The selections are made clause by clause--or group/phrase by group /phrase in the creation of text. How these structures realize these selections build up patterns as the text unfolds.

Cohesion is a relationship between elements in a discourse, whereby the interpretation of an element is dependent on that of another. It characterises the unity of texts. The range of meaning is associated with what is said to its semantic environment. The interpretation of a presupposed element is dependent upon a presupposing one.

The term conjunction refers to words such as ‘and’, ‘but’, ‘however’, ‘finally’, ‘then’, and ‘conclusion’ that join phrases, clauses, or sections of a text in ways that express their logical-semantic relationship. Conjunctions are categorised by Halliday and Hasan (1976) as additive, adversative, causal, and temporal. According to Martin (1992), extending Halliday and Hasan’s work in this area, categorises conjunctions as additive, comparative, temporal, and consequential.



The conjunction is an essential part of the English grammar system as it links phrases, clauses and sentences. It may also be used to indicate the relationship between ideas expressed in clauses and ideas expressed in the sentences. Bloor and Bloor (1995) describe the conjunction as a cohesive device that ties clauses or sections of a text to demonstrate meaningful patterns. Conjunctions are classified into three different types, including coordinating, correlative and subordinating conjunctions (Good, 2002). This is the classification followed in the present study, but other classifications are also available in the literature. For instance, Celce-Murcia and Larsen-Freeman (1999) classify these grammar units into coordinating conjunctions, adverbial subordinators and conjunctive adverbials. There are seven coordinating conjunctions, *but, or, yet, for, and, nor* and *so* (Celce-Murcia and Larsen-Freeman, 1999). The most common subordinate conjunctions are *after, although, as, as if, as though, because, before, even if, even though, except, if now that, since, than, though, unless, until, when, where and while* (Robin, 2008). Finally, the most commonly used correlative conjunctions are *either... or, neither... nor, nor... but, not only... but also*, and *both... and* (Good, 2002).

Semantically in speaking, conjunctions are classified under several types of relations as follows:

1. Additives/alternatives (add/give an alternative). They show that the two clauses or sentences complete each other. Examples include *and, or, furthermore, also, in addition, likewise, in other words*, and *that is*.
2. Adversative or opposition connectives (contradict/concede). They express the contrary of what is being said. Examples include *but, yet, though, however*, and *on the contrary*.
3. Causal or cause connectives (one idea causes another). Examples are *so, then, for this reason, consequently, it follows that, as a result, therefore*, and *because*.



5. Temporal or time connectives. The temporal relation relates the clauses or sentences in time and bears a sequential sense by means of conjunctions such as *next*, *then*, and *after that*.
6. Continuatives (please continue to follow the text). Examples include *well*, *now*, *of course*, *surely*, and *after all*.

Syntactically, Halliday also introduces the concept of a 'conjunction group' to model structure within a Linker or a Binder, for a dismissal of this concept as a possible solution to the problem of satisfying the principle of 'accountability at all ranks'. (For a start, it is highly unlikely that Halliday would wish to analyze every one-word Binder as a group with one element.) for how the Cardiff Grammar handles Binders with an internal structure (when they occur). Matthews' comments, Halliday (1966) allows that Matthews may have a valid point with respect to Linkers such as *and*. In *IFG*, however, he makes an alternative proposal. He introduces a new class of group, the 'conjunction group', which is to fill a Linker or Binder.

According to Halliday (1976), there are several types and relation :

Types of Conjunctions	External/ internal	Internal unless otherwise specified		
Additive	Simple Additive : Additive : <i>and, and also</i> Negative: <i>nor, and..not, not..either, neither</i> Alternative : <i>or, or else</i>	Complex, emphatic : Additive: <i>Furthermore, in addition, besides</i> Alternative: <i>alternatively</i> Complex, de-emphatic: Afterthought: <i>incidentally, by the way</i>	Apposition: Expository <i>that is, I mean, in other words</i> Exemplificatory : <i>For instance, thus</i>	Comparison : Similar <i>Likewise, similarly, in the same way</i> Dissimilar <i>On the other hand, by contrast</i>



Adversative	Adversative 'proper': Simple <i>yet, though, only</i> Containing 'and': <i>But</i>	Contrastive : Avowal <i>In fact, actually, as a matter of fact</i> Contrastive (external): Simple <i>But, and</i> Emphatic <i>However, on the other hand, at the same time</i>	Correction : of Meaning <i>instead, on the contrary</i> of wording : <i>at least, rather, I mean,</i>	Dismissal : Closed <i>In any case, in other case, whichever way it is</i> Open-ended: <i>In my case, anywhere, at anyrate, however it is</i>
Causal	Causal, general : Simple <i>So, then, hence, therefore</i> Emphatic <i>Consequently, because of this</i> Causal specific : Reason <i>For this reason, on account of this</i> Result <i>As a result, in consequence</i> Purpose <i>For this purpose, with this in mind</i>	Reversead causal : Simple <i>For, because</i> Causal specific: Reason <i>It follows, on this basis</i> Result <i>Arising out of this</i> Purpose <i>To this end</i>	Contional(als o external) : Simple <i>then</i> Emphatic <i>At that case, in such an event, that being so</i> Generalized <i>Under the circumstance s</i> Reversed polarity <i>Otherwise, under other circumstance s</i>	Respective : Direct <i>In thus respect, in this regard, with reference to this</i> Reversed polarity <i>Otherwiswe, in other respects, aside from thus</i>
Temporal	Temporal,	Complex (external	Internal	'Here and

simple(external only) : Sequential <i>Then, next, after that</i> Simultaneous <i>Just the, at the same time,</i> Proceeding <i>Previously, before that</i> Conclusive : Simple <i>Finally, at last</i> Correlative forms : Sequential <i>First...then</i> Conclusive <i>at first, in the end</i>	only) : Immediate <i>At once, thereupon</i> Interrupted <i>Soon, after a time</i> Repetitive <i>Next time, on another occasion</i> Specific <i>Next day, an hour later</i> Terminal <i>Until then</i> Punctiliar <i>At this moment</i>	temporal : Sequential <i>Then, next, secondly</i> Conclusive <i>Finally, in the conclusion</i> Correlative forms : Sequential <i>First..next</i> Conclusive <i>....finally</i>	Now' : Past <i>Up to now, hitherto,</i> Present <i>at this point, here</i> future <i>from now, henceforward</i> Summary : Summarizing <i>To sum up, in short, briefly</i> Resumptive <i>To resume, to return to the point</i>
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1.7.2. Conjunctive Relation

1.7.3 Abdullah Yusuf Ali

Abdullah Yusuf Ali, (14 April 1872 – 10 December 1953) was a British-Indian Islamic scholar who translated the Qur'an into English. His translation of the Qur'an is one of the most widely known and used in the English-speaking world. He was also one of the trustees of the East London Mosque.

Ali was born in Bombay, British India to a wealthy merchant family with a Dawoodi Bohra (sub-sect of Shia Islam) father. As a child, Ali received a religious education and, eventually, could recite the entire Qur'an from memory. He spoke both Arabic and English fluently. He studied English literature and



studied at several European universities, including the University of Leeds. He concentrated his efforts on the Qur'an and studied the Qur'anic commentaries beginning with those written in the early days of Islamic history. Yusuf Ali's best-known work is his book *The Holy Qur'an: Text, Translation and Commentary*, begun in 1934 and published in 1938 by Sh. Muhammad Ashraf Publishers in Lahore, British India (that became Pakistan in 1947). While on tour to promote his translation, Ali helped to open the Al-Rashid Mosque, the third mosque in North America, in Edmonton, Alberta, Canada, in December 1938. Ali was an outspoken supporter of the Indian contribution to the Allied effort in World War I.

He was a respected intellectual in India and Sir Muhammad Iqbal recruited him to be the principal of Islamia College in Lahore, British India. Later in life, he again went to England where he died in London. He is buried in England at the Muslim cemetery at Brookwood, Surrey, near Woking, not far from the burial place of Marmaduke Pickthall.

1.7.4 The Surah Al-Baqarah

Al-Baqarah is the longest surah of the Quran, having 286 verses. According to Muslim belief, this Medinan Surah was not revealed at once to Muhammad, but the various Islamic social circumstances and conditions are discussed among verses. Verse 281 is believed by Muslims to have been revealed during The Farewell Pilgrimage in Mecca. It is also considered to be one of the first chapters revealed after the Hijra from Mecca to Medina (see appendix 3).

This Surah contains 286 verses, rendering it the longest Surah in the Holy Qur'an. It is indisputable that this Surah was not revealed all at once, but partially and in increments as necessitated by the various Islamic social circumstances and conditions found at different times in Medina. But, the fact is that the inclusiveness of this Surah from the point of Islamic doctrine in Faith and many practical issues (social, political, economic, and religious) is not deniable, for, there are various subjects discussed in it, including the followings: There are some discussions about Monotheism and gaining knowledge of *Allah*, especially by way of studying the mysteries of creation.



There are many statements about the Resurrection and life after death with a few tangible examples, like the story of Abraham (as) and how the birds became restored to life, and the story of Ezra. There are some facts about the inimitability of the Qur'an and the significance of this Heavenly Book. There are long discussions and explanations concerning the Jews and hypocrites and their peculiar positions against Islam and the Qur'an, evidenced by their various mischievous hindrances against them. There are some narrations about the history of the Great Prophets, including Abraham (as) and Moses (as) in particular.

There are some passages that contain a few Islamic rules related to varying subjects, such as: prayers, fasting, Holy War on the path of *Allah*, the pilgrimage to Mecca, the change of the Qiblah (the direction of prayer) from Jerusalem to Mecca, marriage and divorce, commerce, debt, and a great many of the ordinances concerning usury. Donation for the sake of *Allah* is abundantly discussed. The problem of retaliation, the banning of different kinds of forbidden meat, and also gambling and wine drinking are discussed, in addition to a few other ordinances related to the subjects of writing wills, testaments, and the like. The appellation '*Al-Baqarah*' (the Cow), the title of this Surah, is taken from the story of the Israelites' Cow, mentioned in verses 67 to 73 of this Surah, whose description will be explained later in this very (on pages 208 to 213).

1.7.5 The Concept of Translation

Translation is characteristically purposeful as a profession; it has targets and goals. It is done on behalf of sponsors. It lacks (except in rare cases) the leisure of reflective consideration about the researchable questions of why like this, why here. Nonetheless, translators as applied linguists do have certain obligations to the furthering of our understanding of language and our ability to explain the acts of communicating in which we are continually engaged (Christopher Candlin:1991).

Reiss's text typology, originally intended as a set of guidelines for the practical translator, is envisaged within a theory of norms. Three basic types of text are proposed and are distinguished one from the other in terms of factors such



as ‘intention’ or rhetorical purpose and ‘function’ or the use to which texts are put:

- *Informative* texts which convey information.
- *Expressive* texts which communicate thoughts in a creative way.
- *Operative* texts which persuade.

These contexts are said to have a direct consequence for the kind of semantic, syntactic and stylistic features used and for the way texts are structured, both in their original form and in the translation. It is important to note that Reiss (1971) originally argued for a correlation between ‘text type’ and ‘translation method’ and that the predominant function of the text needs to be preserved in translation. To deal with informative texts, the translator needs to concentrate on establishing semantic equivalence and, perhaps only secondarily, deal with connotative meanings and aesthetic values. In the case of expressive texts, the translator should be mainly concerned with the need to preserve aesthetic effects alongside relevant aspects of the semantic content. Finally, operative texts require the translator to heed the extralinguistic effect which the text is intended to achieve, even if this has to be at the expense of both form and content.

According to *Chau (1984)*

Such attitudes and assumptions regarding what constitutes the essence of translator training were rejected by mainstream applied translation studies as far back as the early 1980s. Consider, for example, the following blueprint of what an intercultural syllabus might look like. In an ‘idealized curriculum for translation teaching’, the intercultural stage of training features among its aims (Chau, 1984):

- Enabling the students to be aware of, and to train them to be sensitive to, the cultural differences between societies, and their implications for translating .
- Providing the students with relevant information concerning the gaps, as well as the various means of bridging them.



The teaching content consists of the following:

1. Introduction to the study of culture – definition, scope, methods, history
2. Language and culture
3. Area study of L1 culture
4. (Same as 3 for L2 culture)
5. (Same as 3 for L3 culture)
6. Cultural distance and overlap: Comparison of L1 and L2 cultures
7. Cultural distance and overlap: Comparison of L1 and L3 cultures (Same as 6)
8. Translation as an element of introducing a foreign (L2, L3) culture to SL Society
9. Thought and language
10. Techniques of assessing cultural distance
11. Techniques of familiarising students with TL cultural elements
12. Types of cultural correspondence in translating
13. Cultural metaphors and their translation

As can be seen from the above catalogue of teaching points, there are still problems with such important translation didactic notions as source and target register, intentionality, intertextuality and, perhaps more significantly, with the notion of ‘culture’. Culture continues to be defined as one-sided almost exclusively in terms of ‘socio-cultural objects’ and ‘area studies’ and, within ‘cultural linguistics’, in terms of such themes as ‘metaphor’ and the Sapir–Whorf hypotheses. The scheme suggested above glosses over what might be called ‘sociotextual practices’ and the ‘mentifacts’ (perspectives) which underpin them, a failing that stayed with us in translator training materials until well into this century.



1.7.6 English Corpus Linguistics

English Corpus Linguistics is a step-by-step guide to creating and analyzing linguistic corpora. The corpus linguistics is a methodology, it is first of all necessary to examine the main object of inquiry for the corpus linguist: the linguistic corpus. Most corpus linguists conduct their analyses giving little thought as to what a corpus actually is. But defining a corpus is a more interesting question than one would think.

The first computer corpus ever created, the Brown Corpus, qualifies as a corpus because it contains a body of text – one million words of edited written American English – made available in an electronic format (the ICAME CD-ROM, 2nd edn.) that can be run on multiple computer platforms (Macintosh, DOS/Windows, and Unix-based computers). Modern-day corpora are of various types. The Brown Corpus is a “balanced” corpus because it is divided into 2,000-word samples representing different types (or genres) of written English, including press reportage, editorials, government documents, technical writing, and fiction. Collins (1991a) is a corpus study of modal verbs expressing necessity and obligation (e.g. *must* meaning “necessity” in a sentence such as *You must do the work*). In one part of this study, Collins (1991a) compared the relative frequency of these modals in four genres of Australian English: press reportage, conversation, learned prose, and parliamentary debates.

Even though descriptive/theoretical linguists and computational linguists use corpora for very different purposes, they share a common belief: that it is important to base one’s analysis of language on real data – actual instances of speech or writing – rather than on data that are contrived or “made-up.” In this sense, then, corpus linguistics is not a separate paradigm of linguistics but rather a methodology. Collins (1991a) could very easily have based his discussion of modals on examples he constructed himself, a common practice in linguistics that grew out of the Chomskyan revolution of the 1950s and 1960s with its emphasis on introspection. However, Collins (1991a) felt that his analysis would be more complete and accurate if it were based on a body of real data. Likewise, the computational linguist attempting to develop a tagger or parser could tag or parse a series of artificially constructed sentences. But anyone attempting this kind of



enterprise knows that a tagger or parser needs a huge collection of data to analyze if it is expected to achieve any kind of accuracy

The COLT Corpus (the Bergen Corpus of London Teenage English) contains the speech of London teenagers and has been analyzed by sociolinguists interested in studying the language of a particular age group (Stenström and Andersen 1996). In short, linguists of various persuasions use corpora in their research, and are united in their belief that one's linguistic analysis will benefit from the analysis of "real" language. If corpus linguistics is viewed as a methodology – as away of doing linguistic analysis – it becomes increasingly important that corpora are carefully created so that those analyzing them can be sure that the results of their analyses will be valid.

1.8 Research Method

1.8.1 Research Design

This study is qualitative in nature; that it seeks for information about problems found by students in college. Besides that, the researchers are more interested in the *quality* of a particular activity than in how often it occurs or how it would otherwise be evaluated. Research studies that investigate the quality of relationships, activities, situations, or materials (1932: 422). The researcher will taken Qualitative data are collected in the form of words or pictures rather than numbers. According to Fraenkl (1932: 423). The kinds of data collected in qualitative research include interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people. So, from the statements above, the researcher believe that qualitative is appropriate to make complete this research.

This study also uses a content analysis as one of types of qualitative research. According to Fraenkl (1932: 472) says that content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communication. From Fraenkl's statement the researcher interests to use a content analysis in this study because only content analysis that very appropriate with this study. it is supported by Fraenkl and



Wallen (1932: 483) state that content analysis itself has some advantages like: 1) the researcher can “observe” without being observed. It is unobtrusive. 2) it is extremely useful as a means of analyzing interview and observational data. 3) the researcher can delve into records and documents to get some feel for the social life of an earlier time. It means that he is not limited by time and space to the study of present events, and so on. Contrary, it has disadvantages are: 1) it is limited to recorded information, although the researcher may, of course, arrange the recordings, as in the use of open-ended questionnaires or projective techniques in establishing validity. 2) it is assuming that different analysis can achieve acceptable agreement in categorizing, the question remains as to the true meaning of the categories themselves.

Although content analysis has some disadvantages. Those disadvantages will not make the researcher cancels to use content analysis in this study. Even, the disadvantages of content analysis will stimuli the researcher to do this study perfectly.

1.9 Research System

1.9.1 Steps of the research

There are some steps that adopted from Fraenkl, Wallen, and Hyun, (2011: 425-427), they are:

1. Identification of the phenomenon to be studied
2. Identification of the participants in the study
3. Data collection
4. Data analysis
5. Interpretations and conclusions

1.9.2 Techniques of Data Collection

The researcher use types of instruments of collecting data. This technic is used to analyze the content of text that appropriat with coding. Ary, et al (2009: 454) also says that appropriate ways to analyze source in qualitative research is used coding to find out recurring themes. This study use this technic because the primary resource is research. Therefore, this study do not use the other instrument



to analyze research proposal text. But, the instruments of the research in this qualitative research is the researcher herself. The researcher is a key in qualitative research who analyzes the investigation data by using her own words and connecting with the relate theory. The natural setting is the direct sourceof data, and the researcher is the key instrument in qualitative research (Fraenkel, 2011:426).

1.9.3 Data Analysis

The researcher adopted at the steps data analysis that was explained by Lodico (2010:180). The researcher employ four steps of data analysis :

- Prepare and organize the data

In first step, the researcher choose and collect some source of data. Besides, the researcher also find out the source of data in the source of data andd make sure that the data are in a form that can be easily to analyze and organize it.

- Review and explore the data

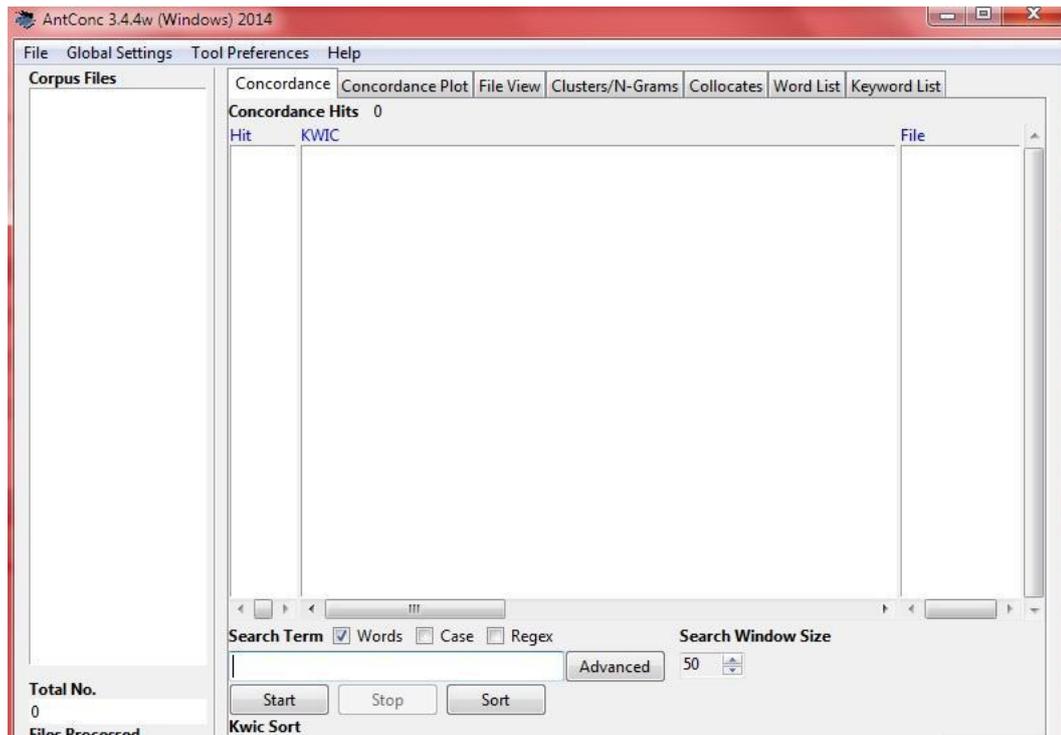
After the researcher collecting source of data, then begin to review and explore the source of data from various types source of data. To knows all various source data, the researcher have to read and review data, and find out of the scope this study.

- Report and interpret data

The last step is report and interpret data. The data that have collected by researcher has to be interpret. The interpret the source data and analyze types of conjunction

- Technical Corpus Analysis





1. The first step is load the DECTE interview text files, select 'File' in the navigation menu at the top of the window and then 'Open Files' from the resulting drop-down menu (see below right) — OR — press CTRL+F. In the 'Open Files' dialogue window, navigate to the folder location where you have saved the DECTE *.txt* files. Select the files that want to include in your search — for example, press CTRL+A to select all of the files; or may want to search only the interviews from a particular period, or which involve a particular type of informant.
2. The second step is **Concordance**. To create a concordance, first make sure the 'Concordance' Tool Tab is selected. (The Tool Tabs are located at the top of the AntConc window. When the Concordance tool is selected, the results window and control panel will look as they do in the screenshot above.)
3. **Collocates**: To generate a list of the most common collocates of a search word, first click the 'Collocates' Tool Tab at the top of AntConc window. When generating a collocation list, it is a good idea to have AntConc set to ignore any tags in the text (e.g. those that identify line numbers or speakers). To do this, click 'Global Settings' in the navigation menu at the top of the AntConc window. In the resulting window, choose 'Tag



Settings' from the menu on the left-hand side. By default, 'Show Tags' will be selected. Select 'Hide Tags' instead, and click 'Apply'.

1.10 Research Timeline

This research needs four month to be investigated since writing research proposal until thesis revision. Here is the brief timeline:

No	Activity	April	Mei	June	July	August
1.	Writing Research Proposal and consultation					
2.	Proposal Seminar and Research Instrument					
3.	Conducting research sample					
4.	Collecting of data					
5.	Data analysis					
6.	Finishing thesis writing					
7.	Thesis examination					



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