

## EMPLOYING THE TRILINGUAL QURAN AS A TOOL TO IMPROVE VOCABULARY SKILLS AMONG TENTH-GRADE STUDENTS AT BABUL KHAER ISLAMIC BOARDING SCHOOL

Alfridha Dwi Putri\*<sup>1</sup> Irfiani Bakri<sup>2</sup>, Fisma<sup>3</sup>

<sup>1</sup>AK-Manufaktur Bantaeng

<sup>2</sup>Polytechnic State Manado

<sup>3</sup>Stikes Bataraguru Soroaka

Correspondent Email: [alfridhadwiputri@akom-bantaeng.ac.id](mailto:alfridhadwiputri@akom-bantaeng.ac.id)

### Abstract

This study examines the effectiveness of using the English translation of the Quran as an educational medium to enhance vocabulary acquisition among tenth-grade students at Babul Khaer Islamic Boarding School, Bulukumba. The research employs a pre-experimental approach, using pre-test and post-test evaluations to examine vocabulary development facilitated by the application of the contextual guesswork method. This approach not only aids students in understanding word meanings by referencing both Indonesian and English translations but also supports character education by incorporating moral values in language learning. Results reveal significant improvement, with the average vocabulary score increasing from 48.90 in the pre-test to 69.30 in the post-test. Statistical analysis supports these findings, with a t-test result of 13.22 exceeding the t-table value of 2.074, confirming the alternative hypothesis that Quranic English translation can significantly improve vocabulary. The study suggests that the Quran's English translation serves as an effective medium for vocabulary acquisition and offers valuable insights for enhancing vocabulary improvement in EFL contexts. These findings contribute to the educational media approach in Islamic boarding school settings and provide a foundation for future research in similar environments.

**Keywords:** Contextual Guesswork Technique, Quran English Translation, Vocabulary Acquisition

## INTRODUCTION

Humans, as inherently social beings, rely on communication to build connections and understand one another despite diverse characteristics. Language serves as the primary medium of interaction, enabling the exchange of ideas and concepts. Among the numerous languages worldwide, English has gained the status of a global language and is studied across various countries, either as a first language, second language, or foreign language. In the current globalized era, English plays a critical role across sectors, including trade, international relations, politics, and science and technology (Harmer, 2007; Ali, 2015).

In Indonesia, English is increasingly significant in fields such as business, politics, and employment. It is taught as a foreign language in certain elementary schools and across all levels of junior and senior high schools. However, English instruction often focuses on grammar structures, which can be challenging and discouraging for students. Additionally, many students struggle with speaking English due to limited vocabulary, which is essential for mastering the four primary language skills: reading, writing, speaking, and listening (Richards & Rodgers, 2014; Nation, 2001).

Observations in senior high schools reveal that students frequently lack the vocabulary necessary to comprehend spoken English and communicate effectively. This limitation often results in disengagement during lessons, with students showing minimal attention when

teachers explain material in English. Harmer (2007) emphasizes the fundamental role of vocabulary in language learning, noting that learners who focus solely on grammar without sufficient vocabulary may struggle to convey their ideas (Ali, 2015). Thus, vocabulary acquisition is a crucial area for improvement.

Media also plays an important role in making vocabulary learning more engaging and accessible, as students benefit from a medium that enhances their motivation and understanding. According to Clark (1983; 1994) and Arsyad (2002), media choices can significantly influence students' interest and learning outcomes. Furthermore, Azhar Arsyad (2002) states that instructional media can stimulate student motivation and engagement, making the learning process more effective. In alignment with the 2013 curriculum, subjects—including English—should also reflect moral education relevant to students' backgrounds (Al Othman & Shuqair, 2013). For Muslim students, the Quran serves as a guide for daily life, encouraging a balanced, harmonious approach to learning.

In the Quran, Allah states: “And indeed, We have made the Quran simple to comprehend and easy to remember...” (QS. Al-Qamar, verse 17), emphasizing the accessibility of its teachings. Inspired by this, the researcher aims to use the Quran’s English translation as a learning medium to support vocabulary acquisition and moral development among students. Tarone and Swain (1995) argue that learners in immersive environments benefit from materials that relate to their cultural background, suggesting that the Quran could serve as a powerful and familiar context for vocabulary learning (Musfirah & Nur, 2024; Nur, 2017; Resyadi, 2020).

This study is conducted at the Islamic Boarding School of Babul Khaer in Bulukumba, where students engage deeply with the Quran, potentially facilitating the integration of this medium into English learning. The researcher aims to investigate the efficacy of utilizing the English translation of the Quran as a medium for improving vocabulary and fostering character development among tenth-grade students at this institution.

## **METHOD**

This study systematically investigated the effectiveness of utilizing the English translation of the Quran as a medium for teaching vocabulary to tenth-grade students at the Islamic Boarding School of Babul Khaer Bulukumba. The research commenced with a comprehensive review of literature addressing vocabulary learning strategies and the pedagogical value of incorporating religious texts into language education. This review informed the selection of Quranic verses that corresponded with the vocabulary themes addressed in the lessons.

### ***Research Design***

A pre-experimental design was employed, utilizing a pre-test and post-test framework with a single experimental group. Through purposive sampling, 23 students from the X IPA class were chosen to assess the intervention's impact on vocabulary development. A pre-test was conducted to evaluate the students' initial vocabulary proficiency. Subsequently, five instructional sessions were implemented, during which Quranic verses were used to teach vocabulary through interactive methods, including activities such as matching words to their meanings, identifying parts of speech, and recognizing synonyms.

After completing the intervention, a post-test. A post-test, designed with a structure comparable to the pre-test, was conducted to assess improvements in students' vocabulary knowledge. The data gathered from these assessments were analyzed using descriptive

statistics to determine mean scores and standard deviations. Additionally, inferential statistics, particularly t-tests, were employed to evaluate the significance of the differences observed between the pre-test and post-test results.

This methodology offers insights into effective strategies for teaching vocabulary, particularly in Islamic educational settings. The findings are anticipated to provide valuable input for improving vocabulary mastery among students, thereby supporting their overall language learning progress.

The study employs a quasi-experimental design, specifically a one-group pre-test and post-test model, to evaluate the effectiveness of using the English translation of the Quran as a tool for teaching vocabulary. This design is appropriate for measuring changes in vocabulary knowledge among students following a targeted intervention, enabling a direct comparison of their vocabulary skills before and after the treatment (Creswell, 2014; Gay et al., 2012).

Pre-experimental designs are particularly useful in educational research where randomization is not possible. They offer a simple approach to assess the impact of an intervention by comparing results from a single group before and after the treatment. (Ary et al., 2010). In this study, the use of pre- and post-tests allows the researcher to quantify vocabulary improvements directly linked to the use of the Quran's English Translation, providing insights into the efficacy of this educational approach (Fraenkel & Wallen, 2009). The research consists of several systematic steps:

1. Selection of Participants: Tenth-grade students from the Islamic Boarding School of Babul Khaer Bulukumba are chosen as participants, ensuring that they share a common educational background and familiarity with the Quran. This helps to minimize variability in pre-test scores due to external factors (Dörnyei, 2007).
2. Pre-test Administration: A pre-test is conducted before the treatment to establish baseline vocabulary levels. This assessment comprises multiple-choice questions that cover essential vocabulary relevant to the Quran
3. and general language usage. Analyzing pre-test results provides insight into students' initial vocabulary proficiency and identifies areas needing improvement (Bachman, 1990).
4. Implementation of Treatment: The treatment phase includes five structured lessons where the Quran's English Translation is integrated into vocabulary teaching. Each session is carefully planned to introduce different vocabulary learning strategies, such as matching, classification, and synonym identification. This variety in approach aims to engage students and enhance their learning experience (Richards & Schmidt, 2010).
5. Post-test Administration: Following the treatment, a post-test similar in format to the pre-test is administered to evaluate any changes in vocabulary knowledge. The comparison of pre-test and post-test scores provides quantitative evidence of the treatment's impact, allowing the researcher to draw conclusions about the effectiveness of using the Quran's English Translation in vocabulary instruction (Leedy & Ormrod, 2013).

The data collected from the pre- and post-tests will be analyzed using appropriate statistical methods, such as paired t-tests, to determine whether the observed changes in vocabulary scores are statistically significant (Field, 2013). This analysis helps establish whether the intervention had a meaningful effect on students' vocabulary acquisition.

By employing a pre-experimental design with clear steps for data collection and analysis, this research aims to provide valuable insights into the role of the Quran's English Translation as an effective medium for enhancing vocabulary among tenth-grade students. This structured approach not only facilitates the evaluation of vocabulary improvement but also

contributes to the broader discourse on innovative methods in language education (Sullivan, 2018).

### ***Participants***

The participants for this research comprised 52 tenth-grade students from the Islamic Boarding School of Babul Khaer Bulukumba, distributed across two classes: X IPA and X IPS. The selection of this school aimed to provide a representative cohort for examining strategies to enhance vocabulary proficiency. Using a purposive sampling technique, 23 students from the X IPA class for the academic year 2023/2024 were identified as participants.

This particular class was deemed most appropriate for the intervention due to its suitability for targeted vocabulary instruction incorporating the English translation of the Quran as a pedagogical tool. The purposive sampling method allowed for a more focused analysis of the intervention's effectiveness in fostering vocabulary development within a controlled educational context (Wahyuni et al, 2021).

### ***Instruments***

The tools employed in this research consisted of a pre-test and a post-test, specifically designed to measure vocabulary acquisition to evaluate the impact of the Quran's English Translation on vocabulary acquisition. The pre-test was utilized to assess the baseline vocabulary knowledge of the students before any treatment, while the post-test evaluated improvements after the treatment. Both tests were crafted to include vocabulary relevant to the Quran's English translation content, ensuring cultural and contextual alignment. To confirm their reliability and validity, the instruments underwent a review process. Once finalized, they were administered under controlled classroom conditions to maintain consistency. The pre-test was conducted before the start of the intervention, and the post-test followed the completion of five structured teaching sessions.

### ***Data Analysis***

The data analysis process aimed to transform the collected information into meaningful insights that directly supported the research objectives. This required a systematic, creative, and focused approach to organizing and interpreting the data in alignment with the study's purpose. The primary objective was to assess the impact of utilizing the English translation of the Quran as a learning medium to enhance vocabulary acquisition among tenth-grade students at an Islamic boarding school. To achieve this, the study employed a mixed-methods approach was employed, combining both quantitative and qualitative analyses to offer a holistic understanding of the findings.

In the quantitative analysis, statistical methods were applied to evaluate students' vocabulary performance based on pre-test and post-test scores. These scores were classified into categories, such as "very good," "good," and "fair," offering a structured comparison of students' proficiency levels before and after the intervention. Descriptive statistics, including mean scores and standard deviations, highlighted the improvement, with the mean score increasing from 48.90 in the pre-test to 69.30 in the post-test. To determine the significance of this improvement, a t-test was conducted, yielding a t-value of 13.22, which exceeded the critical threshold of 2.074. This result confirmed that the intervention had a statistically significant effect on enhancing students' vocabulary.

The qualitative analysis focused on identifying patterns, behaviours, and themes in students' interactions with the Quran's English translation as an instructional tool. Data derived from observations and student responses were repeatedly examined, coded, and organized into

categories within an analytical framework to uncover emergent themes. This process provided deeper insights into students' levels of engagement, motivation, and overall experiences with the learning material.

By combining the quantitative and qualitative findings, the study presented a well-rounded perspective on the efficacy of using the English translation of the Quran as a resource for vocabulary instruction. While the quantitative results demonstrated significant improvement in vocabulary scores, the qualitative data contextualized this growth by exploring the ways in which the intervention influenced students' learning behaviours and experiences. This dual approach allowed for a comprehensive evaluation of the effectiveness of integrating religious texts into educational practices for vocabulary development.

## FINDINGS AND DISCUSSION

### Research Findings

The findings of this study include an analysis of students' pre-test and post-test outcomes, covering frequency and percentage distributions, mean scores, standard deviations, significance testing, and hypothesis evaluation. These results are presented in a structured manner as follows:

#### 1. Pre-Test and Post-Test Scores

The students' vocabulary mastery was assessed through pre-test and post-test evaluations, with the raw scores organized in a tabular format for clarity. These scores were analyzed to offer a comprehensive understanding of the changes in students' vocabulary proficiency before and after the intervention. The summarized results are presented in the following tables, illustrating the progress made in vocabulary development.

Table 1  
The students' score of pre-test ( $X_1$ )

No	Sample	Score	Classification
1	P-1	63.80	Fair
2	P-2	57.10	Fair
3	P-3	44.20	Poor
4	P-4	38.40	Poor
5	P-5	37.60	Poor
6	P-6	60.20	Fair
7	P-7	32.80	Poor
8	P-8	37.60	Poor
9	P-9	44.20	Poor
10	P-10	60.20	Fair
11	P-11	50.80	Fair
12	P-12	57.10	Fair
13	P-13	58.50	Fair
14	P-14	44.20	Poor
15	P-15	50.80	Fair
16	P-16	38.40	Poor
17	P-17	34.70	Poor
18	P-18	40.90	Poor
19	P-19	48.60	Poor
20	P-20	55.30	Fair
21	P-21	63.80	Fair
22	P-22	57.10	Fair
23	P-23	44.20	Poor

Table 1 illustrates the pre-test results, which reveal that students exhibited limited vocabulary proficiency before the treatment. The lowest score recorded was 32.80, categorized as 'poor,' and the highest score was 63.80, categorized as 'fair.' The score of 32.80 was achieved by one student, while two students obtained the highest score of 63.80. Additionally, the most common score was 44.20, achieved by four students. A total of 47.8% of students were placed in the 'fair' category, while 52.2% were categorized as 'poor.' Notably, none of the students scored in the 'good' or 'very good' categories, indicating significant potential for improvement in vocabulary skills. This initial data emphasizes the need for targeted treatments to improve students' vocabulary acquisition which is consist with research by Rustan et.al (2023).

Table 2  
The students' score of post-test ( $X_2$ )

No	Sample	Score	Classification
1	P-1	88.40	Very Good
2	P-2	77.10	Good
3	P-3	63.80	Fair
4	P-4	63.80	Fair
5	P-5	57.10	Fair
6	P-6	77.10	Good
7	P-7	56.20	Fair
8	P-8	59.40	Fair
9	P-9	77.10	Good
10	P-10	83.20	Good
11	P-11	58.50	Fair
12	P-12	66.40	Fair
13	P-13	83.20	Good
14	P-14	60.30	Fair
15	P-15	58.50	Fair
16	P-16	63.80	Fair
17	P-17	58.50	Fair
18	P-18	67.30	Fair
19	P-19	81.40	Good
20	P-20	70.50	Good
21	P-21	81.40	Good
22	P-22	65.10	Fair
23	P-23	58.50	Fair

After the treatment utilizing the Quran's English Translation, the post-test results demonstrated significant improvement in students' vocabulary proficiency. The lowest score recorded in the post-test was 56.20, classified as 'fair,' while the highest score was 88.40, categorized as 'very good,' indicating a notable shift to higher performance levels. Both the scores of 56.20 and 88.40 were achieved by one student each. Additionally, the score of 58.50 was the most frequently obtained, with four students achieving this result.

The table further highlights that 60.9% of students scored in the 'fair' category, 34.8% in the 'good' range, and 4.3% in the 'very good' category. Notably, no students fell into the 'poor' or 'very poor' classifications, demonstrating a complete elimination of these lower categories. This data reflects that all participants experienced a measurable improvement in their post-test performance.

## 1. The Score of the Students Vocabulary in Pre-test and Post-test

Table 3  
Score of the students in pre-test ( $X_1$ ) and post-test ( $X_2$ )

Sample	Pre-test ( $X_1$ )	$X_1^2$	Post- test ( $X_2$ )	$X_2^2$	Deviati on ( $D$ )	$D^2$
P-1	63.80	4070.44	88.40	7814.56	24.60	605.16
P-2	57.10	3260.41	77.10	5944.41	20.00	400.00
P-3	44.20	1953.64	63.80	4070.44	19.60	384.16
P-4	38.40	1474.56	63.80	4070.44	25.40	645.16
P-5	37.60	1413.76	57.10	3260.41	19.50	380.25
P-6	60.20	3624.04	77.10	5944.41	16.90	285.61
P-7	32.80	1075.84	56.20	3158.44	23.40	547.56
P-8	37.60	1413.76	59.40	3528.36	21.80	475.24
P-9	44.20	1953.64	77.10	5944.41	32.90	1082.41
P-10	60.20	3624.04	83.20	6922.24	23.00	529.00
P-11	50.80	2580.64	58.50	3422.25	7.70	59.29
P-12	57.10	3260.41	66.40	4408.96	9.30	86.49
P-13	58.50	3422.25	83.20	6922.24	24.70	610.09
P-14	44.20	1953.64	60.30	3636.09	16.10	259.21
P-15	50.80	2580.64	58.50	3422.25	7.70	59.29
P-16	38.40	1474.56	63.80	4070.44	25.40	645.16
P-17	34.70	1204.09	58.50	3422.25	23.80	566.44
P-18	40.90	1672.81	67.30	4529.29	26.40	696.96
P-19	48.60	2361.96	81.40	6625.96	32.80	1075.84
P-20	55.30	3058.09	70.50	4970.25	15.20	231.04
P-21	63.80	4070.44	81.40	6625.96	17.60	309.76
P-22	57.10	3260.41	65.10	4238.01	8.00	64.00
P-23	44.20	1953.64	58.50	3422.25	14.30	204.49
<b>TOTAL</b>	$\Sigma X_1 =$ <b>1120.50</b>	$\Sigma X_1^2 =$ <b>56717.71</b>	$\Sigma X_2 =$ <b>1576.60</b>	$\Sigma X_2^2 =$ <b>110374.32</b>	$\Sigma D =$ <b>456.10</b>	$\Sigma D^2 =$ <b>10202.61</b>

Table 5 provides an overview of the students' pre-test ( $X_1$ ) and post-test ( $X_2$ ) scores. The results indicate that the total pre-test score  $\Sigma X_1$  is 1120.50, with  $\Sigma X_1^2$  equaling 56717.71. For the post-test, the total score  $\Sigma X_2$  is 1613.70, and  $\Sigma X_2^2$  amounts to 110374.32. Additionally, the total deviation  $\Sigma D$  is 456.10, and the total squared deviation  $\Sigma D^2$  is 10202.61. The subsequent analysis involves calculating the mean scores for the pre-test ( $X_1$ ) and post-test ( $X_2$ ), as well as determining the difference in standard deviation between the two variables. The findings are presented as follows:

## 2. Analysis of Vocabulary Proficiency

After being calculated the result of the students pre-test and post-test, the analysis of vocabulary proficiency are presented as follows:

Table 4  
Descriptive Statistics for Organization Scores

Group	Mean Score		Standard Deviation		t-test value	t-table value
	Pretest	Posttest	Pretest	Posttest		
Experimental	48.90	69.30	10.02	10.45	13.22	2.074

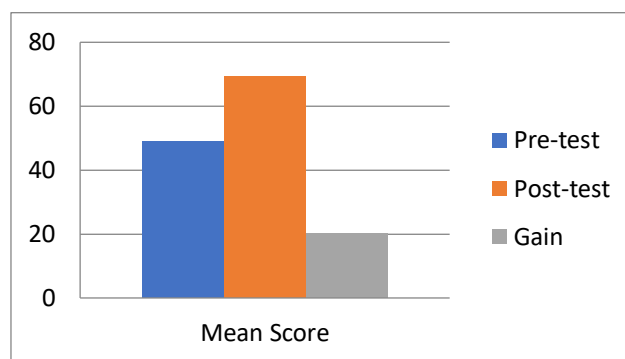


Figure 3. Mean Score of the Students

The results from Table 4 and Figure 3 demonstrate a significant improvement in students' vocabulary proficiency, with the mean score increasing from 48.90 in the pre-test to 69.30 in the post-test, reflecting a gain of 20.40 points. Additionally, Table 6 shows that while the standard deviation for the pre-test was 10.02, it slightly increased to 10.45 in the post-test, indicating a higher level of variability in the post-test scores.

To determine if the difference between the pre-test and post-test scores was statistically significant, a significance test was conducted at a 0.05 level with degrees of freedom (df) calculated as  $N-1$  (where  $N = 23$ ). The critical t-value was 2.074, and the computed t-value of 13.22 exceeded this threshold ( $t\text{-test} (13.22) > t\text{-table} (2.074)$ ), leading to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_1$ ). This finding confirms that the difference between the pre-test and post-test results is statistically significant, reinforcing the conclusion that the use of the Quran's English Translation as a tool for vocabulary instruction significantly enhanced students' performance. The findings are in line with the research by Sarmila et al (2017) and Syam et al (2023) which found the similar significant result.

## CONCLUSION

The results of the study indicate that the use of the English translation of the Quran as an instructional tool has a positive impact on enhancing vocabulary acquisition among tenth-grade students at the Islamic Boarding School of Babul Khaer Bulukumba. The data reveals a substantial increase in student performance, with the mean score for the post-test rising to 69.30, compared to a pre-test mean of 48.90. This improvement suggests that incorporating Quranic texts, which are culturally meaningful and familiar to the students, not only facilitates vocabulary comprehension but also supports the development of moral values through contextual learning, as highlighted in prior research (Nation, 2001; Schmitt, 2010).

Moreover, the statistical analysis underscores these results, revealing a t-test value of 13.22, which surpasses the t-table value of 2.074 at a significance level of 0.05, with 22 degrees of freedom. This substantial difference confirms the efficacy of Quranic English Translation in engaging students and enhancing their vocabulary through context-based learning. This approach aligns with theoretical frameworks that highlight the importance of culturally relevant materials and contextual learning in language acquisition (Harmer, 2001; Vygotsky, 1978). Thus, the findings affirm that integrating Quranic translations into vocabulary instruction fosters student interest and promotes effective vocabulary acquisition strategies.

## REFERENCES

- Al Othman, F. H. M., & Shuqair, K. M. (2013). Effectiveness of using the direct method in developing speaking skill in English. *International Journal of Science and Research (IJSR)*, 2(10), 222-229.
- Arsyad, A. (2002). *Media pembelajaran*. PT. Raja Grafindo Persada.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.
- Clark, R. E. (1983). Reconsidering research on learning from media. *Review of Educational Research*, 53(4), 445-459.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). SAGE Publications.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed.). McGraw-Hill.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education.
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design* (10th ed.). Pearson.
- Musfirah, M., & Nur, H. (2024). EFL Learners' perspectives on Their Engagement through Hybrid Learning. *Ekspose: Jurnal Penelitian Hukum dan Pendidikan*, 23(1), 66-77.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nur, H. (2017). Improving Students' Writing Ability through Folktales. *Didaktika: Jurnal Kependidikan*, 11(1), 95-111.
- Resyadi, H. (2020). Teachergrams: A new trend of teaching and learning English. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(1), 154-163.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Longman.
- Rustan, R., Darwis, N., & Resyadi, H. (2023). The Students' Perception of Using Vocabulary Tree in Learning English. *BABASAL English Education Journal*, 4(2), 104-114.
- Sarmila, N., Yauri, A. M., & Resyadi, H. (2023). The Effectiveness of Electronic Dictionary in Learning Vocabulary at Indonesian Junior High School Context. *International Journal of Research on English Teaching and Applied Linguistics*, 3(2), 40-44.
- Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Palgrave Macmillan.
- Sullivan, P. (2018). *A guide to teaching vocabulary*. Longman.

- Syam, F., Resyadi, H., & Sanusi, A. P. (2023). Unveiling the journey: Exploring the personal experience of novice EFL teacher in the classroom. *International Journal of Research on English Teaching and Applied Linguistics*, 4(1), 24-33.
- Tarone, E., & Swain, M. (1995). A sociolinguistic perspective on second language use. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 107-124). Oxford University Press.
- Wahyuni, N., Dj, M. Z., & Nur, H. (2021). Identification the students' pronunciation problems in pronouncing-ed ending at English Study Program of IAIN Bone. *International Journal of Research on English Teaching and Applied Linguistics*, 1(2), 83-91.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.