
Insertion of the values of religious moderation on Indonesian EFL class

Ida Fitri Anggarini

Madrasah Aliyah Al-Ittihad; Belung Poncokusumo Malang Indonesia
e-mail: idafitrianggarini@gmail.com,

ABSTRACT

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English as a Foreign Language (EFL) means learning English in a non-English speaking country, for example, Thailand and Indonesia. Admittedly, EFL educators encourage the student to improve their English skills such as listening, speaking, reading, and writing skills. In writing skills, teaching vocabulary has important points. Focusing on learning English vocabulary that inserts the value of religious moderation, this research took a case study in an Islamic primary school in Malang on Indonesian EFL Class. With a qualitative case study, the researcher addressed two main methods for two Indonesian EFL students and teachers in Malang. By using reflective essays and interviews as the methods, the data concluded that most of the challenges found had similarities and related to each other. Along with the challenges, the researcher also found out the strategies done by all of the participants such as implementing the values of religious moderation as a way of teaching vocabulary, enriching the student's vocabulary, and improving the student's writing English skills.

1. INTRODUCTION

EFL has another challenge, one of the keys to English mastery in EFL classes is understanding and having so much more vocabulary, specifically for students and teachers. Meanwhile, vocabulary has important points in teaching English because a lack of vocabulary could be a barrier to learning English. Moreover, vocabulary mastery is an essential component of language skills too. Vocabulary may contribute to the success of language skills (Octaberlina & Rofiki, 2021). It is easier for the student to understand the foreign language when spaces understood the meaning of each sentence.

In addition, Octaberlina and Anggarini (2020) state that competence in vocabulary will be helpful for the students to assist them in comprehending the language being learned. Without vocabulary, nothing can be delivered. Furthermore, it is known that the quality of someone's skills in English depends much on their quality and the quantity of vocabulary mastered, the more vocabulary they mastered, the easier they develop four language skills listening, speaking, reading, and writing. Meanwhile, by adequate vocabulary is easier for students in writing class because they can spell and write the word correctly.

Thus, Seashore (1948) also asserts that the size of a person's vocabulary may be moderately related to his achievement in more complex language skills. Indonesian EFL students believe that mastering English can increase independence and it is a challenge for them. As Makmur and Marzulina (2018) argues that many learners are unable to communicate in the target language, particularly among the four language skills. One of the most challenging language skills for

learners is speaking. One of the possible reasons is that speaking requires complex skills, not only delivering ideas verbally. But also design thinking helps both the teacher and the student to deliver their insight. Rohmana (2020) states that in order to grow and to develop, teachers are not allowed to give up. Increasing knowledge through training or reading literature, educational literature or discussions with other teachers certainly can help to develop competencies. Somehow, in this disruptive era that implements various learning strategies such as integrative learning can be new challenges for the student. For instance, the student studies English and combined it with Islamic values, law, civic, and so on. It is amazing instead, but give them extra effort to learn English.

Based on the analysis above, both of learners' or teachers' challenges in teaching vocabulary to Indonesian EFL students seems essential to be discussed since teachers' perspective may influence strategy and the way they deliver the subject. Deni and Fahriany (2020) explains that teachers used various strategies depending on their perspective about the interesting and appropriate one for their students.

Furthermore, in this new paradigm era, our learning style is forced to be changed again. It changes from online learning to offline learning or hybrid learning. The teacher must provide good learning situations and conditions in a class by face-to-face method. Even we do know that online learning has good impact such enjoy utilizing learning management system, Also, it has bad impact. such as any problem in digital era, hoax, terrorism, extremism and so on. As a teacher we have another job beside to improve the student's English skill in English class, we also have the assignment to engage and aware the student about this problem.

The ministry of religious affairs (MoRA) has been supporting and providing one of the perfect solutions in preventing this problem such by implementing or inserting the values that good for the student in any subject. For example, by inserting the values of religious moderation, local wisdom and so on in English class, the student not only get the English material, but also new information and knowledge to aware themselves and to improve their vocabulary when the teacher translate the vocabulary to English.

From those arguments above, educators must prepare the learning well and deliver the lesson well specifically in writing English and its implementation toward religious values. Also, the lesson must be meaningful for the students, so that they can implement the result of learning in their daily life. This new situation surely gives the challenges toward both student and the teacher. That is why the researcher conducted the research entitled Insertion the Values of Religious Moderation in Indonesia EFL Writing Class.

Meanwhile, Language learning is a process of trying to learn a language, including also learning grammar, phonology, morphology, and structures, as well as vocabulary. Related to this, Suhardiana (2021) asserts that vocabulary is critical for language learning since it helps learners support the four language skills. Also, Octaberlina and Rofiki (2021) states that the English educators would be wise to show English vocabulary first than different parts of this language. For example, sentence structure, talking, tuning in, arranging, and composing. On the off chance that students ace a lot of vocabulary, it will be simple for them to learn different parts of English language. That is why teaching vocabulary has important. Based on the observation, the first English learning style especially in Non-native country is teaching vocabulary toward the student from kindergarten to higher education. This is not without reason, caused how challenges the foreign language is. So that why, the researcher argues the important of teaching vocabulary in any level, it just makes sure they understand the other language. The teacher must combine it with the values that related to the environment, situation, or conditions for the student to face this digital era based on the previous argument.

Before the researcher explains the importance of teaching vocabulary, it seems necessary to describe the vocabulary and teaching vocabulary. Vocabulary can be states as the knowledge of words and the meaning of word. Alternatively, someone else may describe vocabulary as a list of words in alphabetical with their definitions and descriptions. A word, is defined as a set of features; each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation), and frequency. In addition, vocabulary also describes as a piece of basic knowledge for the student, the more they have a vocabulary, the more accessible language teaching for them and the easier for them to understand what English language is.

Meanwhile, teaching is a process to create the student know and understand the new information, and they can implement it in the daily life. For example, today, they know about new fruit vocabulary. They will practice it in their daily life, repeat and remember it until they master the vocabulary and adequate in basic writing skill (basic because it for primary student). Based on this argument above the researcher states that teaching vocabulary is the activity, both student and the teacher to know and understand the meaning of a words in foreign language especially in EFL writing class. The more the know the vocabulary, the easier they understand the language and they can move to improve the other English skills such in reading, listening, or speaking.

On the other hand, why do teaching vocabulary is important? Teaching vocabulary has important points, because it has great role for learners' English mastery. The more they know vocabulary, the easier they create the sentence in writing class and understand the meaning of word in any English class. Related to the researcher, Alqahtani (2015) argues in his paper that vocabulary is often viewed as critical tool for SLA, it is because a limited vocabulary in a second language barriers successful communication.

As Wong and Lee (2020) states that among all these cognitive tasks, knowing the appropriate and suitable vocabulary appears to be one of the most critical concerns among ESL or EFL students. Indeed, without a sufficient level of vocabulary knowledge, one will not be able to write effective texts and create a good sentence. Past studies have confirmed that lack of vocabulary is one of the major drawbacks in written performance. Those arguments above give the researcher new idea that teaching vocabulary has essential place in learning English especially in writing skills by inserting the values of religious moderation of-course.

Further, the researcher states that writing English skills is challenging specifically for non-native speaker country such as Indonesia or it is called as Indonesian EFL Student and Teacher's. Conversing about writing skills, according to the researcher, writing is one of four English skills that depend on any aspects such as knowledge, memories, and carefulness. The student can write anything if they memorize the words and its spelling as well as we know that English has different alphabet to write and to pronounce it. This can be stated why writing skills was so challenging.

According to Amalia (2021) writing is one of the predominant language skills in teaching English to ESL and EFL students in all educational levels, notably elementary school students. This skill is very crucial for the students as one of the communication tools. Related to this, Fajrina & Everatt (2021) states that writing is a challenging task for students whose English is their foreign/second language (EFL/ESL). They need to write coherently to meet the academic standard in a language with which they may be less familiar or proficient and to engage the learning process. Meanwhile, in the language learning case, the students are usually trying to improve and enhance the four language skills: listening, speaking, reading, and writing. When people learning their mother tongue this takes place over time, they begin with listening, then speaking and years later with reading and writing. This can be stated why foreign language is challenging for them.

Moreover, reading and writing are two skills that need great effort and endeavor which do not come naturally, and we need to learn them, we do not acquire them. When students are learning a foreign language, they usually try to work on these four skills simultaneously and continuously, of course depending on their age (Pipuš, 2021). According to her, that the reason why in primary school the student just learn vocabulary and try to make ne sentence and translate it to their own language.

Further, Wong and Lee (2020) states that writing is considered one of the most difficult language skills to master in a student's academic life. It is so difficult because most of the student only have a chance to practice the language during their English classes, and few students see the immediate need to use it outside of the classroom. Furthermore, Fajrina and Everatt (2021) in practicing writing in English, many students do not possess the skills necessary to build effective communication using a written medium. Another critical study conducted by Amalia (2021) shows that writing has been considered as the complicated skill to be taught to the students. Acquiring writing skill in a second language or foreign language is more challenging than the other language skills. Writing consists of cognitive strategies and background knowledge of the target culture encouraging teacher to teach many components to the students. Writing also includes several processes requiring the writer to produce a comprehensible, clear, and informative written expression.

However, all the English learners have to mastery in English skills such as writing even there are so much more challenges. Wong and Lee (2020) states that the challenge of EFL student teacher's is mostly because English is not the language that is spoken in daily conversation. Therefore, the students who learn English will find it difficult to apply it in real life. When they need to speak the language that unfamiliar with, they will find many impediments and obstructions. Furthermore, the gaps between the native language, which is Bahasa Indonesia and the target language, English is very big. This can be considered another challenge for them.

A study done by Hibatullah (2019) states that she found several potential challenges mostly faced by EFL students. The reason was that they included the learners of English using the language only on a certain occasion and for specific purposes. However, due to the limited role of using English, it leads the EFL students to have bigger learning problems than other learners who use English in their daily language, such as ESL students or native speakers. Accordingly, knowing the English learning challenges emerged in their home country, some of these students studied abroad as one of the learning strategies to cope with the problems. That way, they were called as International EFL students who participated in a study abroad program. based on the argument above the researcher found one of strategies to increase the teacher or the student's English specifically in writing English in to be international EFL student or teacher. By studying abroad, our daily language has changed also our environment and it helps our English skills.

Meanwhile in this post pandemic era, the learning system is different. The teacher usually teach online English teaching forced to move to offline or virtual and hybrid English teaching. As we know that, nowadays, English teaching is very intensive in utilizing information and communication technology or any social platforms such as Google meet, WhatsApp, Facebook, TikTok, You Tube, Zoom, and so on. As Dehham (2021) the process of education and learning is developing at an increasing pace because of technological advancements in all educational fields which calls for innovation in the way we teach and interact with our learners. Learners today are driven and inspired by technology in their daily lives, so firmly gripping the same old traditional teaching is not enough anymore. We need to integrate technology and innovation into

our teaching routine to raise the consciousness of learners towards the material being presented, especially in this post pandemic era.

Nugraha (2020) states in their study that the case of Indonesia, the global pandemic has affected social interaction among people, including the implementation of teaching and learning activities. Consequently, the activities of face-to-face learning interaction in a formal classroom shift to informal online learning outside classroom using a range of available digital learning platforms, including English language teaching and learning. Based on those argument above, it can be stated that English teaching and learning is a long journey. It changes and dynamic cause of everything that happened, start from pandemic era. Post pandemic and this new paradigm era.

Meanwhile, it seems necessary to define and describe what religious moderation is. According to Ali (2020) Religious moderation is a view or attitude that always tries to take a middle position of two views that is contradictory and exaggerating or in other words not extreme to the right or left. Related to this, Rusla (2021) states that religious moderation means to be in the middle, instead of being in the right or left extremes, and not to be superfluous in applying religious teachings. Any form of extreme attitude can be judged as out of characters in Islam. Thus, integrative learning by implementing the values of religious moderation in every subject is needed. It is because there are people who against Pancasila, Indonesian law and so on which it can grew radicalism or extremes which this value is not appropriate with our country. It can be stated that learning nowadays is not just focus on the delivered subject but also aware to the thing that happened around the learner, so the learning process give a good impact for them. That is the meaningful lesson.

Further, also states that Indonesia is the largest multicultural country in the world, but at the same time the religious conflicts still occur today. The internalization of religious moderation values among the pluralistic society is the most strategic way to solve it. It needs to be started from the early student education. Therefore, a study of the internalization of religious moderation values in basic education level is absolutely needed.

Those argument above increase the researcher's curiosity what is the real challenges faced by Indonesian EFL student teacher in writing class during this post pandemic specifically by inserting the values of religious moderation. Also, this research is needed due to the lack previous studies which discuss the integrative learning by implementing this religious moderation values.

2. METHOD

In this study focused on a descriptive case study as a qualitative approach. this method only describes the real case that happens in the field, as a qualitative study, which meant in this study, all the data are collected in the form of the explanation, not number and described in narrative text. Bogdan & Knop (1982) states that "qualitative research is descriptive, the data collected are in the form of words or picture rather than the number".

This research took a case in Islamic elementary schools in Malang. Under a qualitative case study, the researcher addressed two main methods to two Indonesian EFL teachers and students in Malang by using reflective essays and virtual interviews as the methods. Th method has different function in terms of collecting the data; first, in order to explore the Indonesian EFL student teachers' challenges writing English while inserting the values of religious moderation, this research used reflective essays. Second, to find out the strategies done by the students and the teachers, this study delivered the interview process. The interview process was also to get more information and to know some unclear information based on the student and teachers' reflective

essays. The researcher used structured interviews and qualitative interviews. The structured interviews mean that the researcher is interviewing with a script.

According to Yin (2011) the researcher taken some procedures to analyze were compiling, disassembling, reassembling, interpreting, concluding. Meanwhile, here the participant of the research. The reason they have been chosen is the teacher reached the MURI Record of religious moderation with the students and, they have got any achievement in English competition. Further, this school continuously implements the value of religious moderation in their daily activities at school. Here the table.

Table. 1 Participant research object in this study as stated as follows:

Teacher	Student
Mrs. Choir	Dhiva
Mrs. Novi	Faiza

3. RESULTS AND DISCUSSION

First, in this phase, the object of the researcher were teachers who taught the fifth-grade student and two fifth grade students from Malang, East Java. Both have taught and studied English lesson and religious moderation. Here are the vocabulary.

Table.2 Religious Moderation Vocabulary

Nationality Commitment	Justice
Against Violence	Peace
Tolerance	Nationalism
Adaptive to Local Culture	Moderate
Balance	Creative and Innovative

In this context, all the participant shared their experiences during the teaching-learning process by reflective essays and interviews. In this phase, the researcher explored the challenges and new strategies that were implemented in writing class especially in teaching vocabulary that inserts the values of religious moderation. This insertion is not only to deliver the value but also to give new vocabulary. Based on the interview and observation, this can be a good way to enhance and enrich the vocabulary of the students.

Further, The research object, Mrs. Novi shared her experience in teaching vocabulary and improving the student's writing skills by inserting the values of religious moderation. She explained based on her experience that some of elementary student difficult to memorize ten vocabularies. It can be stated that they can memorize only five vocabularies per day. it is because English is not their mother tongue. Its related to Putri (2020) that states students lacked in English vocabulary when learning English. This was greatly influenced by their mother tongue. The last issue was that students did not show a good understanding of the teacher's use of phrases.

Moreover, she also mentioned that the challenges of the students such as their intellectuality level, fast learner or slow learner. Mrs. Novi also states that her challenges in teaching vocabulary was asking the student to memorize the vocabulary well and rite it by themselves on that day. Sometimes, she implemented 'peer teaching' method to increase the student's understanding of vocabulary and writing. She asked them to recite and listen each other as seatmate. She said that

implementation of picture cards can increase the student's interest, memorizing, vocabulary and writing.

In addition, Mrs. Choir, another English teacher claims based on her point of view that in teaching vocabulary she translated the text one by one and made them as a vocabulary note. Kainta (2020) also states in their paper that usually, foreign language learners translate words into their mother tongue to find out equivalent words between the first language and the target language. She argues that the problem or difficulty in teaching vocabulary are the children have different ability and study habits while at class they must memorize it. Marzulina, et al. (2019) states that every student has different study habits. Some students can study in a crowded place, but some of them need a private place to study. For achieving good study habits, one must have a desire to learn with full working abilities and talents Furthermore, It is found that the challenges of the student in writing skills were students just knew how to pronounce but did not know how to write. Some of them did not memorize the alphabet arrangement, but they knew the vocabulary in other language such Arabic language. For the teacher, the challenges are the student too much focused on pronunciation, meaning and memorizing. It is in line with Mauludin (2015), that claims the non-native students mostly are unfamiliar with a lot of things related with the target language. Some of them even are not motivated to learn the language since they only learn the language because it is a requirement, not because they need it.

Meanwhile, because of the pandemic era, Mrs. Choir sometime still conducted her teaching from from direct learning to virtual learning. She used Google meet as learning media. It is related to Nasution (2019) that states media is one of the tools that can help the teacher in the teaching and learning process in a class, especially in EFL classrooms. Further, she explained that, PowerPoint is the main media. She conducted virtual teaching by PowerPoint and Google Meet. In the procedures of learning session, she divided the class in a group consisting five students for thirty minutes. Every thirty minutes she taught the students, explained well, and provided evaluation. In the evaluation of writing skills, she asked the student to open share screen and commanded them to ask the question, to type or write the vocabulary. From private shares screen room, she knew the ability of the student. As an information, Mrs. Choir has thirty students in her class, so in English teaching she has six meetings through Google meet.

She also shared the solutions in facing this problem and challenges, this will be explained as follows:

1. For easier memorizing the vocabulary, teacher make simple sentence. Teacher conducts trial-error method and concludes that this is one of effective ways to memorize the vocabulary
2. If we meet a non-supportive student, do not collaborate them. It means that she collaborates the students who has similar interest and vision. She said it is because when fast learner meets slow learner create a gap between them. She used this since the students who have good ability in English is not persevering. For slow learner student, they are under guidance by teachers until they can memorize and write the vocabulary.
3. Using property or media. She states that visual learning increases the student's vocabulary such as video, picture, and other learning tool.
4. For writing skills, spelling is a good way to teach in writing class. When the teacher asks them to memorize the vocabulary, they have to memorize the spelling as well.
5. Inserting the values of religious moderation is needed to grow up the positive vibes of the student and learn new vocabulary by this integrative learning

Furthermore, from the perspective of students, Dhiva, a fifth grade student stated that she felt happy because she had interest in English so much. Also, she admired her teacher. She was happy because her teacher always brings something new to the class and provides various activity in English class such as sing a song together. She claims that she never get bored in the class. She mentioned that she could memorize all the vocabulary well through the song and was able to write it even she feels shy towards her writing skills.

Diva mentioned that she understood, felt happy, enjoy, and did not feel forced because the teacher explain the vocabulary clearly. She independently said that she had no challenges in English vocabulary class because she could finish the assignment well and enjoy the class. Also, she mentioned that using English song made her easier to pronounce and write the vocabulary.

Based on her arguments, Cahyani et al. (2021) asserts that the use of song, music and dance are not only help the students be active and enjoyable in learning process but also improve vocabulary quite a lot. Moreover, children are acting the song so their vocabulary improves a lot.

On the other hand, Faiza, student of 5th grade claims that she had no challenges in teaching vocabulary and writing class. She has similar arguments with the other student. Both are agree that sing a song make teaching vocabulary easier.

4. CONCLUSION

Teaching vocabulary for elementary students has crucial and important points. It is because vocabulary has always been a fundamental skill to enable students to master four English skills, which are reading, writing, listening, and speaking and in fact by inserting the values of religious moderation, it can be something new for the student, beside they can understand and find new vocabulary, they do know what the contain value in it.

Moreover, the challenges for Indonesian English for Foreign Language (EFL) student teachers in writing skills specifically in teaching vocabulary are study habits, difficult to memorize the vocabulary, trial-error the appropriate learning method and the student's intellectuality. Further, based on the topics, some strategies that give good impact towards writing skills are peer teaching, spelling, drilling, picture cards, song, and direct typing.

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