

**AN ANALYSIS OF ZPD (ZONE OF PROXIMAL
DEVELOPMENT) THEORY IN TEACHING
SPEAKING SKILLS**

THESIS

Submitted in Partial Fulfilment for the Degree of
Sarjana Pendidikan (S.Pd)

in Teaching English



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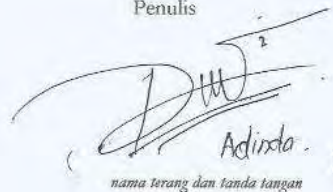
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ABSTRACT

Dewi Nawang Arum P, Adinda (2020). An Analysis of ZPD (Zone of Proximal Development) Theory in Speaking Skills. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisors: Fitriah, Ph.D and Rakhmawati, M.Pd.

Key Words: *Zone of Proximal Development (ZPD), Scaffolding, Corrective Feedback, Speaking Skills*

Zone of Proximal Development is a zone where the developmental distance between what learners can learn by themselves and what they can learn with the help of teachers or co-workers. This research with the title, *An Analysis of ZPD (Zone of Proximal Development) Theory in Speaking Skills* aimed to investigate how teachers maximized student Zone of Proximal Development (ZPD) in Speaking Class of 2017 in the English Education Departement of UIN Sunan Ampel Surabaya. This thesis analyzes how does speaking teachers at PBI UIN Sunan Ampel maximizes students' ZPD using teachers' teaching methods, in case developing students' Speaking Skills and what method

that teachers used in teaching Speaking. The researcher interviewed two Speaking teachers of Spoken Class 2017. The method of the study was qualitative descriptive and data collected by semi structured-interview and documentation. The result showed that three components of ZPD theory found on both teachers teaching method even though both teachers using slightly different teaching methods. Teacher A using Communicative Language Teaching (CLT) and teacher B using Project-Based Learning. The result of the research showed that students from both teachers get excellent grades at the end of the semester. This study confirm the previos study that students that understudies inside the ZPD group can disguise a verb modifier better and get a higher score on the test.

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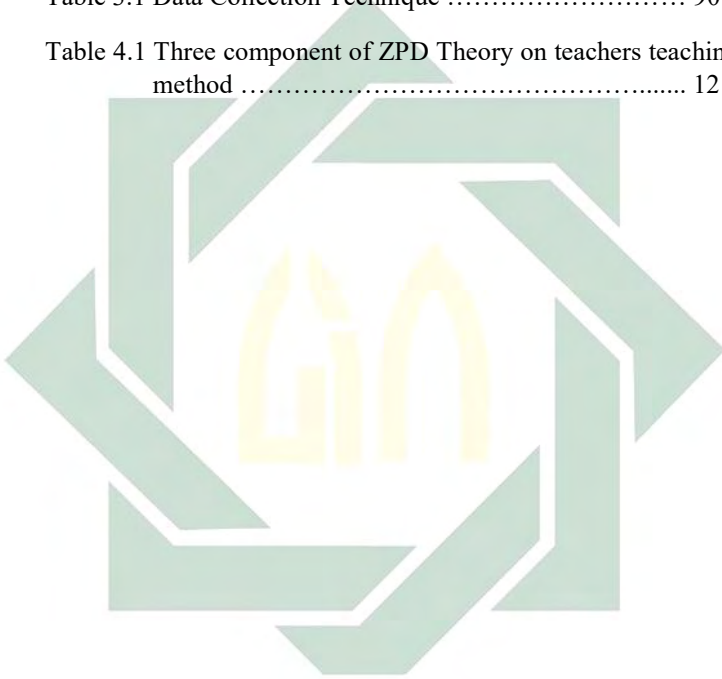
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LIST OF ABBREVIATION

1. ZPD : Zone of Proximal development
2. MKO : More Knowledgeable Other
3. PjBL : Project Based Learning
4. CLL : Communicative Language Learning

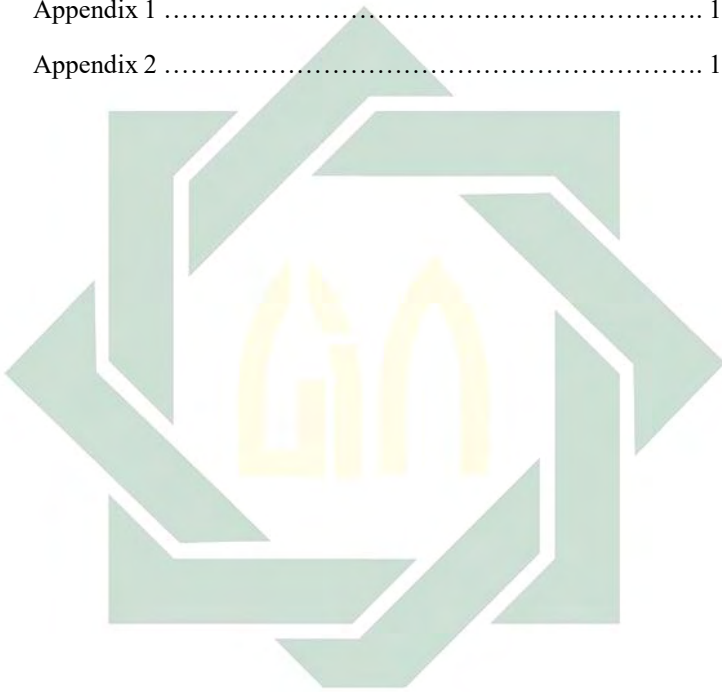
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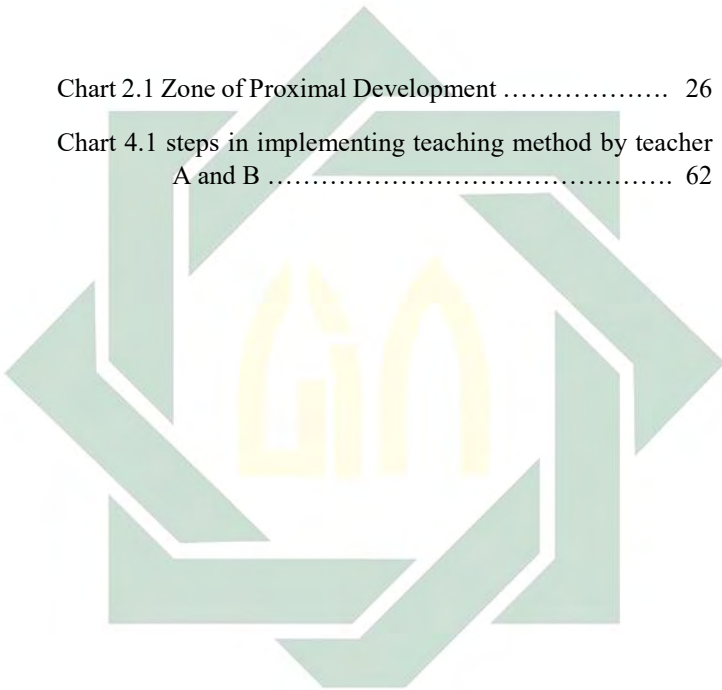
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CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study that explains the reason for conducting this research and research questions that would bring this research to some cases. The objective of the study that presents the aims of this research and the significance of the study is also provided in this chapter. Furthermore, this chapter presents scope and limitation, and definition of key terms that can explain each variable that is used in this research.

A. Background of The Study

Speaking is one of the fundamental aptitudes in language learning. It is the way toward structure and sharing importance using verbal and

non-verbal images in different contexts¹. Tarigan states that speaking is the capacity to articulate words, express thoughts and believing, and pass on musings.² At the end of the day, speaking is a type of human behavior in investigating physical, mental, neurological, semantic, and phonetic factors widely. For this situation, discourse exercises happen when an individual can change his/her idea or feeling into discourse structure seriously. In the setting of learning spaces, teachers must provide an environment that can help students to fundamentally develop their language skills.³ Understudies will most likely impart or use

¹ Chaney, A, “*Chaney, Teaching Oralcommunication in Grades K8.Pdf*,” n.d.. L., & Burk, T. L. Teaching Oral Communication in Grades K-8.(Boston: Allyn and Bacon 1998.) 13

² Henry Guntur Tarigan. *Pengajaran Gaya Bahasa*. (Bandung: Penerbit Angkasa 1985). 5

³ Bambang Setiyadi "*Language Learning Strategies in a Teritary EFL Indonesia.Pdf*",(n.d.): . (Yogyakarta: Graha Ilmu 2016). 1

language genuinely when they have a more extensive chance to utilize the objective language.

Considering the significance of talking abilities in language adapting, be that as it may, English language educating (ELT) in Indonesia appears to give more concentration to different parts of language aptitudes, for example, perusing and linguistic comprehension. English instructing neglects to build up understudies' correspondence skills⁴. Two elements add to this. To begin with, teachers will participate in the global spotlight on grammar and language frames and don't give clarification or additional data about the capacity of language shapes. Second, the instructing is very educator focused on which instructors give less direction towards utilitarian revelations. Hence,

⁴Bambang Setiyadi "*Language Learning Strategies in a Teritary EFL Indonesia.Pdf*",(n.d.): . (Yogyakarta: Graha Ilmu 2016). 1

most of the secondary school graduates couldn't impart in English as educators just spotlight on the readiness of national examination. Bambang distinguishes that educators compelled to concentrate on punctuation and language frames and have little consciousness of the elements of the grammar. However, instructing in secondary schools is not the same as teaching college. Instructors have greater adaptability and expert to build up understudies' communicative skills.

Moreover, college graduates requested to have the ability in English as they need to contend with others in the worldwide market. Thinking about the global interest, understudies with English capability a college has a significant job. To accomplish global interest, instructors need to advance a necessary learning condition in which understudies could investigate understudies'

language aptitudes. They could, for instance, make a progression of study hall exercises utilizing specific techniques where educators and students could team up and cooperate in the agreeable and loosened up air. Additionally, instructors were likewise required to have the option to distinguish the capacity and capability of a youngster to made productive correspondence for understudies. ZPD (Zone of Proximal Development) was typically used to recognize understudies' advancement aptitude in language learning.

The idea of the Proximal Development Zone (ZPD) was first articulated in 1930 by Soviet psychologist Lev Vygotsky⁵. The Proximal Development Zone is a gap between the level of

⁵ Leanne Bowler et al., “*Children and Adults Working Together in the Zone of Proximal Development: A Theory for User-Centered Design*” (n.d.): (Proceeding of the Annual Conference of CAIS: October 2013). p 14.

actual development and potential development. The real level of development is what the student has mastered, but potential growth is what the student can achieve with educational support⁶. Understanding the students' ZPD is essential since teachers can focus on students' potential in developing their abilities. As stated earlier, all tasks that students can do on their own called the level of development, but ZPD (Zone of Proximal Development) is a process of scaffolding that helps students to express their thought and develop the vocabulary with the help of teachers, parents, language instructors or other people who understand the target language.

In the process of scaffolding, as described by Vygotsky theory, co-workers or teacher

⁶ Ali Rezzae Abbas., Zeinab Azizi., "*The Role of Proximal Development in the Students' learning of English Adverbs*". (Academy Publisher Manufactured in Finland: January 2012). 3

assistance is indispensable for the development of children in the ZPD, and it is called assisted performance. However, a study by Wertsch and Stone⁷ found that the students can learn without the help of others, and this process can be regarded as the level of development. At this level, students could solve their problems without the help of other people. In a classroom setting, for example, students could find the solution by themselves without teachers' assistance. In other word, this process is called unassisted performance.

This fact inspired the researcher to researching at the researcher department, English Education Department. There was a Spoken Class that using student-centered method. Among the method used were grouping and project-based

⁷ William Frawley. "*Culture, Communication, and Cognition: Vygotskian Perspective*". (Cambridge University Press: March 1989): 97–100.

method. As expressed before, ZPD stresses the formative separation between what students can realize independent from anyone else and what they can realize with the assistance of instructors or colleagues. Understanding understudies' advancement in adapting either with helped execution or unassisted execution is significant because it would assist the educator with finding methodologies that are reasonable for the understudies' needs. Another reason why understanding understudies' advancement in learning is critical, it is because the researcher wants to recognize whether Vygotsky's hypothesis about Zone of Proximal Development is essential to comprehend understudies' improvement in learning a language. This study tries to identify how teacher maximizes student's potential through ZPD theory in the development of student speaking

skill for the students of PBI at UIN Sunan Ampel through the method that the teacher used to teach them.

B. Research Questions

1. What teaching method does the teachers use in teaching speaking?
2. How does teachers maximizes students' potential in facilitating students speaking skills at PBI Student of UIN Sunan Ampel Surabaya through ZPD theory?

C. Objectives of the Study

1. To know what is the teaching method that the teachers used in teaching speaking.
2. To know how does the teachers maximizes students' potential in facilitating students speaking skills of PBI at UIN Sunan Ampel through ZPD theory.

D. Significance of the Study

The findings of the study can be significant in these following aspect :

1) For Educational Expert and Teacher

As input for educational experts and teachers to further develop ZPD theory as a teaching method to determine the learning strategies that are appropriate for teaching, especially in speaking skill. As a new insight at Zone of Proximal development area.

2) For Researcher

The result of this study also has an impact on the researcher as an English teacher in the future. The researcher can provide the best method for the students to teach them, especially in speaking skills, and also another benefit is for the researcher kids to monitoring the researcher language development.

3) For the Reader

This result may be able to be referenced in the future for the reader to get information about the Zone of Proximal Development, which is the best method for teaching speaking through the ZPD approach.

E. Scope and Limitation

This study focused and limited to these following aspect :

1) The scope of the study.

This investigation concentrated on recognized ZPD improvement in speaking skills in the Spoken English Class 2017. The author limited the study in the English Education Department of Islamic (PBI) UIN Sunan Ampel Surabaya. Zone of Proximal Development in this scope means how far

ZPD elements used in teacher teaching methods in Spoken English. There were three components in ZPD theory that the researcher used to determine how far ZPD theory in the teacher's teaching method in developing Student speaking skills.

2) The limitation of the Study.

This study focused only on the Speaking skills used Zone of Proximal Development as a reference in English Education Department of Islamic UIN Sunan Ampel Surabaya and only identified at the teaching method that the teacher of Spoken English 2017 used when taught the students. Then the researcher elaborated on the theory and the result of the study to conclude.

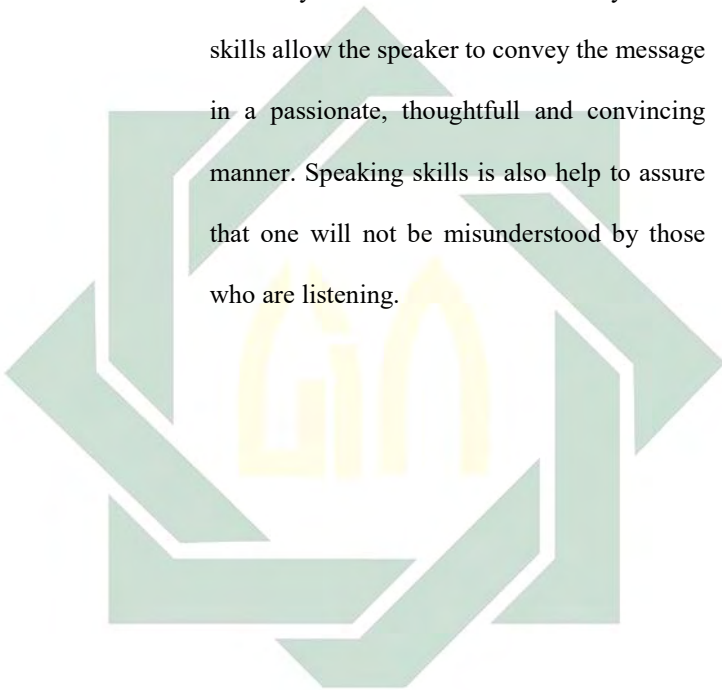
F. Definition of Key Terms

1) ZPD (Zone of Proximal Development)

ZPD (Zone of Proximal Development) is the developmental distance between what learners can learn by themselves and what they can learn with the help of teachers or co-workers. Lev Vygotsky first found this concept. He was a psychologist from Russian that known for his contribution to child development theory. In this research means is how does the teachers of the English Education Department of UIN Sunan Ampel gain students speaking ability based on the ZPD theory.

2) Speaking Skills

Speaking skill are the skills that give us ability to communicate effectively. These skills allow the speaker to convey the message in a passionate, thoughtfull and convincing manner. Speaking skills is also help to assure that one will not be misunderstood by those who are listening.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses all of the related reviews of the study. There are three main points that we discussed; there is the Definition of ZPD, the Implementation of ZPD in Teaching and the Importance of ZPD in learning the English Language. In addition, some previous studies related to this linguistic field also are revealed.

A. ZPD (Zone of Proximal Development) Theory

One of the significant themes in Vygotsky's sociocultural theory is the Zone of Proximal Development (ZPD). Zone of Proximal Development is Vygotsky term for a series of tasks that are too difficult for the child to master alone but can learn with the help of better-off adults and children,

*"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers."*⁸

So, the lower bound of the ZPD is the level of the problem the solitary child could solve. The upper limit is the level of responsibility or additional duty that the child could receive with the help of a capable instructor. The emphasis of Vygotsky on ZPD confirmed his belief in the importance of social influences, especially the impact of instruction on the cognitive development of children.

There are two essential concepts in Vygotsky's theory, namely the Zone of Proximal

⁸ Vygotsky, L. S. *Mind in society: The development of higher psychological processes*. (Cambridge, MA: Harvard University Press, 1978). p. 86

Development (ZPD) and scaffolding. Zone of Proximal Development (ZPD) is the distance between levels of development defined as the ability to solve problems independently and the level of potential development that described as problem-solving skills below adult guidance or through collaboration with friends more capable colleagues. Scaffolding is some assistance to students during the initial stages of learning, then reducing help and allowing taking over responsibility increasingly great after he can do it.

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⁹ Adi, Nur, Cahyono, *Vygotskian Perspective: Proses Scaffolding untuk mencapai Zone of Proximal Development (ZPD) Peserta Didik dalam Pembelajaran Matematika*, Seminar Nasional Matematika dan Pendidikan Matematika, (Yogyakarta: FMIPA Universitas Negeri Semarang, 2010), h. 443. Diakses pada http://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CBsQFjAA&url=http%3A%2F%2Fprints.uny.ac.id%2F10480%2F1%2FP3Adi.pdf&ei=MNPwU6DuM8K9ugSm9YG YDA&usg=AFQjCNGiBseEBwVuzWvODFzeru4L_ytKQ

Vygotsky put forward his concept of the zone of development proximal (Zone Of Proximal Development). According to Vygotsky quoted by Tedjasaputra, the development of one's abilities can divide into two levels, namely, the level of actual development (independent performance) and the level of potential development (assisted performance) with Zone Of Proximal Development (ZPD).¹⁰

The actual level of development can be seen from one's abilities to complete tasks or solve various problems independently. Whereas the level of potential development appears from one's ability to complete tasks and solve problems when under the guidance of an adult or when collaborating with more competent peers. The

¹⁰ Tedjasaputra, Mayke S, *Bermain, Mainan, dan Permainan untuk Pendidikan Usia Dini* (Jakarta: Grasindo, 2001), h. 9

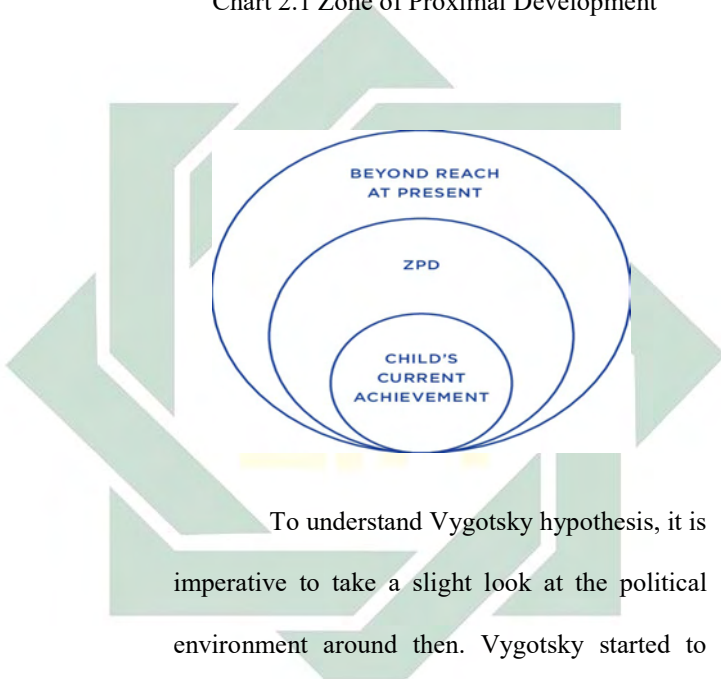
distance between the two, namely the level of actual development and level of potential development. This potential development called the zone of proximal development or that we know as the Zone of Proximal Development (ZPD). The Zone of Proximal development defined as functions or immature abilities that are still within the maturation process. These abilities will mature when interacting with adults or collaborating with more competent peers.

Vygotsky gave an example of assessing the ZPD of children. For example, based on the intelligence test, the mental age of two children is eight years. According to Vygotsky, we couldn't stop here. We need to determine how each child would try to solve the problem that meant for older children. We help each child by showing, asking questions, and introducing the fundamental

elements of the solution. With help or cooperation with adults, one child successfully solves the real problem for a 12-year-old child, while the other one solves the problem for a 9-year-old child. The difference between the mental age and the level of performance they achieve by working with adults would define ZPD. Thus, ZPD involves the cognitive abilities of children who are in the process of growing up and their level of performance with the help of more skilled people. One application of the concept of the zone of proximal development Vygotsky is face-to-face tutoring given by teachers in New Zealand in the Reading Recovery program. This tutoring began with a familiar reading task, then slowly introduces an unfamiliar reading strategy and then

hands over control of the activity to the child himself.¹¹

Chart 2.1 Zone of Proximal Development



To understand Vygotsky hypothesis, it is imperative to take a slight look at the political environment around then. Vygotsky started to work in brain research soon after the Russian transformation, where Marxism began supplanted

¹¹ Kathy Sylva, Jane Hurry, and Sandra Peters, "Why Is Reading Recovery Successful? A Vygotskian Critique of an Early Reading Intervention," *European Journal of Psychology of Education* 12, no. 4 (December 1, 1997): 373.

the standard after Czar. The new philosophy of the Marxist emphasized socialism and collectism. Individuals expected to sacrifice their personal goals and achievements for the improvement of the larger society. Sharing and co-operation were encouraged, and the success of any individual seen as reflecting the success of the culture. Marxists also placed a heavy emphasis on history, believing that any culture could be understood only through examination of the ideas and events that had shaped it.¹²

Vygotsky incorporates these elements in his model of human development that has termed as a sociocultural approach. For him, the individual's development as a result of his or her culture. Development, in Vygotsky's theory,

¹² Lev Vygotsky - hi.
<http://mennta.hi.is/starfsfolk/solrunb/vygotsky.htm>

applies mainly to mental development, such as thought, language, and reasoning process. These abilities were understood to develop through social interactions with others (especially parents) and therefore represented the shared knowledge of the culture. The zone of proximal development (ZPD) has been defined as:

"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers."

Vygotsky believed that when a student is in the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task. To assist a person to move through the zone of proximal

development¹³, educators are encouraged to focus on three important components:

1) More Knowledgeable Other (MKO).

The first component is More Knowledgeable Other, or we can substitute (MKO). The more knowledgeable other (MKO) refers to someone who has a better understanding or a higher ability level than the learner, to a particular task, process, or concept. The presence of someone with knowledge and skill beyond that of the learner, the implications of the MKO is a teacher, knowledgeable peer or an older adult.

¹³ McLeod, S. A. What Is the Zone of Proximal Development? Retrieved from <https://www.simplypsychology.org/Zone-of-Proximal-Development.html> . 2019

2) Student Interactions

Student interaction with a skill-full tutor that allow the learner to observe and practice their skills. According to Vygotsky, much meaningful learning by the kid happens in social cooperation with a full skill guide. The coach may display practices as well as give verbal directions to the tyke. Vygotsky alludes to this as agreeable or synergistic discourse. The youngster looks to comprehend the activities or guidelines provided by the coach (frequently the parent or educator) at that point disguises the data, utilizing it to direct or manage their very own exhibition. This is suitable with Cooperative Learning method.

Among the well-known methodologies towards learning language parts were those which show learning by joint effort and

communication. As Dillenbourg discussed, cooperative learning isn't one single system. Students play out the assignments and exercises since they produce explicit learning forms, not because they are two.¹⁴ A standout among the most important strategies for learning is Cooperative Language Learning (CLL) that considered as a piece of Collaborative Learning (CLL) which is an instructional methodology. Olsen and Kagan¹⁵ believe that:

“Cooperative Learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.”

¹⁴ Dillenbourg, Pierre. *What do you mean by collaborative learning?*. Collaborative learning: Cognitive and Computational Approaches., (Oxford: Elsevier, pp.1-19, 1999.) hal-00190240. 5

¹⁵ as cited in Richards & Rodgers., Jack C Richards., Theodore S Rodgers., *Approaches and Methods in Language Teaching*. Cambridge language teaching library. (Cambridge University Press 2001). 7

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her learning and is motivated to increase the learning of others.

There were different kinds of groups for the different situation but they all balance some key elements that distinguish cooperative learning from competitive or individualistic learning:

Five key elements differentiate Cooperative learning from simply putting students into groups to learn (Johnson et al., 2006)¹⁶ :

¹⁶ Johnson, D. W., Johnson, R. T., & Stanne, M. B. *Cooperative learning methods: A meta-analysis*. (University of Minnesota, 2000). 1-18

a. Positive Interdependence

You'll know when you've succeeded in structuring positive interdependence when students perceive that they "sink or swim together." This can be achieved through mutual goals, division of labor, dividing materials, roles, and making part of each student's grade dependent on the performance of the rest of the group. Group members must believe that each person's efforts benefit not only him- or herself, but all group members as well.

b. Individual Accountability

The quintessence of personal responsibility in cooperative learning was "*understudies adapted together; however, perform alone.*" This guarantees nobody could "*catch a ride*" on crafted by others. An

exercise's objectives must be clear enough that understudies could gauge whether (a) the gathering is effective in accomplishing them, and (b) singular individuals are fruitful in achieving them too.

c. Face-to-Face (Promotive) Interaction

Important subjective exercises and relational elements possibly happen when understudies advance each other's learning.

This incorporates oral clarifications of how to take care of issues, talking about the idea of the ideas being found out, and associating present learning with past information. It is through up close and personal, promotive association that individuals become by and by focused on one another just as to their common objectives.

d. Interpersonal and Small Group Social

Skills:

In cooperative learning gatherings, understudies learn scholastic topic (taskwork) and furthermore relational and little gathering abilities (teamwork). Consequently, a gathering must know how to give viable authority, basic leadership, trust-building, correspondence, and peace making. Given the unpredictability of these abilities, educators can support a lot higher execution by showing agreeable aptitude segments inside helpful exercises. As understudies build up these abilities, later gathering ventures will likely run more easily and productively than mid ones.

e. Group Processing

After finishing their errand, understudies must be given time and methods for investigating how well their learning gatherings are working and how well social abilities are being utilized. Gathering preparing includes both responsibility and collaboration, with the end goal of improving it on the following undertaking. Similarly, Kagan ¹⁷ has developed the easily recalled acronym PIES to denote the key elements of Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction, where the latter two

¹⁷ Kagan, S. *Cooperative learning*. San Clemente, CA: (Kagan Publications. 1994)
https://www.kaganonline.com/free_articles/dr_spencer_kagan/279/Kagan-Structures-for-English-Language-Learners

components encompass the final three described above.

3) Scaffolding

Supportive activities provided by the educator, or more competent peer, to support the student as he or she led through the ZPD. Scaffolding was like the synonym as the ZPD theory itself. This also was methods at ZPD theory that needs to explain related to the language teaching strategy.

In ordinary people, the term scaffolding understood as a related term building construction techniques, namely efforts to install a bamboo/wood structure beam/iron as a temporary pedestal when building a building, especially buildings in concrete construction. When concrete construction considered to be able to stand firm, then the arrangement

bamboo/wood beams/iron will also be revoked. In context learning, the use of the term scaffolding or this scaffold seems to be considered relatively new and increasingly popular together with the emergence of progressive oriented learning ideas of constructivism learning theory developed by Lev Vygotsky, the pioneer of Social Constructivism.

The scaffolding technique was first introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He uses the term to describe young people in language acquisition. Children first started learning to talk through the help of parents. They instinctively children already have a structure for learning the language. Scaffolding is the interaction between adults and children who allow

children to carry out something outside of his independent business.

Learning to scaffold can interpret as a structured learning support learning technique, which is conducted in the initial stages to encourage students to learn independently. The provision of learning support is not going continuously, but along with the increase in ability students, gradually, the teacher must reduce and let go of students to study independently. If students have not been able to reach independence in learning, the teacher returns to the support system to help students make progress until they really can achieve independence. Thus, the essence and principle it seems not much different from deep scaffolding the context of erecting a building. Scaffolding Learning as an assisted-learning

technique can be applied to when students plan, carry out and reflect on assignments.

The ZPD has become synonymous in the literature with the term scaffolding. However, it is essential to note that Vygotsky never used this term in his writing, and Wood et al. introduced it.¹⁸ Once the student, with the benefit of scaffolding, masters the task, the scaffolding can then be removed, and the student will then be able to complete the task again on his own.

*'Those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.'*¹⁹

¹⁸ Wood, D., Bruner, J., & Ross, G. *The role of tutoring in problem solving. Journal of Child Psychology and Child Psychiatry.* (Nottingham, Oxford and Harvard Universities, 1976). Vol. 17. 89–100.

¹⁹ *Ibid.*, 90

There are two important concepts in Vygotsky's theory, namely Zone of Proximal Development (ZPD) and scaffolding. According to Vygotsky's theory, the Proximal Development Zone is a gap between actual development and potential development, where between whether a child can do something without the help of an adult and whether a child can do something with adult direction or cooperation with peers.

According to Gasong,²⁰ there were two main implications of Vygotsky's theory in education. First, is the need for class order and forms of cooperative learning between students, so that students can interact around difficult tasks and bring together effective

²⁰ Gasong, D. *Model Pembelajaran Konstruktivistik Sebagai Alternatif Mengatasi Masalah Pembelajaran..* 2018 Tersedia online: (www.muhammad.com/konstruktivistik.doc)

problem-solving strategies in each of their ZPD's. Second, Vygotsky's approach to teaching emphasizes scaffolding, with students getting more and more responsible for their learning. In summary, according to Vygotsky, students need to learn and work in groups so that students can interact with each other, and teachers need help with students in learning activities. Wood et al. (1976) named certain processes that help effective scaffolding²¹:

²¹ Wood, D., Bruner, J., & Ross, G. *The role of tutoring in problem solving*. *Journal of Child Psychology and Child Psychiatry*. (Nottingham, Oxford and Harvard Universities, 1976). Vol. 17. 89–100.

Table 2.1 Certain Process that Help effective Scaffolding

Gaining and maintaining the learner's in the task
Making the task simple
Emphasizing certain aspect that will help with the solution
Control the child level of frustation
Demonstrate the task

According to Brunner scaffolding as a process in which a student helped to solve a specific problem exceeds its developmental capacity through the assistance of a teacher or someone else who has more ability.²² Whereas according to Kozulin and Presseisen, scaffolding is that students are given complex tasks, difficult but systematic, and then

²² Ibid, 37

students are given help to solve them.²³ Not the other way around, namely the system of learning partially, bit by bit or component by the component of a complicated task.

In the field of language learning, Van Lier²⁴ notes six features of scaffolding:

a. Continuity

repeated occurrences over time, with variations connected;

b. Contextual support:

a safe but challenging environment, errors are expected and accepted as part of the learning process;

c. Inter-subjectivity

²³ Dian Pertiwi, Ngadiso Ngadiso, and Nur Arifah Drahati, "The Effect of Dictogloss Technique on the Students' Writing Skill," *Studies in English Language and Education* 5, no. 2 (September 3, 2018): 279–293.

²⁴ Van Lier, L. *The ecology and semiotics of language learning*. Dordrecht: Kluwer Academic Press. 2004. <http://dx.doi.org/10.1007/1-4020-7912-5>

mutual engagement and support, two minds thinking as one;

d. Contingency

the scaffolding support depends on learners' reactions, elements can be added, hanged, deleted, repeated, etc.;

e. Handover/Takeover

There is an increasing role for the learner when skills and confidence increase;

f. Flow

communication between participants is not forced but flows naturally.

From the definition described above it could be concluded that scaffolding is assistance, (support) to students from people who are more mature or more competent, especially teachers who allow the use of higher cognitive functions and

enable the development of learning abilities so that there is a higher level of mastery of the material high indicated by the completion of more complicated questions.

B. Implementation of ZPD in Language Teaching Practices

Vygotsky has underlined the importance of cooperative learning through his statement about the Zone of Proximal Development. That is why Cooperative Learning recommended using groups of students with different abilities so that there are peer tutors (peer tutoring) in the group. He mentioned that when children work to solve problems with more capable children or with the help of adults, the child will be able to learn well.

Besides, giving the right tasks and by scaffolding (gradual) will make them jump the ability to complete the task of learning. Wood and Middleton developed scaffolding in 1975.²⁵

One example application of Vygotsky's theory of the Zone of Proximal Development is reciprocal teaching, which used to improve students' ability to learn through reading material. In reciprocal teaching, teachers and students do Collaborative Learning to practice four kinds of skills, namely concluding, asking, clarifying, and predicting. The role of a teacher in reciprocal teaching will gradually be reduced over time.

The application of Vygotsky's theory of the Proximal Development Zone (ZDP) is that the teacher's role as a mediator in student learning

²⁵ Wood, D., & Middleton, D. *A study of assisted problem-solving*. *British Journal of Psychology*, 66(2), 1975. 181–191.

activities as they share knowledge through social interactions that take place in the classroom. Scaffolding is the key to effective teaching through modeling skills, giving instructions, to adapting the tasks assigned so that according to the level of student development.

As per Vygotsky, for the educational program to be formatively fitting, the instructor should arrange exercise that not just what kids can do without anyone else however what they can realize with the assistance of others (Karpov and Haywood, 1998).²⁶

Vygotsky's hypothesis doesn't imply that anything can be instructed to any young learner. Just guidance and exercises that fall inside the

²⁶ Karpov, Yuriy & Haywood, H. *Two Ways to Elaborate Vygotsky's Concept of Mediation: Implications for Instruction*. American Psychologist. 53. 1998. 27-36

Zone of Proximal Development. For instance, if a young learner can not distinguish the sounds in a word even after numerous prompts, the young learner may not profit quickly from guidance in this expertise. Routine with regards to recently known aptitudes and presentation of ideas that are too troublesome and complex has a minimal positive effect. Instructors can utilize data about the two degrees of Vygotsky's zone of proximal advancement in arranging study hall exercises in the accompanying manners:

1. Guidance can be intended to give practice in the Zone of Proximal Development for an individual young learner or gatherings of kids. For instance, insights and prompts that helped kids during the evaluation could shape the premise of instructional exercises.

2. Cooperative Learning exercises can be arranged with gatherings of young learners at various levels who can enable each other to learn.
3. Scaffolding (Wood, Bruner, and Ross, 1976) is a strategy for helping the kid in their zone of proximal advancement where the grown-up gives indications and prompts at various levels. In the framework, the adult doesn't improve the assignment. However, the job of the student is rearranged "through the graduated mediation of the instructor" (Greenfield, 1984, p. 119).

C. Importance of ZPD in Learning the English Language.

An imperative angle of the sociocultural hypothesis is the idea of mediated learning. This idea proposes that learning depends on the transmitted encounters of others. At first, learners

depend on others with more contact than themselves and steadily take on more obligation for their possess learning in joint movement. This is often some of the time portrayed as a handle of guided support as learning intervened through the direction of a more learned other. Through a rehashed interest in an assortment of joint exercises, the novice gradually creates available information and aptitudes. The method included is regularly alluded to as scaffolding.

In language learning, Vygotsky's knowledge has additionally influenced our comprehension of instructing. In his hypothesis, what a student could realize without the assistance of others could be considered as a developmental level. Helped versus unassisted performance was the distinctive point so training must be re-imagined as helped execution and educating

happens when achievement accomplished with help through a kid's ZPD.

ZPD stresses the separation between what a student could realize by him/herself and what he/she could realize by the help of instructors or friends. In this respects, two principle ideas, i.e., critical thinking and therapeutic input, which has first jobs, need to expand. Scott supposed that corrective feedback helped learners in the retrieval of the target language form rather than providing the correct way.²⁷

Vygotsky's meaning of the ZPD structured as an approach to thinking about the formative capability of young learners. Nonetheless, in the L2 learning setting, numerous students are grown-ups. Provoked by this reality

²⁷ Scott, E. *Corrective feedback in the language classroom: How to best point out language mistakes*. 2008. 35

just as the finding that grown-up friends need not be increasingly skilled to give help with the ZPD, Vygotsky's definition has been adjusted to all the more likely suit the adult L2 formative context²⁸.

The adjusted definition expresses that the ZPD is the separation between the real developmental level as controlled by individual semantic generation, and the degree of potential improvement as decided through language created cooperatively with an instructor or friend.

D. Teachers Teaching Method

1) Project Based-Learning (PjBL)

Project Based-Learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active

²⁸ Kota Ohata, "Language Anxiety from the Teacher's Perspective:" 3, no. 1 (2005): 23.

exploration of real-world challenges and problems.²⁹ Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or scenarios.³⁰

Thomas Markham (2011) describes project-based learning (PBL) thus: "PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply

²⁹ Project-Based Learning. Edutopia. 2016.

³⁰ Yasseri, Dar; Finley, Patrick M.; Mayfield, Blayne E.; Davis, David W.; Thompson, Penny; Vogler, Jane S. "*The hard work of soft skills: augmenting the project-based learning experience with interdisciplinary teamwork*". Instructional Science. 46 (3): 457–488. doi:10.1007/s11251-017-9438-9. ISSN 1573-1952.

what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum—a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience."³¹ James G. Greeno has associated project-based learning with the "situated learning" perspective and with the constructivist theories of Jean Piaget.³² Blumenfeld et al. elaborate on the processes of PBL: "Project-based learning is a comprehensive perspective focused on teaching by

³¹ Markham, T. Project Based Learning. *Teacher Librarian*, 39(2), 38-42

³² Greeno, J. G. Learning in activity. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (pp. 79-96). New York: Cambridge University Press

engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts."³³ The basis of PBL lies in the authenticity or real-life application of the research. Students working as a team are given a "driving question" to respond to or answer, then directed to create an artifact (or artifacts) to present their gained knowledge. Artifacts may include a variety of media such as writings, art, drawings,

³³ Blumenfeld et al. EDUCATIONAL PSYCHOLOGIST. 26(3&4) 369-398 "*Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning.*" Phyllis C. Blumenfeld, Elliot Soloway, Ronald W. Marx, Joseph S. Krajcik, Mark Guzdial, and Annemarie Palincsar

three-dimensional representations, videos, photography, or technology-based presentations.

2) Communicative Language Learning (CLL)

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class.

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to

promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language.³⁴

According to CLT, the goal of language education is the ability to communicate in the target language.³⁵ This is in contrast to previous views in which grammatical competence was commonly given top priority.³⁶ CLT also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical

³⁴ Nunan, David. "Communicative Tasks and the Language Curriculum". TESOL Quarterly. 25 (2): 279–295

³⁵ J., Savignon, Sandra. *Communicative competence : theory and classroom practice : texts and contexts in second language learning*. McGraw-Hill

³⁶ Bax, Stephen. "The end of CLT: a context approach to language teaching". ELT Journal. 57 (3): 278–287. doi:10.1093/elt/57.3.278

system that does not use a textbook series to teach the target language, but rather works on developing sound oral/verbal skills prior to reading and writing.

E. Previous Research

Some researcher examined on ZPD (Zone of Proximal Development) centers around an alternate edge like ZPD on early youth training, ZPD on Mathematics, ZPD in the examination of learning and guidance, getting framework, etc. In this examination, the researcher concentrated on Analyzing Speaking ability through ZPD (Zone of Proximal Development) theory. In this way, it would be unique to different examinations.

The researcher considers some researches related to this study, among others:

A study with the title, "*The role of Zone of Proximal Development in the Students'*

Learning of English Adverb" by Ali Rezzae and Zeinab Azizi.³⁷ The experimental research concentrated on breaking down ZPD in showing verb modifiers in Highschool. They found that understudies inside the ZPD group can disguise a verb modifier better and get a higher score on the test.

A study with the title, "*Peranan ZPD dan Scaffolding Vygotsky Dalam Pendidikan Anak Usia Dini*" by A. Rahmania Abidin.³⁸ This investigation center around the execution Scaffolding job in early Education Childhood. From this research, we can presume that the

³⁷ Abbas Ali Rezae and Zeinab Azizi, "*The Role of Zone of Proximal Development in the Students' Learning of English Adverbs*," *Journal of Language Teaching and Research* 3, no. 1 (January 1, 2012): 51–57.

³⁸ A Rahmania Abidin, "*Peranan ZPD dan Scaffolding Vygotsky Dalam Pendidikan anaka Usia Dini*" (n.d.): 22.

framework is so significant in aiding and picking up young-learner intellectual advancement.

Then, a study with the title, "*Vygotskian Perspective: Proses scaffolding Untuk Mencapai Zone of Proximal Development (ZPD) Peserta Didik Dalam Pembelajaran Matematika.*"³⁹ by Adi Nur. The investigation found that platform applications in the Zone of Proximal Development hypothesis by Vygotsky can assist students with understanding the ideas of a scientific explanation. The use of Vygotsky's theory to contemplate science develops a scientific comprehension of the association of idea with another numerical language in the making of information. Educators enter in ZPD students and give math dialects to help comprehend their ideas in talks with the

³⁹ "Adi Nur, *Vygotskian Perspective: Proses Scaffolding untuk mencapai Zone of Proximal Development (ZPD) Peserta Didik dalam Pembelajaran Matematika.Pdf*,". 2010. 6. n.d.

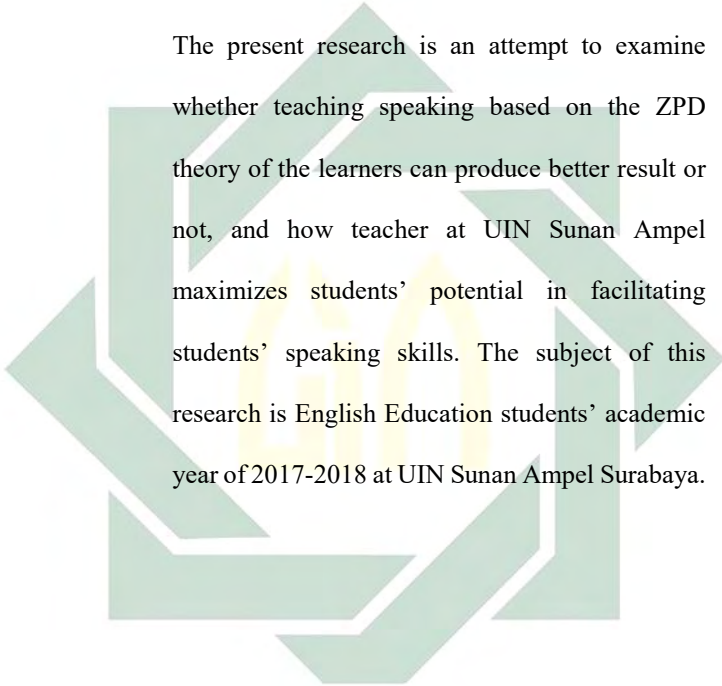
language of students. With the platform given by educators, students can clarify and trade comprehension of science in public activity so comprehension of ideas can accomplish by students and cultivate the estimations of culture and character of the country in the students.

A study with the title *ZPD, Scaffolding, and Basic Speech Development in EFL Context*⁴⁰ by Salam Khaliliaqdam was conducted based on Vygotsky's (1978) theory of scaffolding within the Zone of Proximal Development (ZPD). By this hypothesis, this contextual analysis endeavored to look at the job of the framework through informative exercises as far as improvement of essential discourse on unknown dialect grown-up students. At first, the six understudies were given

⁴⁰ Salam Khaliliaqdam, "ZPD, Scaffolding and Basic Speech Development in EFL Context," *Procedia - Social and Behavioral Sciences* 98 (May 2014): 891–897.

the primary expressions of the sentences and the understudies were required to make sentences. Each time the quantity of primary expressions of the sentence in an action has been diminished; consequently, the understudies needed to make the sentences with the assistance of the instructors. At that point a progression of pictures was given to the students and they needed to re-tell to a story dependent on the photos. The educator furnished few guided words with them if important. Toward the finish of the course, the students' discourse level had been improved shockingly. Learning is essentially upgraded when the class environment is in a helpful and steady temperament. The outcomes recommend that platform inside ZPD has its offer in student's essential discourse development.

The researcher intends to find a new trace in university level who required to globally competitive when they graduate from university. The present research is an attempt to examine whether teaching speaking based on the ZPD theory of the learners can produce better result or not, and how teacher at UIN Sunan Ampel maximizes students' potential in facilitating students' speaking skills. The subject of this research is English Education students' academic year of 2017-2018 at UIN Sunan Ampel Surabaya.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about: Research approach and design, Setting of the study, Data and source of data, Research stage, Data collection technique, Data collection instruments, and Data analysis technique.

A. Research Method and Design.

The researcher utilized the qualitative study in this investigation to respond to the exploration question. Also, the target of this exploration is to break down the strategy that educator used to taught Spoken English 2017, regardless of whether it's fits with components of ZPD. John W. Creswell contended that subjective research means think about which analyst trusts on

the perspective on patrons like asks board, general inquiries, accumulate information from members, characterizes and examines for topics, and direct the request in a subjective.⁴¹ Therefore, qualitative research was the study which sees the point of view of participants.

Beverley Hancock, Elizabeth Ockleford and Kate Windridge contended that subjective research is as a path in depicting and deriving and may prompt advancement of new hypotheses or framework and it prompts have regular circumstance as the data.⁴² Subjective research depicts a characteristic setting of the information. The information is unique from the members. Sugiyono said that subjective research is think

⁴¹ John W. Creswell, Educational Research; *Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Jersey: Pearson Education, 2008), 46.

⁴² Beverley Hancock – Elizabeth Ockleford – Kate Windridge, *An Introduction to Qualitative Research*. (The NIHR Research Design Service for the East Midlands, 2009), 6.

about that is utilized for examining common state of the object.⁴³ In this way, subjective investigation has a reason to think about the regular state of the member or the item. As the reason for this examination was to portray the execution Zone of proximal improvement hypothesis in PBI understudy UIN Sunan Ampel speaking skill in Spoken Class 2017.

B. Settings of the Study.

The study held at English Education Department of Islamic University of Sunan Ampel Surabaya academic year 2017-2018. The subject of this study are lecturers who teach the speaking subject. There were four teacher who teaches Spoken English subject, but two among them

⁴³ Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2015). 15.

couldn't be reach so only two teacher who could be interviewed. One is on aboard so the researcher can only interview with using Skype. But the other one is available at Indonesia, and the researcher can meet the teacher face to face at UIN Sunan Ampel Surabaya. This was some reasons why the researcher chooses this subject at UIN Sunan Ampel Surabaya.

English Education Department UIN Sunan Ampel has 'A' accreditation, which is good for the researcher because the lectures must be very chosen to be teaching at the university. That is determined the qualified lecture to be interviewed. Because every lecture at 'A' accreditation must have write at least one paper or journal, and that makes his/her qualification more credible and can influence the teaching method.

C. Participant

The subject of the research is teacher who teach at Spoken English Class 2017. The researcher interviewed 2 teacher and finding the closest subject held from this year (2019) that is 2017-2018.

D. Data and Source of Data

There were two types of data. They were primary data and secondary data. In this study, the researcher uses both of them. The primary data were from PBI lecturers who taught Spoken English subject. The researcher took the data from the subject directly without a mediator. The secondary data was from the theory of Vygotsky Zone of Proximal Development. The researcher got literature from library and on line journal as the secondary data. Therefore, the researcher used those data to answer the research questions in this study.

Then there were some sources to get the data. The sources are; the first source was from speaking lecturer of English Education Department Islamic University of Sunan Ampel Surabaya. The researcher interviews lecturer for asking about the way teacher develop material and the way the teacher develop teaching technique based on the 3 important concept/component at ZPD theory that is MKO (More Knowledgeable Other), Students Interaction, and Scaffolding for students of English Education Department Islamic University of Sunan Ampel Surabaya. Also is it contain 3 elements on ZPD theory to determine so we can tell is there any implementation of Vygotsky theory or don't. Then the last source is from the material that the teacher developed for his/her students. The second source is from online journal and library. The researcher interviews to

get the data of how students are learning to speak. The researcher does the check-list to analyze is teaching The method that teacher developed appropriate or don't with ZPD theory at English Education Department Islamic University of Sunan Ampel Surabaya.

E. Research Instrument

To answer the research questions, the researcher used some instruments. The instruments that the researcher used are:

1) Semi Structure Interview

To find out first research question, the researcher did interview to know the way teacher taught Spoken English at EED UIN Sunan Ampel Surabaya. Sugiyono defined interview is used as data collection technique that the researcher wants

to find the problem specifically.⁴⁴ The researcher used list of interview questions that can change anytime when interviewing participant based on the direction of the conversation. The researcher did interview to the teacher to find out the way teacher implement their teaching method specifically.

The researcher also used field note and recorder to help his interview. Field note was used to write some important points or statements from the interviewee. Moreover, the researcher used recorder to record the interview process to keep the detail of interviewee's answer.

2) Material Check-list

In this examination, the specialist utilized registration to respond to the subsequent research

⁴⁴ Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif Dan R&D*. (Bandung: CV Alfabeta, 2008). p 15.

question. The analyst investigated the strategy that instructor utilized for Spoken English understudies whether it is fitting with ZPD elements or not. To break down the material, the analyst utilized registration as instrument for dissecting the material. In this manner, registration was valuable instrument to help the analyst in dissecting the technique that educator utilized for Spoken English students.

F. Data Collection Technique

The researcher required the instrument to gather information of the examination. In this exploration, the researcher gathered the information by interviewing the lectures by skype and face to face. For more detail, see the table 3.1 and the following explanation.

Table 3.1 Data Collection Technique

RQ	Source of data	Instruments
RQ 1	How teacher maximizes ZPD theory in facilitating speaking skills at EED UIN Sunan Ampel Surabaya	Interview Guideline
RQ 2	What teaching method does the teacher use	Interview Guideline

1. How Teacher Maximizes ZPD Theory in Facilitating Speaking skills at EED UIN Sunan Ampel Surabaya

To answer the first research question about implementation ZPD theory in learning English at English Education Department (EED) UIN Sunan Ampel Surabaya, the researcher got the data by

interviewing the lectures of Spoken English of EED UIN Sunan Ampel Surabaya how was their teaching method. The researcher did the interview two times; each interview had a different teacher. The teacher became the participants in this research. The data taken during teachers' responses by interview. Then, based on the data analysis, there was some opinions about teaching methods related to ZPD by the teacher in developing teaching material. To assist a person through the zone of proximal development, educators are encouraged to focus on three essential components (elements) that aid the learning process.

2. What Teaching Method does the Teacher Use

To answer the second research question, the researcher used the result of the interview to check the method that the teacher used.

a. The Participants

Participants at this research are two Spoken English teacher at EED UIN Sunan Ampel Surabaya.

b. How to Interview

For the first teacher, because the teacher still studying abroad, so the researcher using Skype to interview and took the interview recording video as a guide for analyzing interview data. For the second teacher, the researcher met up face to

face and recorded the interview with the recorder. The teachers interviewed by using the same semi-structured interview question.

c. **Guidance Interview**

Guidance interview comes from the theory of ZPD elaborate with the related theory of teaching.

G. Data Analysis Technique

Robert K. Yin in “Qualitative Research from Start to Finish” argued that data in qualitative research is analyzed in five-phased technique, they were Compiling, Disassembling, Reassembling, Interpreting and Concluding.⁴⁵ Be that as it may, disassembling and reassembling can be joined to

⁴⁵ Robert K. Yin, *Qualitative Research from Start to Finish* (New York: The Guilford Press, 2011), 177.

assembling. Along these lines, in this examination the scientist broke down in four stages. Here is more clarification about the stage strategy:

1) Compiling

The first stage to analyse the data was compiling. In this stage, the researcher got the data of PBI UIN Sunan Ampel students ZPD (Zone of Proximal development), from interviewing the teachers and Students as a support data. In this stage, the researcher gathered the data of students' experience in Spoken English class, and teaching method both from teachers and students' Then the researcher analysed and put all data in some order. The researcher separated the data in some parts. Then after compiling the data, the researcher went to the next stage that is assembling.

2) Assembling

The subsequent stage was gathering.

The analyst gave the information in some name or codes. The analyst gave name in information meet. At that point the specialist organized the information into rundown or structure. The information of understudies' need, material improvement and proper material was organized into rundown. The specialist isolated information of material improvement to certain parts, at that point organized in structure to be examined. It helped the scientist to examine the information. Collecting stages might be rehashed a few or more occasions.

3) Interpreting

In the wake of compiling and assembling, the following stage was

deciphering. In this stage, the researcher examined and depicted the information of research of PBI UIN Sunan Ampel understudies. The specialist depicted the information of ZPD components with table. The table is applicable with the content. In this stage, giving table can assist the per user with understanding the aftereffect of the investigation. The information of material advancement and suitable material have been isolated into certain parts. At that point the analyst deciphered and portrayed the information. The information which is depicted is the aftereffect of the examination. For instance, in Table 3.1 educator A showing strategy in Spoken English, utilizing U-shape for the piece of the instructor instructing technique. On the table is seen that teacher A

using Cooperative learning method which is included in on of ZPD elements.

4) Concluding

The last stage was concluding. The researcher closed the aftereffect of the examination. The researcher clarified the information and the aftereffect of study. The information and result that the analyst clarified are information of instructor teaching method suitable with teaching method on ZPD theory and ZPD elements. The researcher additionally clarified the table in this examination. Be that as it may, end ought to be important to the elucidation. The end aided clarifying more elucidation in this examination.

H. Research Stages

According to Suharsimi, the researcher did some stages in conducting research. Those are

preliminary study, research preparation, research action, analyzing data and writing the result of the study.⁴⁶ Then here is the description of those stages:

1) Preliminary Study

In this stage, the researcher asked some questions dealing with ZPD and material at UIN Sunan Ampel with the mentor. The researcher did a preliminary study on 16 of November 2017. Moreover, the researcher also made sure about focus and problem of study in this stage.

2) Research Preparation

The second stage after the starter study looked into the arrangement. In this stage, the analyst arranged research configuration,

⁴⁶ Arikunto, Suharsimi, *Manajemen Penelitian* (Jakarta: Rineka Cipta) 2009

instrument and devices identified with gather information about ZPD hypothesis and discovered educator instructing technique to showed Spoken English.

3) Data Collection Technique

Collecting data was the next step after preparing research design, instrument, and tools. There were only two parts of collecting data. The first part was interviewing the teacher of Spoken English of English Education Department of UIN Sunan Ampel Surabaya. This part done to understand the way teachers develop a teaching methods for Spoken English students. The last part was to analyzing the method that teacher-developed to facilitating students speaking skills through ZPD theory.

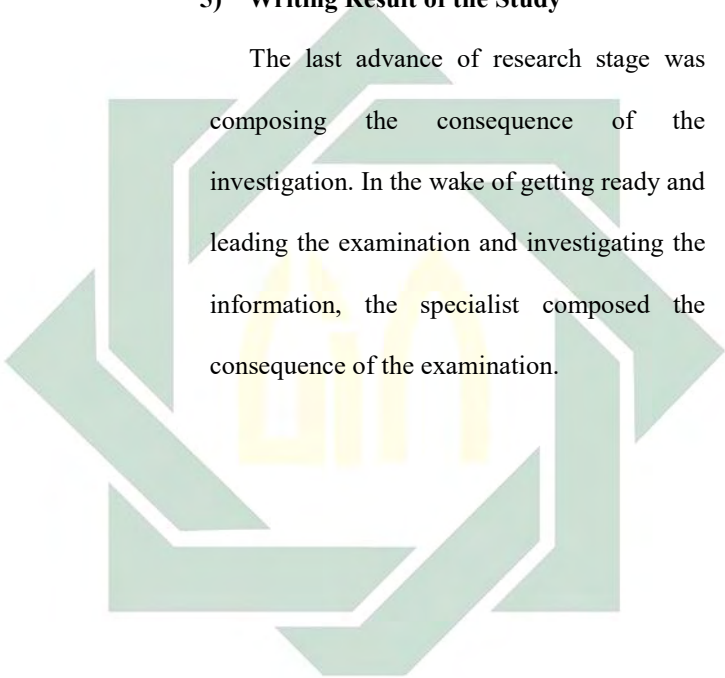
4) Data Analysis Technique

After gathering the information, the researcher dissected the information. The researcher broke down the instrument to explain and respond to the exploration questions. The researcher investigated the report from the instructor's meeting. The researcher examined the information by isolating and coding a similar answer. It helped the researcher to dissect the information effectively. The researcher composed the appropriate response from the meeting. In the wake of investigating the instrument, the analyst exhibited the finish of an instrument dependent on related literary works and specialists. The researcher composed the outcome dependent on

understudies' need examination and educator's meeting.

5) Writing Result of the Study

The last advance of research stage was composing the consequence of the investigation. In the wake of getting ready and leading the examination and investigating the information, the specialist composed the consequence of the examination.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the result of the research about ZPD theory in teaching Spoken English at English Education Department UIN Sunan Ampel Surabaya. It deals with the presentation of the data, data analysis, and discussion about data obtained from Interviews. To answer the research question, this study interviewed two EFL (English Foreign Language) teachers of the teaching department (PBI) who teach Spoken English. After interviewing them, the researcher transcribed and analyzed the interview data to understand the ZPD theory used in the classroom. These data analyses presented descriptively, and it has explained according to the research question. There are two research questions, the detail information of the

finding follows: How teacher maximizes students' potential in facilitating student speaking skills at PBI Student of UIN Sunan Ampel Surabaya through ZPD theory? And What teaching method does the teacher use in teaching speaking?

Also, this chapter contains a discussion about the answer to the research problems.

A. Research Finding

Research findings provide information about the level of ZPD that teachers used when teaching Speaking. In this research, there are two research questions, namely the how teacher maximize ZPD in facilitating student speaking skills and elements of ZPD that teachers used when teaching speaking. To answer the research questions, the researcher interviewed two English teachers who teach Speaking. These data were collected from 2 lectures at EED (English Education

Department) UIN Sunan Ampel. The detail information about this implementation of ZPD and elements of ZPD used in teaching speaking follows:

1. What method used in teaching speaking ?
2. How does the Teachers Maximizes Students' Potential in Facilitating Student Speaking Skills through ZPD theory ?

The result of the interview revealed that two teachers have different ways of using ZPD to facilitate students speaking skills. Explanation of how the two teachers teach Speaking Skills describes in the following sections:

1. What Method used in Teaching Speaking ?
 - a. Teacher A

In the interview, Teacher A said that he has been teaching since 2011,

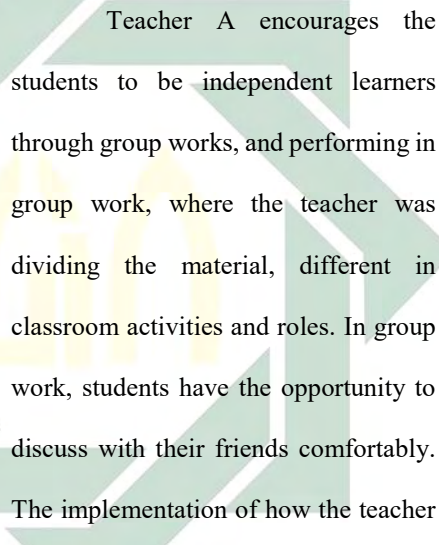
which means he has six years of teaching experience. It indicates that Teacher A has enough experience to teach English, especially Speaking. Teacher A said that he often used Communicative Language when teaching. Teacher A said:

“I usually try to use Communicative language teaching that focuses on interaction in class. I usually try to divide the class into small groups. Class activities are usually a kind of simple role-play. I try to maximize the interaction of students with the target language so that they (the students) have the opportunity to use the language”.

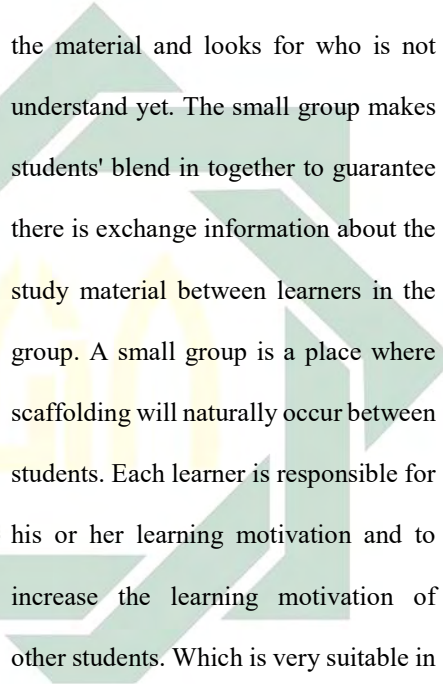
As written in chart 4.1, Teacher A was introducing the topic first before they start learning a new issue of the day. To facilitate the student to learn, teacher A using grouping to maximized student ZPD. Sometimes, teacher A using U-shape in teaching Speaking. However, Teacher A did brainstorm before dividing

them into a small group. Teacher A described that small groups could give the students a chance to express their ideas because usually, they had difficulty to share their ideas with the public. So, through group work, students are comfortable to express their ideas to their friends in a small group. This statement indicates that teacher A focus on encourage three components to move through ZPD that are MKO (More Knowledgeable Other) and Student Interaction in the form of a small group through the Communicative Language teaching method. For example, the teacher gave students new material to the students, but they were a bit nervous because English is not their mother tongue. The more knowledgeable

students in the small group help the other students to reach their tasks. Teacher A said that they were often using Simple roleplay in practicing speaking.



Teacher A encourages the students to be independent learners through group works, and performing in group work, where the teacher was dividing the material, different in classroom activities and roles. In group work, students have the opportunity to discuss with their friends comfortably. The implementation of how the teacher applies ZPD described in chart 4.1. Moreover, U-shape was encouraged students' to be braver and make teachers easier to control participation in the classroom. By student interaction,



students try to comprehend the activities or directions given by the mentor. The teacher makes sure students' attention to the material and looks for who is not understand yet. The small group makes students' blend in together to guarantee there is exchange information about the study material between learners in the group. A small group is a place where scaffolding will naturally occur between students. Each learner is responsible for his or her learning motivation and to increase the learning motivation of other students. Which is very suitable in Vygotsky Hypothesis on ZPD theory, this potentially have the chance to maximize a student ZPD (Zone of Proximal Development).

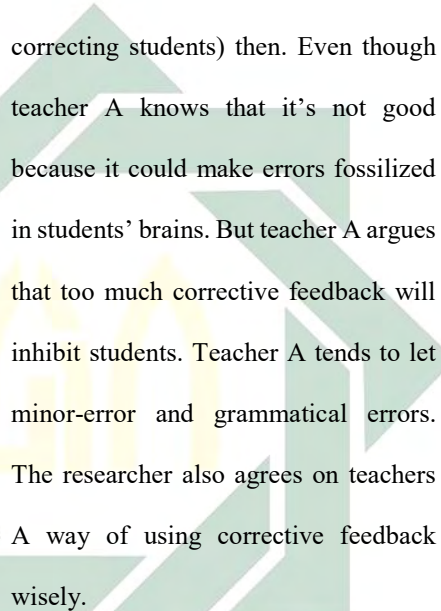
Teacher A opines that every teacher should apply third components of ZPD in language skills teaching context. Scaffolding certainly should be on the teaching context to help students' and in the subject taught teacher A naturally doing scaffolding because teacher A subject was not complicated. This statement in line with Wood et al statement about certain process that aid effective scaffolding, that is control the child level of frustration. Teacher A simplify the task so the students will not have difficulties while finish the task. Cooperative learning is a suitable method in development skills subjects, especially in speaking. As the writer mention above, teacher A is like to divide the class into small groups/group

works and U-shaped. The purpose is that students could have interacted with the team using the target language. So, the students could fulfill the purpose of speaking skills. As Brown and Yule state in their framework theory, there are three functions of Speaking. Three parts version of Brown and Yule's framework are talk as interaction, speak as a transaction, and talk as performance.⁴⁷ A small group could help the students achieve the function of speaking. From "Dividing Group" that we also know as ZPD which is Cooperative Learning, scaffolding naturally can play a role within it. Scaffolding work as the students

⁴⁷ Jack C. Richards. *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. 2008. 21

discussing, brainstorming or solving a problem together.

The last teaching method found in Teacher A teaching method is Corrective Feedback, as written in chart 4.1 step “Assessing Student.” Teacher A said he is not too often using it depend on the activities. Activities that can not intervene are telling stories or speech. If the activities are such as telling stories or speech, which cannot intervene, the teachers must wait until he/she finishes, then teachers can input feedback. However, the teacher could give feedback in the activities that can intervene such as to reply to questions, individual performing. The feedback was not always verbal; teachers could

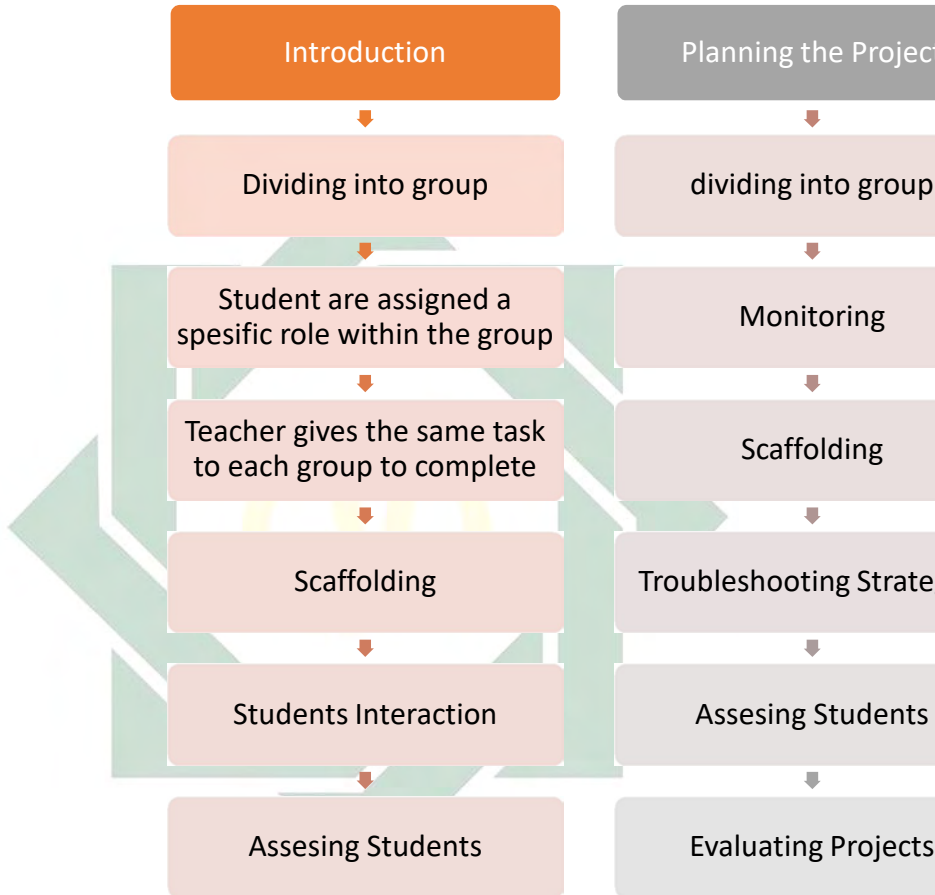


use mimic or body language. Teacher A argues that it is better to develop students' fluency first and accuracy (by correcting students) then. Even though teacher A knows that it's not good because it could make errors fossilized in students' brains. But teacher A argues that too much corrective feedback will inhibit students. Teacher A tends to let minor-error and grammatical errors. The researcher also agrees on teachers A way of using corrective feedback wisely.

Chart 4.1 steps in implementing teaching method by teacher A and B

Teacher A

Teacher B



b. Teacher B

Moreover, from figure 4.1 meanwhile, teacher B said in the interview that the teacher used the Project-based method to teach speaking. What is the project-based method? Project-Based Learning (Project-Based Learning = PjBL) is a learning method that uses projects/activities as a medium. Learners explore, evaluate, interpret, synthesize, and information to produce various forms of learning outcomes. Project-based learning is a student-centered learning model for conducting an in-depth investigation of a topic. Students constructively deepen learning with a research-based approach

to problems and questions that are weighty, real, and relevant. When the researcher asked is the teacher used the three components of ZPD theory on the teaching method? The teacher said she used almost three of it, and the scaffolding also included in the project-based method.

Teacher B starts the learning by planning the project or we can say brainstorming with the students, and also explain to the students how is the project must be going. Teacher B said in the interview that in the early learning that the teacher gave five topics to the students to brainstorm as described in the following quotation. The teacher said;

“Well, I will give the material on the early lesson. So they will search for the material first or we can call it brainstorming, then after that, we did the lottery to make a group. In the beginning, it also felt like memorizing, but over time in the 3rd month, they were smooth and I didn't want to tell them what the topic was”.

Teacher B also said that students like to mixing speaking skills with writing skills. For example, the students of Spoken English did a review of a hotel. They did this review using photoshop, so the final result is more like a pamphlet. Then, the students explain and describing the project by speaking.

Then, teacher B dividing the students into small groups with tendencies for the students could be

more confident. Also, teacher B took the individual score at the group. So, the task finishes with grouping, but the assessment is personal. The students could discuss the task while in the group, but then the result or score is single.

As we can see in chart 4.1, steps in the teacher B teaching method contain Three components that teacher need to focus of ZPD theory. The researcher found that the teacher try to maximize the students ZPD was “Dividing into Group” steps, Activities involving pairs and small groups in the classroom that makes maximum used of students interaction. Students interaction, as on the Vygotsky theory is one of the focus

that teacher need to emphasize students ZPD, and in teacher B teaching method, the form of it is small grouping. In a small group, the process of scaffolding must be happened either between students or with help from the teacher or more knowledgeable other. Inevitably, the process of discussion, brainstorming, and problem-solving in groups will occur to complete the task or goal given by the teacher. As teacher B said in the interview,

“yes, I give it to each group, so they discuss using English, they work in groups but the assessment is individual.....”.

Also, Teacher B always pays attention to students when making

mistakes when the practices Spoken. When students make mistakes, teacher B usually corrects students immediately. For additional performance scores, teacher B requires students to send their presentations via WhatsApp records. So that students do not feel afraid, then the presentation through WhatsApp voice record is divided into small groups. Each group contains two members. Then feedback would be given directly through WhatsApp. This step is evidence that teacher scaffold the students to emphasize their skills and confidence to speak through whatsapp voicenote. in the teacher B teaching method, as we can see in chart 4.1, "Assessing Students.". Teacher B uses technology

as a bridge to maximize student ZPD which can be seen from the way he uses WhatsApp as a medium for scaffolding.

2. How Teacher Maximizes Students' Potential in Facilitating Student Speaking Skills through ZPD theory.

From the teacher's interview, the researcher tried to answer the second research question about how does teachers' maximize students' potential in speaking skills by teachers teaching method. The result of the discussion revealed that teacher A using Communicative Language Teaching (CLT) and teacher B using Project-based Method. From both teacher teaching steps revealed too, that they also implementing three components on the ZPD theory namely: MKO (More Knowledgeable Other),

Students Interaction, and Scaffolding based on the ZPD (Zone of Proximal Development) theory. The detail information of each element follows. See table 4.1:

Table 4.1: Three component of ZPD Theory on teachers teaching method

Participants	Implementation on ZPD	Activity description
Teacher A & B	MKO (More Knowledgeable Other)	Teacher A and B dividing students into group to solve the task or problem that the teachers gave to them. Teacher explain and giving axample to students how is the project or task must be going.

	Scaffolding	<p>Through grouping a scaffolding process is formed among students. for example, when a student group makes a review of a hotel. Or, playing simple role to achieve the task from the teacher. Or when teacher using Whatsapp voicenote to emphasized student skills and confidence.</p>
	Students Interaction	<p>Both teachers using grouping to or they give corrective feedback to</p>

		the students
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As described in table 4.1 those elements of ZPD theory in teaching speaking are:

1) **More Knowledgeable Other**

- 1) In this steps, teacher A explain the material first before teacher A give the Assignment. Also when the assignment start feels difficult for the students, students can ask teacher A. but when students did a minor mistakes, teacher A choose to not giving a direct corrective feedback. Teacher A provides feedback when it's possible to give feedback by mimicking, or body language.
- 2) While In this element, teacher B also explain the material first. Then let the

students asking a question about the material. When there is a mistakes, teacher B is giving rightaway corrective feedback by not straight question or body language.

2) Students Interaction.

- 1) In this teaching method, teacher A formed a group involving pairs and small groups of learners in the classroom. So, the students' can express their idea freely because they feel like they have someone support their back.
- 2) While In this element, teacher B form a group involving pairs and small groups of learners in the classroom to gain their confidence. Teacher B give different topic every 2 weeks to discuss among the group to gain their trust.

3) Scaffolding

- 1) The teacher had the challenge to help the students solve a particular problem through the assistance of the teacher or someone else who has more ability by grouping. For example, when the student feels shy to speak in front of the class, teacher A said, "*it's okay, go ahead,*" which encouraged the student to be braver.
- 2) In this element, teacher B also formed a group to resolve the nervous feeling among the students. But, depends on teacher B students from the interview, teacher B giving the material first at the beginning of the class and then forming a group for students to solve a problem. Teacher B was providing content to the student to research

and brainstorm. Teacher B was also giving the clue-words about the topic that day. To make it easier for students, teacher B also suggests to the students using brainstorm applications from “Playstore” for android user / “Appstore” for IOs user. So, the students only need to type one keyword that would be learned that day, and all the tree words will come up.

Based on the data above, the researcher concludes that both teachers using More Knowledgeable Other (MKO), Scaffolding, and Students Interaction.

B. Discussion.

1) Teacher A

Zone of Proximal Development is a zone where students can maximize their ability to maximum ability. Zone of Proximal Development is a central zone that every teacher should aware of. Teacher A and teacher B show us that even if their method is a bit different, they are aware of students' Zone of Proximal Development. Teacher A said that every teacher should implement MKO (More Knowledgeable Other), Students Interaction, and Scaffolding, especially in a language learning context. For example, teacher A use small groups as the form of Communicative language learning. Naturally, Scaffolding occurs by a small group in his teaching method because the subject that teacher A taught is not complicated for students.

When the researcher asked about how often teacher A used Corrective Feedback in the teaching method, teacher A said that he is not using Corrective Feedback too often. Teacher A is opining not to use corrective feedback too often because teacher A worried too much of Corrective Feedback can inhibit students. Teacher A only using Corrective Feedback when the situation enables. For example, when there are interactions like a usual conversation, the teacher can interrupt and giving Corrective feedback when there is a mistake. If the learning material that day was story-telling, then teacher A cannot provide Corrective Feedback directly. The teacher said that the teacher needs to wait until students finished speaking. Then teachers can give the students with corrections even though teacher A knows that let errors in the students can make a mistake fossilized. Teacher A opinion shows that

the method for teaching language for children and young-adult learners might be different. Young-adult learners maybe can correct themselves when making mistakes, while children need guidance to correct themselves because there is still a little input that they have. But, from the researcher analysis, teacher A is trying to maximize three ZPD important component that can implement on teacher A teaching method in his way.

2) Teacher B

Teacher B is a little bit different from teacher A. Teacher A teaching method are all contain the three elements of ZPD theory. The differs between teacher A, and teacher B are, teacher B is using project-based learning. When applied MKO (More Knowledgeable Other), Teacher B made the students brainstorm first and

make good teamwork, to gain confidence among their students and to assist the students in learning to solve the problem. The researcher already explaining on some previous paragraph about what is the project-based method are. Sometimes the teachers using media such as LCD, module, and whiteboard. The teacher's forming group involving pairs and small groups, change the topic given to solve every two weeks to gain and encourage students' confidence and eagerness to speak or have a conversation in English and to learn students' knowledge and ability in Spoken English. But In corrective feedback, teachers give questions to another student when one of them making mistakes, and another student would offer the right answer. So, it's not direct corrective feedback. Therefore, teacher B teaching method is suitable for the young-adult learner.

From the researcher analysis, the project-based method is included in the CLL method because it is also student-centered. The researcher found scaffolding being the first found in the teacher B teaching method. Which we already known always be the synonym of ZPD and also monitoring, planning the project and evaluating projects. At the first teaching step, teacher B planned the project, divided students into groups, and monitoring. This step called MKO (More Knowledgeable Other) because the teacher played the role of someone with knowledge and skills beyond the learner. In the second step, Teacher B is guiding the student to find the material as part of brainstorming. The third step is Divided students into the group can also be mentioned as Social Interaction. Social Interaction is part of Cooperative Learning. Because when students already inside the group, naturally, they will

discuss the material to achieve the same goal that the teacher has set.

Teacher B believed that not only child, teenager or young adult would very happy using Project-based. It gathered all the physical and brain movement at the same time. So, what the teacher means is practical in her class. Teacher B asks her students to observe something in the field, produce something, practice something, sometimes in social media, so it's more interesting to follow. Teacher B is also use grouping and sometimes U-shaped. To make it easier to look at students' faces one by one and always using corrective feedback directly when in the classroom. Corrective feedback is the form of MKO (More Knowledgeable Other) as they know what is wrong. Sometimes by directly correcting words or grammatical errors, sometimes by

asking the other student, *“Is that right?”* or *“is anyone can guess what is the right words?”*. The treatment is different from teacher A that argued against letting minor-error and grammatical errors. Even though teacher A is also aware of fossilization on the student's brain, if not corrected immediately, it can be dangerous someday. But still, both teachers used corrective feedback in their teaching even though different in the application.

From the analysis and discussion above, teacher A and teacher B are working hard to provide the best teaching method for their students. Teacher using CLL and teacher B using the Project-Based method which both of them implementing MKO (More Knowledgeable Other), Scaffolding and Students Interaction, too. The implementation of the teaching method that

both teachers used is how the teacher maximizes students' ZPD — written on a study with the title, “*The role of Zone of Proximal Development in the Students’ Learning of English Adverb*” by Ali Rezaee and Zeinab Azizi.⁴⁸ Contain the trial research concentrated on breaking down ZPD in showing verb modifiers in Highschool. They found that understudies inside the ZPD group can disguise a verb modifier better and get a higher score on the test.

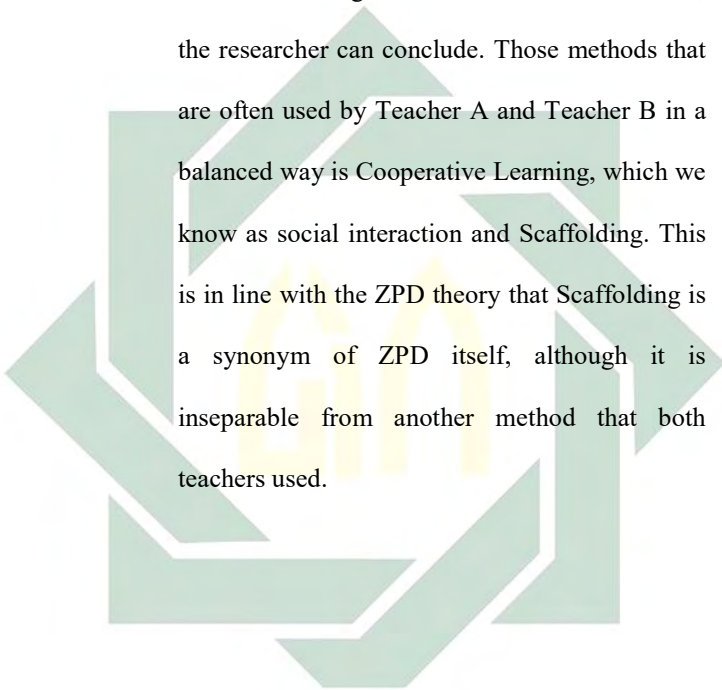
That study proved in teacher A and teacher B students, shown from the students’ grades in the early semester and at the end of the semester. At teacher A students, some of the students showing progress. But, at teacher B

⁴⁸ Abbas Ali Rezaee and Zeinab Azizi, “*The Role of Zone of Proximal Development in the Students’ Learning of English Adverbs*,” *Journal of Language Teaching and Research* 3, no. 1 (January 1, 2012): 51–57.

students, most of the students showing progress. In fact, from the interview result with teacher B, some of the students with low ability showing good improvement for a one-semester. Even though the student's achievement is not a good balance between teacher A students and teacher B students, at least they are showing the same result, which is showing a good improvement for a one-semester.

Grouping can assist students in reaching their Proximal development because when they were grouping, the information can be entered easily because of their peers. Sometimes some students are awkward when their teacher tells them about specific knowledge or justifies their mistakes. But, without More Knowledgeable Other or someone capable can make the zone of proximal development inhibited. From this

discussion, the researcher can take the conclusion that both of the teacher implementing scaffolding on their teaching method. From this discussion, the researcher can conclude. Those methods that are often used by Teacher A and Teacher B in a balanced way is Cooperative Learning, which we know as social interaction and Scaffolding. This is in line with the ZPD theory that Scaffolding is a synonym of ZPD itself, although it is inseparable from another method that both teachers used.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains a conclusion of the research of an analysis of ZPD theory in speaking skills and suggestions for the next researcher related to this research.

A. Conclusion.

Based on the research findings presented in the previous chapter, several points can conclude as the following description:

1) How Teacher Maximizes Students' Potential in Facilitating Student Speaking Skills through ZPD Theory.

According to findings in the fourth chapter about ZPD theory in speaking skills,

the result shows that both teachers are using MKO (More knowledgeable Other), Students Interaction and Scaffolding. How the teachers maximize students' potential in facilitating student speaking skills is slightly different in both teachers. But, both teachers are trying to maximize students' ZPD on both teacher teaching methods. Teacher A is using communicative language teaching, which using grouping or U-shaped to encourage students to be more open and can emphasize their ability in a fun way. But teacher A believes it's easier to let the mistakes on the students than correct it every time students make mistakes. Because a lot of correcting can hamper students confident, even-tough teacher A realizes that letting errors could cause fossilization in the student's brain. Teacher A might think that student in university could

correct themselves or correct each other with a friend with the scaffolding method that teacher A also use.

While Teacher B is using project-based learning that makes good teamwork and gains confidence among them, from the discussion, the teacher B method is suitable for the young-adult learner. Sometimes teacher B is using media such as LCD and module and making small groups or pairs and change the topic given to solve every two weeks. This aim is to gain and encourage students' confidence and eagerness to speak or have a conversation in English, to increase their knowledge and ability in Spoken English. Corrective feedback, sometimes, teacher A gives questions to another student when students were making mistakes. Then another student

will provide the right answer. Therefore, Teacher B teaching method is suitable for the young-adult learner.

Both teachers are trying to emphasize students' speaking skills through students' ZPD (Zone of Proximal Development) by their teaching method, and of course three components based on the Vygotsky theory are fulfilled.

2) Methods used in teaching Speaking

We can conclude from the findings that the method that both teachers used is a little bit different. Teacher A using Communicative Language Learning (CLL) and teacher using Project-Based Method. The teaching method that both teachers used are already appropriate because of students' score at the end of the semester showing progress.

B. Suggestion.

Based on the result of this study, there are some significant suggestions from the researcher stated as follow:

1. For Teacher

For both in service and pre-service teachers, they need to give serious concern to ZPD theory in their teaching method. The result of the study said that teacher A teaching method tends to let minor errors and grammatical errors. Teacher A already used Corrective Feedback but, Teacher A does not use it directly when students made errors. It would be better if Corrective Feedback uses right when an error happens. Eventough Teacher A opine shows that the method for teaching language for children and young-adult

learners might be different. Young-adult learners maybe can corrective themselves when making mistakes, while children need guidance to correct themselves because there is still a little input that they have, but it is better when Teacher A also give more attention to Corrective Feedback as the part of Scaffolding. So, the students could be more aware, and it could gain their ability when the teacher gives detail Corrective Feedback right away. The teacher who is teaching Speaking needs to apply the ZPD theory to advance students' skills. That is why the right teaching and methodology will produce students who are truly capable of speaking English and able to compete in the era of globalization. This suggestion can be input for teachers to pay attention to ZPD theory to expand the

ability of students to compete in this global era. Therefore, ZPD can estimate the potential of a student so that we, as teachers, can also provide the right teaching methodology.

2. For further Researcher

Although already know the finding at this research that both of the teachers implement the ZPD theory at their teaching method and how both teachers maximize student ZPD by their teaching strategies. However, this study does not explore another aspect, like is there any differentiation, if the teacher does not explore students' ZPD on their teaching method. Therefore, the researcher suggested to other researchers who have the same interest in this field to identify the

correlation if the teacher does not seem aware of students' ZPD in their teaching method. Besides, determining student's grades what is better from the teacher who does not have an awareness of ZPD and teacher who does have it would be interesting.

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