

**AN ANALYSIS OF ZPD (ZONE PROXIMAL DEVELOPMENT) PRACTICE
IN TEACHING SPEAKING CLASSES AT ENGLISH EDUCATION STUDY
PROGRAM OF SRIWIJAYA UNIVERSITY**

A Thesis By :

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**LANGUAGE AND ARTS EDUCATION DEPARTMENT
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SRIWIJAYA UNIVERSITY
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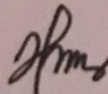
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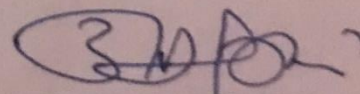
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Certify that thesis entitled "An Analysis of ZPD (Zone Proximal Development) Practice in Teaching Speaking Classes at English Education Study Program of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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DEDICATION AND MOTTO

This thesis is sincerely dedicated to:

Allah SWT who has given me physically and mentally health to finish my thesis.

I also thank to my half of my soul, my parents, Ibrahim Yusuf and Siti Hofiah who always give endless support and love to me.

Also thank you so much for my beloved sister, Badriyah Ulfah, M.Pd who always supports me and helps me to finish this thesis.

Then thank you very much for all of my beloved friends who always help me and gave me strength to finish my thesis

And the last thank you very much for myself who never gives up

Motto:

“But Perhaps you hate a thing and it’s good for you, and perhaps you love a thing and it’s bad for you. Allah knows the things that you don’t know”

Al Baqarah (Quran 2 : 216).

“My success comes only through Allah. In Allah I trust and to Allah I turn”

Hud (Quran :11:88)

“Be a girl with a mind, a woman with attitude and a lady with class”

Unknown

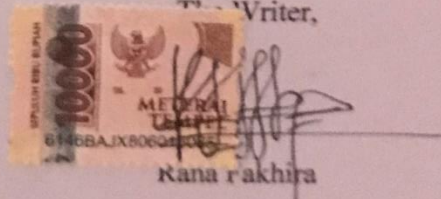
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Palembang, May 2022

The Writer,



Rana Rakhira

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ABSTRACT

Zone of Proximal Development is a zone that creates a gap between what learners can do by themselves and what they can do or learn with help of teachers or peers. This research with the title *An Analysis of ZPD (Zone Proximal Development) Practice In Speaking Classes At English Education Study Program Of Sriwijaya University* aimed to find out (1) the lecturers' perception about the implementation of scaffolding, (2) how far the scaffolding had been used in teaching speaking skills and (3) the lecturers' ways in maximizing students' potential in speaking class at English Education Study Program of Sriwijaya University through ZPD theory. The method of study was qualitative descriptive and the data collection were done through semi structured interview and questionnaire. There were three lecturers who taught speaking in 2021 who took part in this study. The result showed that the four instructional scaffolding and the three components of ZPD theory found on those lecturers teaching method. The result of the interview conducted by the researcher showed that students from those lecturers got great grade at the end of the semester.

Keywords : *Zone Proximal Development, scaffolding, speaking skills*

CHAPTER I

INTRODUCTION

1.1 Background

Speaking is the ability of people to transfer their idea or thought into words that are spoken through their mouth. In the setting of learning areas, speaking needs that learners are not solely shrewdness to supply specific points of language like synchronic linguistics, pronunciation, or vocabulary (linguistic competence), however additionally they perceive once, why, and in what ways in which to supply language (sociolinguistic competence). Hence, teachers should create an atmosphere that can help students improve their linguistic abilities. In Indonesia, English language instruction (ELT) is likely to pay greater attention to and assist other aspects of language competence. For example the instructor focus on only in perusing and linguistic comprehension, and they neglect to construct students' communication skills. This often happen in secondary school because the teachers just flash on the forwardness of national examination.

However, teaching at a secondary school is not the same as teaching in a university. The teachers are more adaptable and knowledgeable about how to improve students' communication abilities. Furthermore, students were asked to be fluent in English because they will be competing with others in the global economy. The teachers must provide a required learning environment in which they may

explore students' linguistic abilities. ZPD (Zone Proximal Development) is commonly used to assess students' ability to advance in language acquisition. The zone proximal development is the difference between the degree of actual development and the level of prospective growth. The student's true degree of development and potential development are what they have learned, but potential development is what they can attain with instruction.

The Zone Proximal Development itself has frequently used by the lecturer in teaching and learning process in university. It can be seen on how the lecturers place themselves as a mediator only and provide meaningful and purposeful interactions with other students by making a problem solving discussion or cooperative learning. Like for example the lecturer who asks the students to identify one problem or one case then provides students in depth inquiry then ask them to have oral presentation, in the process of those activities the zone proximal development appears. This happen because the zone of proximal development can also be used to determine intellect. Vygotsky challenged the long-held belief that children's actual abilities can only be exposed through tests performed to them in isolation. He contended that their capacity to benefit from adult aid might reveal more about their abilities than their efforts at unassisted problem resolution. Furthermore, it is the developing buds that are vital for diagnostics in order to forecast and work for future advancement.

Understanding students' ZPD is critical because it allows teachers to concentrate on learners' potential for developing their abilities. The level of development refers to all activities that students can complete on their own, but ZPD (Zone of Proximal Development) is a scaffolding method of helping students in sharing their thoughts and constructing their vocabulary with the assistance of educators, family members, language instructors, or other attempt to comprehend the target language. This finding prompted the researcher to conduct study at the English Education Study Program. There were spoken classes that used a student-centered approach. Understanding students' progress in adapting, whether with supported or unassisted execution, is important since it will help educators develop techniques that are appropriate for students' requirements.

1.2 Problems of the study

In relation to the background of the study, the writer identifies several problems as follows:

1. What are the lecturers' perception about the implementation of scaffolding strategy in teaching speaking?
2. How far has the scaffolding strategy been used in teaching speaking?
3. How do lecturers maximize students' potential in speaking class at English Education Study Program of Sriwijaya University through ZPD theory?

1.3 Objectives of the study

Referring to the problem above, the objectives of this study are:

1. To know the lecturers' perception about the implementation of scaffolding strategy in teaching speaking
2. To know the use of scaffolding strategy in teaching speaking
3. To know how lecturers maximizes students' potential in facilitating students speaking skills at English education study program of Sriwijaya University through ZPD theory

1.4 Significance of the study

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

1.4.1 For Educational Expert and Teacher

As stimulus for educators and instructors to enhance ZPD theory as a teaching strategy in order to discover the best learning techniques for teaching, particularly in the area of speaking competence. As a new look at the Zone of Proximal Development.

1.4.2 For Researcher

The findings of this study will also have an influence on the researcher's future as an English instructor. The researcher may give scaffolding for the students

to teach them, particularly in speaking skills, and another benefit is that the researcher's children can observe the researcher's language growth.

1.4.3 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 scaffolding for teaching speaking through the ZPD approach.

1.5 Scope and Limitation

This study focused and limited to these following aspect :

1.5.1 The Scope of the study

This analysis focused on identifying lecturers who employed ZPD and scaffolding in the teaching and learning process. The author's research was confined to the English education department at Sriwijaya University. In this context, Zone of Proximal Development refers to how far ZPD features are incorporated in teacher teaching approaches in spoken English. The researcher employed three components of ZPD theory to determine how far ZPD theory went in the teacher's teaching style in increasing student speaking skills.

1.5.2 The limitation of the Study

This study focused solely on the speaking abilities used as a reference in the English Education Department of Sriwijaya University and only identified the teaching approach utilized by the instructor of spoken English 2019 when teaching the students. The researcher then built on the hypothesis and study results to reach a conclusion.

1.6 Previous Research

The researcher considers some other researchers related to this study, such as: Rezzae and Azizi (2012) conducted a research titled "The Role of Zone of Proximal Development in Students' Learning of English Adverb." The study focuses on utilizing ZPD to demonstrate verb modifiers in high school. According to the findings of this study, the understudies in the ZPD group can deceive verb modifiers better and get higher exam scores. Then there's Nur (2010) work, "Vygotskyan Perspective: Proses Scaffolding untuk mencapai Zone of Proximal Development (ZPD) Peserta Didik Dalam Pembelajaran Matematika". The study discovered that the stage in Vygotsky's Zone of Proximal Development theory can assist pupils grasp the concepts of a scientific explanation. Students can benefit from the stage set by instructors.

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