

**THE SOCIAL ASPECT CHALLENGES IN LEARNING EFL
USING THE ZONE OF PROXIMAL DEVELOPMENT
THEORY**

**By
NAUFAL KHAWARIZ**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025**

**THE SOCIAL ASPECT CHALLENGES IN LEARNING EFL
USING THE ZONE OF PROXIMAL DEVELOPMENT
THEORY**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

**By
Naufal Khawariz
210101030882**

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
BANJARMASIN
2025**

STATEMENT OF AUTHENTICITY

I, the undersigned, **Naufal Khawariz**, declared that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 17 June 2025

The writer,



Naufal Khawariz

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-276/Un.14/III.1.f/PP.00.9/06/2025

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Naufal Khawariz
NIM : 210101030882
Program : S-1
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

The Social Aspect Challenges in Learning EFL Using the Zone of Proximal Development Theory

Hasil Uji Plagiasi : 7 %

Berdasarkan hasil uji plagiasi dengan menggunakan www.turnitin.com bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

“Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas Kinerja dan Pelayanan dengan melayani lebih baik, lebih baik melayani”

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 13 Juni 2025

Ketua Program Studi
Tadris Bahasa Inggris



Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

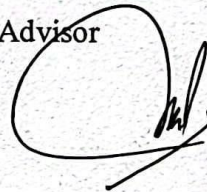
APPROVAL

Title : The Social Aspect Challenges in Learning EFL
Using the Zone of Proximal Development Theory
Name : Naufal Khawariz
SRN : 210101030882
Faculty : Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Language Education
Academic Year : 2025
Place/Date of Birth : Palangkaraya, 12 July 2001
Address : Jl. A.Yani Gg. Ruhui Rahayu No.13, RT 24 RW 01

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 16...Juni...2025

Advisor



Dr. Hj. Nida Mufidah. M.Pd
NIP.198311302006042003

Acknowledged by
Head of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Afifah Linda Sari, M.Pd
NIP.198711102015032004

VALIDATION

Title: The Social Aspect Challenges in learning EFL using the Zone of Proximal Development Theory

Name Naufal Khawariz SRN: 210101030882 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Thursday
Date : 26 June 2025
Score : 81,9

Dean Faculty of Tarbiyah and Teacher
Training
UIN Antasari Banjarmasin



THE BOARD OF EXAMINERS:

No.	Name	Signature
1.	DR. HJ. NIDA MUFIDAH, M.PD (Chairperson)	
2.	DRA. ANDI IRLINA, M.HUM (Member)	
3.	YOKKE ANDINI, S.S, M.PD (Member)	

ABSTRACT

Naufal Khawariz. 2025. The Social Aspect Challenges in Learning EFL Using the Zone of Proximal Development Theory. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Hj. Nida Mufidah, M.Pd.

Keywords: EFL; Social Aspects; ZPD; Foreign Language Anxiety; Peer Interaction

This study examines social challenges in learning English as a Foreign Language (EFL) through Vygotsky's Zone of Proximal Development (ZPD). It investigates which social issues students experience and how teachers address them. Findings revealed that learners often feel anxiety when speaking, fear being judged, hesitate to join group tasks, and feel uncomfortable expressing themselves in English. Interestingly, higher-proficiency students were more prone to foreign language anxiety due to greater expectations and performance pressure, while lower-proficiency students were less engaged and more likely to withdraw. These dynamics highlight the role of emotional safety and peer interaction in language learning. Teachers helped mitigate these challenges using scaffolding techniques such as simplifying instructions, modeling examples, incorporating humor, and using physical demonstrations to reduce stress. Interactive group activities and technology tools like Quizizz further supported engagement. The study concludes that overcoming social challenges requires more than language instruction alone; it demands an emotionally supportive environment aligned with ZPD principles. Creating such an environment encourages participation, boosts motivation, and improves comprehension. Recognizing students' diverse social and emotional experiences allows teachers to design learning experiences that nurture both linguistic competence and psychological well-being. This holistic approach contributes to a more meaningful and effective EFL learning process, where students feel confident to experiment, collaborate, and grow in their language abilities.

ABSTRAK

Naufal Khawariz. 2025. *The Social Aspect Challenges in Learning EFL Using the Zone of Proximal Development Theory*, Skripsi. Thesis. English Education Program (Tadris Bahasa Inggris), Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin. Advisor: Dr. Hj. Nida Mufidah, M.Pd.

Kata kunci: Aspek Sosial; ZPD; Kecemasan Berbahasa Asing; Interaksi Teman Sebaya

Penelitian ini menelaah tantangan sosial dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) dengan menggunakan teori Zona Perkembangan Proksimal (ZPD) dari Vygotsky. Penelitian ini mengeksplorasi masalah sosial apa yang dialami siswa dan bagaimana guru mengatasinya. Temuan menunjukkan bahwa siswa sering mengalami kecemasan saat berbicara, takut dinilai negatif oleh teman, ragu berpartisipasi dalam kerja kelompok, serta merasa tidak nyaman mengekspresikan diri dalam Bahasa Inggris. Menariknya, siswa dengan kemampuan lebih tinggi justru lebih rentan terhadap kecemasan bahasa asing karena tuntutan dan tekanan performa yang lebih besar, sedangkan siswa dengan kemampuan lebih rendah cenderung kurang terlibat dan menarik diri. Dinamika ini menekankan pentingnya rasa aman secara emosional dan interaksi teman sebaya dalam pembelajaran bahasa. Guru membantu mengurangi tantangan tersebut melalui teknik scaffolding, seperti menyederhanakan instruksi, memberikan contoh nyata, menggunakan humor, dan demonstrasi fisik untuk mengurangi stres. Kegiatan kelompok yang interaktif serta penggunaan teknologi seperti Quizizz juga mendukung keterlibatan siswa. Penelitian ini menyimpulkan bahwa mengatasi tantangan sosial tidak cukup hanya dengan pengajaran bahasa; diperlukan lingkungan yang mendukung secara emosional sesuai prinsip ZPD. Lingkungan ini mendorong partisipasi, meningkatkan motivasi, dan memperkuat pemahaman. Dengan mengenali pengalaman sosial dan emosional siswa yang beragam, guru dapat merancang pembelajaran yang mengembangkan kompetensi bahasa sekaligus kesejahteraan psikologis. Pendekatan holistik ini membuat proses belajar EFL lebih efektif dan bermakna, di mana siswa merasa percaya diri untuk mencoba, bekerja sama, dan berkembang.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم
الحمد لله رب العالمين . الصلاة والسلام على اشرف الأنبياء والمرسلين سيدنا ومولانا
محمد وعلى آله وصحبه أجمعين. اما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “The Social Aspect Challenges in Learning EFL using the Zone of Proximal Development Theory on June 19th, 2025”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the administrative matters.
2. Afifah Linda Sari, S.S, M.Pd, as the Head of English Language Education Study Program for the assistance and motivation.
3. My academic advisor, Dr. Hj. Raida Ashfihana, M.Pd, for the guidance and encouragement.
4. My thesis advisors, Dr. Hj. Nida Mufidah, M.Pd, as the advisor of content and research methods for the advice, helps, suggestion and correction.
5. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.
6. My Beloved Parents, Syarifudin and Hatnawiyah, for the endless love, prayers, and support throughout the entire process of this thesis

7. All my family members, whose encouragement has been a constant source of strength.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dzulhijjah 26th, 1446 A.H
June 9th, 2025 A.D

Writer

CONTENTS

TITLE PAGE	i
STATEMENT OF AUTHENTICITY	ii
LETTER OF SIMILARITY CHECK	iii
APPROVAL.....	iv
VALIDATION.....	v
ABSTRACT.....	vi
<i>ABSTRAK</i>	vii
ACKNOWLEDGEMENT	viii
CONTENTS.....	x
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Definition of Key Terms	6
1. Social Aspect.....	6
2. Challenges	6
3. Learning EFL	7
4. Zone of Proximal Development (ZPD).....	7
C. Research Question.....	7
D. Objective of Study.....	8
E. Significance of Study	9
CHAPTER II THEORITICAL REVIEW	10
A. Learning English as a Foreign Language (EFL)	10
B. Social Aspect in Learning EFL	11
C. Zone of Proximal Development (ZPD).....	12
D. Review of Previous Study	13
CHAPTER III RESEARCH METHOD	16
A. Research Design	16
B. Research Setting	19
C. Participants	19
D. Data Collection overview.....	21
E. Data.....	24
F. Techniques of Data Collection	25
G. Data Analysis.....	27
CHAPTER IV FINDINGS AND DISCUSSION.....	32
A. Findings.....	32
B. Discussion	42
CHAPTER V CLOSURE.....	52
A. Conclusion.....	53
B. Suggestion	53
REFERENCES	55
APPEDINCES	58
CURRICULUM VITAE	66

LIST OF APPENDICES

Appendix I. Translation of Qur'an verse	58
Appendix II. Observation Sheet	59
Appendix III. Focus-Group Discussion Sheet	60
Appendix IV. Research Letter.....	62
Appendix V. Photographs	63
Appendix VI. Consultation Schedule and Notes.....	64
Appendix VII. Certificate of Title Change	65