SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
STKIP PGRI JOMBANG
Jl. Pattimura III/20 Telp. (0321) 861319 - 854319 Fax. (0321) 854319 Jombang

PROGRAM STUDI : PENDIDIKAN EKONOMI
TERAKREDITASI : SK/BAN-PT. No. 1521/SK/BAN-PT/Akred/S/VI/2018
PROGRAM STUDI : PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN
TERAKREDITASI : SK/BAN-PT. No. 1133/SK/BAN-PT/Akred/S/X/2015
PROGRAM STUDI : PENDIDIKAN MATEMATIKA
TERAKREDITASI : SK/BAN-PT. No.0259/SK/BAN-PT/Akred/S/IV/2016

PROGRAM STUDI : PENDIDIKAN BAHASA DAN SASTRA INDONESIA
TERAKREDITASI : SK/BAN-PT No. 1694/SK/BAN-PT/Akred/S/VIII/2016
PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI : SK/BAN-PT. No.1262/SK/BAN-PT/Akred/S/XII/2015
PROGRAM STUDI : PENDIDIKAN JASMANI DAN KESEHATAN
TERAKREDITASI : SK/BAN-PT. No.1189/SK/BAN-PT/Akred/S/VII/2016

SURAT KETERANGAN
Nomor: 739/7.088/KL/2018

Saya yang bertanda tangan di bawah ini:
Nama : Dr. Masruchan, M.Pd.
NIK : 0104770032
Jabatan : Kepala Bagian IT

Menerangkan bahwa artikel ilmiah dengan judul:

Teacher's Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class

Karya: 1. Jauhara Dian Nurul Iffah
2. Akbar Sutawidjaja
3. Cholis Sa'dijah
4. Subanji

Bebas plagiasi sesuai dengan hasil pemeriksaan tingkat keunikan sebesar 85% yang dapat dilihat pada URL: https://goo.gl/Dgvj7h

Demikian keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Jombang, 2 Agustus 2018
Menyetujui,
Kepala Bagian IT

Dr. Masruchan, M.Pd.,
NIK. 0104770032

Mengetahui,
Ketua

Dr. Munawaroh, M.Kes.
NIP. 196411251991032001

PLAGIARISMA

85% Unique

Total 29279 chars, 4335 words, 207 unique sentence(s).

Results	Query	Domains (original links)
Unique	iosrjournals.org DOI: 10.9790/7388-0605031218 www	-
Unique	Teachers have a lot of efforts to meet the process	-
Unique	Their promoted action should leads the students to get new things	-
Unique	It is sometimes, however, rejected by the students	-
Unique	We considered teacher’s promote action based on students’ responses in teaching process	-
Unique	Data of this study was collected by observation and interview assisted by teaching recording	-
6 results	They were not brave to express their problem	researchgate.net iosrjournals.org researchgate.net independent.academia.edu universitasnegerimalang.academia.edu
2 results	Keywords: ZPA, R-PA, teacher, students’ response, mathematics teaching	iosrjournals.org iosrjournals.org
Unique	Introduction Various strategies have been applied to make teaching and learning process interactive	-
Unique	Teachers no longer fully explain the material, neither students do listen	-
Unique	The teachers, in fact, need to make the teaching process more interactive	-
Unique	They need to shift their teaching approach from teacher-centered to student-centered ([1] Walle, 2002)	-
Unique	It will be a very difficult challenge for teachers in implementing their teaching method	-

Unique	ZPA is not compulsive, which students may accept or even reject		-
Unique	Teachers' various actions would bring out students' various responses as well		-
Unique	The responses could be used as feedback for their teaching process		-
Unique	Hence, it could be useful to revise the implemented teaching process		-
Unique	Previous studies had found students' failures in receiving their teachers' actions ([4] Blanton, 2005		-
Unique	In this case, the learners are students and the educators are teachers		-
Unique	3) prioritize understanding rather than remembering procedures		-
Unique	[11] Leong, 2013' [12] Lamb & Fullarton, 2001)		-
1 results	2.2 Valsiner Theory Valsiner Theory derived from the development of Vigotsky's theory	iosrjournals.org	
Unique	Those zones are zone of free movement (ZFM) and zone of promoted action (ZPA)		-
Unique	ZPA draws on what adults promote, without any compulsion for children to accept		-
Unique	Children do not have to do what adults or teacher order		-
Unique	This might consider their limitation in doing so		-
1 results	Valsiner stated that the main characteristic of ZPA was its non-compulsory in nature	iosrjournals.org	
Unique	Teacher could revise the condition by determining a new ZPA		-
Unique	Some studies had discussed about teachers' ZPA		-
Unique	8 Teacher asked the students to keep the concept learned		-
Unique	Research Method This study is qualitative descriptive research		-
Unique	It described which promote action student rejected and in which condition it was rejected		-
Unique	We would analyze the recording after conducting data collection		-
1 results	Secondary instrument used in this study was an observation sheet and interview manual	academia.edu	
Unique	The students were in eighth grade of junior high school in Jombang, East Java		-
Unique	During observation, we indicated some promote actions on indicators the subject did not apply		-
Unique	We, then, analyzed the video recording corresponded with the observation sheet		-

1 results	The result was used to set questions for interview	academia.edu	
Unique	Those were accepting, responding with pseudo, and rejecting		-
Unique	We focused on the promote action the students rejected		-
Unique	Here, the rejected promote action (R-PA) were on 1, 10, and 12		-
Unique	SU: This is for a two-dimensional figure		-
Unique	The first step, you need to initially find this out		-
Unique	Then, identify the characteristics you seek		-
1 results	Next, we seek its circumference and area	academia.edu	
Unique	For instance, I have this paper		-
Unique	iosrjournals.org 15 | Page Figure IV.1		-
1 results	The subject gave instruction toward students Figure IV.2	academia.edu	
Unique	However, the student kept on silent and did not answer the subject’s question		-
Unique	Based on the recording, it showed how silent the student was		-
1 results	she did not even correlate the example with the material that would be discussed	academia.edu	
Unique	This showed that the student rejected the promote action		-
Unique	it included in the category of rejected promote action (R-PA)		-
Unique	Promote action 10 was the subject gave chance for students to ask some questions		-
Unique	This promote action was rejected by the three students		-
Unique	The review of the student with high mathematical skill was as follows		-
1 results	Teaching recording: Su : do you get this	academia.edu	
Unique	ST : I asked my friend Figure IV.3		-
Unique	The subject asked the students whether or not they understood the material Figure IV.4		-
Unique	This was also rejected by the student with moderate mathematical skill		-
Unique	The review of the student with moderate mathematical skill was as follows		-

Unique	Teaching recording: Su: do you get this		-
Unique	Teacher’s Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class DOI: 10.9790/7388-0605031218 www		-
Unique	The subject asked whether or not the students understood the maerial Figure IV.6		-
Unique	Thus, she did not feel necessary to ask any question		-
Unique	This was also rejected by the student low mathematical skill		-
Unique	The review of the student with low mathematical skill was as follows		-
Unique	Teaching recording: Su: do you get this		-
Unique	The subject asked whether or not the students understood the material Figure IV.8		-
Unique	SR’s respose toward the subject’s instruction Figure IV.7		-
Unique	Thus, she tended to ask her close friends		-
Unique	Teacher’s Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class DOI: 10.9790/7388-0605031218 www		-
1 results	This promote action was rejected by the student with low mathematical skill	academia.edu	
Unique	I will fold it vertically (she models it)		-
Unique	SR : (kept on silent) Figure IV.9		-
Unique	The subject asked whether or not the students understood the material Figure IV.10		-
Unique	The student could not follow and understood what the subject explained		-
Unique	She got blanked and did not focus		-
Unique	During interview, she did not answer the question well		-
Unique	She only followed her friends’ answer		-
Unique	This would make them more difficult to understand the subsequent material		-
Unique	They tended to have score rather than deeply understanding the material		-
Unique	Teacher’s Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class DOI: 10.9790/7388-0605031218 www		-
Unique	iosrjournals.org 18 | Page Reference [1]		-

12 results	Walle, Matematika sekolah dasar dan menengah	iosrjournals.org referensimakalah.com academia.edu eprints.walisongo.ac.id researchgate.net issuu.com dianadahlia.blogspot.com digilib.uinsby.ac.id
Unique	Using valsiner's zone theory to interpret Teaching practices in mathematics and science Classrooms	-
Unique	Journal of mathematics teacher education 8, 2005, 5–33 [5]	-
Unique	Bansilal, Assessment reform in South Africa: Opening up or closing spaces for teachers	-
Unique	Educational Studies in Mathematics, (78), 2011, 91-107	-
Unique	(Reston, VA: Author, 2000) [8]	-
1 results	Goos, Designing Professional Development to Support Teachers' Learning in Complex Environments	academia.edu
1 results	Mathematics Teacher Education and Development	en.wikipedia.org
1 results	8, 2007, 23–47 [9] Undang-Undang republik Indonesia Nomor 14tahun 2005 [10]	academia.edu
Unique	International Journal of Business and Social Science, 2 (19), 2011, 217-222 [11]	-
Unique	Leon, Factors that Influence the Understanding of Good Mathematics Teaching	-
Unique	Eurasia Journal of Mathematics, Science & Technology Education, 9(3), 2013, 319-328 [12]	-
Unique	Australian Council for Educational Research ACEReSearch, 2001 [13]	-
Unique	Algebrafying the elementary mathematics experience	-
Unique	(New Jersey: Erlbaum Associates, 1999) [15]	-
Unique	Vygotsky, Mind and society: Interaction between learning and development	-
22 results	(Cambridge, MA: Harvard University Press, 1978) [17]	qualitysafety.bmj.com iramz.wordpress.com iramz.wordpress.com cambridge.org onlinelibrary.wiley.com dl.acm.org actapress.com academia.edu europepmc.org researchgate.net
Unique	Goos, a sociocultural analysis of learning to teach	-
Unique	Hussain, Extending Valsiner's Zone Theory to Theorise Student-Teacher Development	-
Unique	Proceedings of the British Society for Research into Learning Mathematics 31(1), 2011 [21]	-
Unique	Winkel, Psikologi pengajaran (Yogyakarta : Media abadi,2007) [22]	-

1 results	Bennison, Exploring numeracy teacher identity: an adaptation of valsiner's zone theory	academia.edu
Unique	Australian association for research in education, Adelaide, 2013 [23]	-
Unique	Anne, Teacher professional identities and the integration of technology into secondary school mathematics	-
Unique	In: Australian Association for Research in Education conference proceedings 2008	-
Unique	AARE 2008 International Education Research Conference, Brisbane, Qld, 2009, 1-15 [24]	-
1 results	IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 6, Issue	iosrjournals.org
Unique	4 1 Mathematics Education Program, STKIP PGRI Jombang, Indonesia 2,3,4 Faculty of Mathematics, Malang State	-
Unique	Using Valsiner's theory, zone of promoted action (ZPA), we described which condition the students	-
Unique	This study used a novice teacher as the subject with high, moderate, and lower	-
Unique	This recent study found that R-PA happened since the students were unable to do	-
Unique	They thought they had mastered the material taught, making them not feel necessary to	-
Unique	Social perspective could be useful, both to understand the teaching and to improve their	-
Unique	In this view, learning referred to individual participation in social environment which surroundings' interaction	-
Unique	Class teaching implementation has characteristics that correspond with students', teachers', and materials' characteristics ([3]	-
Unique	Every student has their own learning speed and style, determined and managed by themselves	-
Unique	Hence, they need to set the teaching process in a possible way to make	-
Unique	their potential or their independent and dependent skills could assist the teachers to identify the	-
Unique	Valsiner developed Vigotsky's theory which one of the results is Zone of Promoted Action	-
Unique	The idea of ZPA referred to a set of activities students need to do	-
2 results	Therefore, this current study would describe condition on which students rejected teachers' actions, namely	researchgate.net iosrjournals.org
Unique	We focused on rejected promote action for it referred to an interesting issue which	-
1 results	Theoritical Review 2.1 Mathematics Teaching Teaching is an interaction process among learners, educator, and	iosrjournals.org
Unique	in order to develop mathematics teaching program optimally so that students could do their learning	-
Unique	A professional standard for teaching mathematics mentioned that a teacher needed to shift his	-

Unique	Five primary alterations in teaching mathematics needed to Teacher’s Rejected Promote Action (R-PA) for		-
Unique	iosrjournals.org 13 | Page make students improve their mathematics skills were: 1) transform the class		-
Unique	2) make mathematical reasoning and proof a means of justification and avoiding teacher’s authority		-
Unique	4) make it priority in having hypothesis, findings, and problem solving, and staying away		-
1 results	5) relate mathematics, its ideas and applications, and do not take mathematics as	iosrjournals.org	
1 results	Point two and five showed that teacher needed to involve his/her students in teaching	iosrjournals.org	
Unique	in mathematics content and their chances to understand the epistemology of mathematics as a discipline		-
Unique	not only physical environment is important, but also social one in the term of interaction		-
Unique	and evaluating learners in formal grade for early ages, primary grade, and secondary grade ([9]		-
Unique	A teaching process implemented by a teacher has tight relation to what it is		-
Unique	Some factors might influence a teacher’s ability in delivering material, managing his/her teaching, and		-
Unique	Those factors were teacher’s educational background, his/her teaching experience, his/her educational qualification, and class		-
Unique	Thus, the implementation of any curriculum would be able to work if the mathematics		-
Unique	Hence, their abilities play an important role in the process of transferring knowledge under		-
Unique	Analysis of this study showed a positive relationship in the term of interaction among		-
Unique	This could be defined that if the interaction between teacher and students worked properly,		-
1 results	On the contrary, if the interaction did not properly work, the motivation and achievement	iosrjournals.org	
Unique	Thus, good teaching is a teaching that shows a good interaction between teacher and		-
Unique	of solving problems independently and the potential development level which included the level of solving		-
1 results	This gap brought a chance for teachers and students to interact that would make	iosrjournals.org	
Unique	They could solve problems with adults assistance or by collaborating with their friends in		-
Unique	Valsiner suggested that two additional zones existed to explain the development in the term		-
Unique	ZFM is stipulating the boundary condition of which behaviors that might be accepted by		-
1 results	If the action is in a given ZFM (in the term of action), adults	iosrjournals.org	

Unique	Whereas, ZPA is a set of activities, things, or surroundings in which someone's action		-
Unique	precisely did some actions with other objects and manner in ZFM, it indicated that they		-
Unique	Furthermore, if the promote was not in individual ZPD, an optimal development would no		-
Unique	ZPA is a set of activities promoted by adults and orientated to the promotion of		-
Unique	An implemented teaching process by teacher has some phases but not all of those		-
Unique	Those which belong to ZPA are all activities that make students do or act		-
1 results	methods, teaching media, and teaching evaluation, we, in this study, brought out some indicators in	iosrjournals.org	
Unique	Introductory activities No Teacher's Promote action No Teacher's Promote action 1 Teacher asked the		-
Unique	3 With introductory description of the material, teacher asked the students to identify its		-
Unique	material 4 Teacher asked the students to prepare some mean needed for learning, such as		-
Unique	Main activities Teacher's Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class DOI:		-
1 results	iosrjournals.org 14 | Page 5 Teachers asked the students to copy and explore the presented	iosrjournals.org	
Unique	concept in the form of variables, equation, scheme, graph, diagram, geometry 12 Teacher asked the		-
Unique	students to implement/make use the concept they had learned 14 Teacher asked the students to		-
Unique	Final activity 15 Teacher asked the students to conclude the material learned by asking		-
Unique	[2] Goos, 2012) Teacher Promote action, as previously described, would result in students' various		-
Unique	those responses included attention, internal process toward learning activities like relating between concepts, solving		-
Unique	The students, sometimes, accepted, responded with pseudo, or even rejected the teacher's promote action		-
Unique	In this article, we focused on identifying condition of which students might reject teacher's		-
Unique	The primary instrument of this study was the researchers selves with recording aids assistance		-
Unique	The subject of this study was a novice teacher with 1-5 year experience tenure		-
Unique	Result And Discussion In interview conducted before teaching, the subject said that the implemented		-
1 results	In classical manner, the subject had the students identify the elements of two-dimensional figure	academia.edu	
1 results	The object initially identified was a rectangle, and the subject asked the students to	academia.edu	

Unique	We recorded the teaching process and focused on the three students we had selected		-
Unique	During the teaching process, the subject utilized HVS sheet as a media to make		-
Unique	The elements needed to identify included its definition, sides, angles, fold symmetry, rotational symmetry,		-
Unique	After identifying the elements of rectangle, the subject divide the class into groups for		-
Unique	The students were asked to identify, by their own group, the elements of other		-
Unique	In the process of identifying the objects, they needed to follow the subject's predetermined		-
Unique	Overall, the promote actions applied were on 1, 2, 5, 6, 8, 10, and		-
Unique	Based on the interview, we categorized the subject's promote action based on the students'		-
Unique	ST as a student with high mathematical skill, SS as a student with moderate mathematical		-
Unique	Promote action 1 presented that the subject asked the students to correlate the example		-
Unique	SR : (kept on silent) Teacher's Rejected Promote Action (R-PA) for Mathematics Teaching Practice		-
Unique	some instructions toward the students to seek the sides of rectangle using a piece of		-
Unique	On interview after teaching conducted, she could answer our questions, but, then, she finally		-
Unique	In this case, she rejected the promoted action due to her lack in correlating		-
Unique	ST : (kept on silent) Interview after learning process: P : You did not		-
Unique	some parts of the material P : So, whom did you ask when you got		-
Unique	ST's response toward the subject's instructions Figure IV.3 showed how the subject gave chance		-
1 results	the time would be up and could not complete the task, which made her fail	academia.edu	
Unique	The student decided not to ask anything to the subject, however, she precisely asked		-
Unique	She tended to think that it was more important to get score rather than		-
Unique	This showed that she would rather keep silent and ask her friend although she		-
Unique	Promote action 10 was the subject gave chance for the students to ask some		-
Unique	iosrjournals.org 16 | Page ST: (kept on silent) Interview after learning process: P : Do		-
Unique	SS: Yes, I do P : So, you don't have any question to ask,		-

Unique	subject gave chance for the students to ask, however, she did not ask any question		-
Unique	This showed that the student rejected the promote action and, furthermore, she did not		-
Unique	Promote action 10 was the subject gave chance for the students to ask some		-
Unique	ST: (kept on silent) Interview after learning process: P: Whenever you get confused on		-
Unique	SR: Yes, i do never ask since i feel afraid of asking P: May		-
Unique	SR: Because when i all friends understood the material, then I asked some questions		-
Unique	showed how the subject gave chance for the students to ask, however, she kept		-
Unique	student to ask, however, she did not ask any question since she felt afraid of		-
Unique	She was afraid of the subject and also her friends, in case, they would		-
Unique	She decided to keep silent and, sometimes, she sought to see the subject outside		-
Unique	This showed that she rejected the promote action of the subject because she did		-
Unique	iosrjournals.org 17 | Page Promote action 12 was the subject asked the students to utilize		-
1 results	The following was a part of the script during the teaching recording: Su	academia.edu	
Unique	If it is a rectangle, and i put this on the initial position, here		-
1 results	It is ABCD, however, for instance, the initial position becomes this, and I fold	academia.edu	
Unique	it showed that the student kept on silent and did not respond the subject in		-
Unique	This showed that she rejected the promote action due to her lack of utilizing		-
Unique	Some condition causing rejected promote action (R-PA) were students' fear of asking questions, feeling		-
Unique	During interview, the subject stated that alternative actions would be needed for that type		-
Unique	Hence, the student could ask the subject outside the class without disturbing the teaching		-
Unique	The following was the scheme showing the condition of R-PA that happened on the		-
Unique	The subject let the students free to learn with anyone, and have a teaching		-
Unique	The students could be free to ask their friends whenever they felt afraid or		-
Unique	The students acceptance dealing with teacher's and friend's explanation may vary depending on the		-

1 results	Some students might feel more convenient discussing with friends since they were in similar	academia.edu
Unique	teaching mathematics with identifying the elements of two-dimensional figures especially a rectangle as media showed	-
Unique	Then, we decided to select and focus on rejected promote action (R-PA) to be	-
Unique	The result showed that the condition of R-PA happened since the students were unable	-
Unique	They were not brave enough to express what they did not understand yet dealing	-
Unique	They thought they had mastered the material, hence, the given chance for asking questions	-
Unique	Furthermore, they felt more convenient to have peer discussion whenever they felt confused on	-
2 results	Goos, Sociocultural Perspectives on Research With Mathematics teachers: A Zone Theory Approach, 3(2),2012 [3]	iosrjournals.org academia.edu
Unique	An introduction to working within the zone of proximal development (ZPD) to drive effectiveearly	-
Unique	doi: 10.1007/s10649-011-9311-8 [6] Undang-undang sistem pendidikan nasional tahun 2003 [7] National Council of Teachers	-
Unique	Nadeem, Teacher’s Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern	-
Unique	Fullarton, Classroom And School Factors Affecting Mathematics Achievement: a Comparative Study of the US	-
Unique	), The twelfth ICMI study, on The Future of the Teaching and Learning of Algebra	-
3 results	Ma, Knowing and teaching elementary mathematics: Teachers' understanding of fundamental mathematics in China and	amazon.com leeshulman.net fr.wikipedia.org
Unique	Nugent, The Impact of Student-Teacher Interaction on Student Motivation and Achievement, doctoral diss., University	-
Unique	Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics	-
1 results	3, Melbourne: PME, 2005, 49-56 [18] Standar Proses Kurikulum 2007 [19] Standar Proses Kurikulum	academia.edu
Unique	Mts Salafiyah Syafi’iyah Tebuireng Jombang, proseding dalam seminar nasional hasil penelitian pendidikan dan pembelajaran, Jombang,	-

Top plagiarizing domains: **academia.edu** (20 matches); **iosrjournals.org** (17 matches); **researchgate.net** (5 matches); **iramz.wordpress.com** (2 matches); **onlinelibrary.wiley.com** (1 matches); **cambridge.org** (1 matches); **dl.acm.org** (1 matches); **amazon.com** (1 matches); **fr.wikipedia.org** (1 matches); **leeshulman.net** (1 matches); **europepmc.org** (1 matches); **actapress.com** (1 matches); **en.wikipedia.org** (1 matches); **referensimakalah.com** (1 matches); **universitasnegerimalang.academia.edu** (1 matches); **independent.academia.edu** (1 matches); **eprints.walisongo.ac.id** (1 matches); **issuu.com** (1 matches); **digilib.uinsby.ac.id** (1 matches); **dianadahlia.blogspot.com** (1 matches); **qualitysafety.bmj.com** (1 matches);

IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 6, Issue 5 Ver. III (Sep. - Oct. 2016), PP 12-18 www.iosrjournals.org DOI: 10.9790/7388-0605031218 www.iosrjournals.org 12 | Page Teacher's Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class Jauhara Dian Nurul Iffah 1 , Akbar Sutawidjaja 2 , Cholis Sa'dijah 3 , Subanji 4 1 Mathematics Education Program, STKIP PGRI Jombang, Indonesia 2,3,4 Faculty of Mathematics, Malang State University, Indonesia Abstract: A good teaching process is to make students active and be independently. Teachers have a lot of efforts to meet the process. Their promoted action should leads the students to get new things. It is sometimes, however, rejected by the students. Using Valsiner's theory, zone of promoted action (ZPA), we described which condition the students rejected teacher's promote action. This study used a novice teacher as the subject with high, moderate, and lower intelligent students response. We considered teacher's promote action based on students' responses in teaching process. Data of this study was collected by observation and interview assisted by teaching recording. This recent study found that R-PA happened since the students were unable to do their teacher's instructions. They were not brave to express their problem. They thought they had mastered the material taught, making them not feel necessary to ask, and, furthermore, they felt much more convenient having discussion with their classmates. Keywords: ZPA, R-PA, teacher, students' response, mathematics teaching I. Introduction Various strategies have been applied to make teaching and learning process interactive. Teachers no longer fully explain the material, neither students do listen. The teachers, in fact, need to make the teaching process more interactive. They need to shift their teaching approach from teacher-centered to student-centered ([1] Walle, 2002). Social perspective could be useful, both to understand the teaching and to improve their teaching skills ([2] Goos, 2012). In this view, learning referred to individual participation in social environment which surroundings' interaction needed to construct in teaching process, and those people are teachers and students. Class teaching implementation has characteristics that correspond with students', teachers', and materials' characteristics ([3] Lui, 2012). Every student has their own learning speed and style, determined and managed by themselves based on their expected target. It will be a very difficult challenge for teachers in implementing their teaching method. Hence, they need to set the teaching process in a possible way to make all students reach the expected teaching objectives. The idea of Zone of Proximal Development (ZPD) theory was developed by Vygotsky studying on the gap existed between the level of students' actual skills and the level of their potential or their independent and dependent skills could assist the teachers to identify the teaching process. Valsiner developed Vigotsky's theory which one of the results is Zone of Promoted Action (ZPA). The idea of ZPA referred to a set of activities students need to do under particular instructions provided by teacher ([4] Blanton, 2005). ZPA is not compulsive, which students may accept or even reject. Teachers' various actions would bring out students' various responses as well. The responses could be used as feedback for their teaching process. Hence, it could be useful to revise the implemented teaching process. Previous studies had found students' failures in receiving their teachers' actions ([4] Blanton, 2005; [5] Bansilal, 2011). Therefore, this current study would describe condition on which students rejected teachers' actions, namely rejected promote action (R-PA). We focused on rejected promote action for it referred to an interesting issue which needed alternatives and further actions for revising teaching process. II. Theoritical Review 2.1 Mathematics Teaching Teaching is an interaction process among learners, educator, and materials in a teaching and learning environment. In this case, the learners are students and the educators are teachers. Hence, mathematics teaching is an interaction process between teachers and students involving a mindset development and logical proceeding in a learning environment teachers intended to create with various methods in order to develop mathematics teaching program optimally so that students could do their learning activities in effective and efficient manner ([6] Undang-undang Sisdiknas, 2003). A professional standard for teaching mathematics mentioned that a teacher needed to shift his teaching approach from teacher-centered to student-centered. Five primary alterations in teaching mathematics needed to Teacher's Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class DOI: 10.9790/7388-0605031218 www.iosrjournals.org 13 | Page make students improve their mathematics skills were: 1) transform the class from merely a group of students to a mathematics community; 2) make mathematical reasoning and proof a means of justification and avoiding teacher's authority in determining a truth; 3) prioritize understanding rather than remembering procedures; 4) make it priority in having hypothesis, findings, and problem solving, and staying away from pressure in finding mechanical answers; 5) relate mathematics, its ideas and applications, and do not take mathematics as a set of isolated conceptions and procedures. Point two and five showed that teacher needed to involve his/her students in teaching and learning process of which involvement related to mathematics thoughts ([7] NCTM, 2000). Some studies suggested that what teachers did in class influenced their students' learning, both in mathematics content and their chances to understand the epistemology of mathematics as a discipline ([8] Goos, 2007). It found that a teacher played an important role in teaching process, proving that not only physical environment is important, but also social one in the term of interaction between teacher and students.Teacher is a professional educator whose primary responsibilities are educating, teaching, guiding, leading, training, assessing, and evaluating learners in formal grade for early ages, primary grade, and secondary grade ([9] UU RI No. 14, 2005). A teaching process implemented by a teacher has tight relation to what it is inside his/her own. Some factors might influence a teacher's ability in delivering material, managing his/her teaching, and controlling his/her students during class. Those factors were teacher's educational background, his/her teaching experience, his/her educational qualification, and class controlling ([10 Nadeem, 2011; [11] Leong, 2013' [12] Lamb & Fullarton, 2001). Thus, the implementation of any curriculum would be able to work if the mathematics teachers have a qualified pedagogical insight to construct a relationship between concepts within new contents. Hence, their abilities play an important role in the process of transferring knowledge under the implementation of various curriculum ([13] Kaput & Blanton, 2001; [14] Ma, 1999). Analysis of this study showed a positive relationship in the term of interaction among teacher and students and motivation, as well as students' achievements, ([15] Nugent, 2009). This could be defined that if the interaction between teacher and students worked properly, it would reach students' motivation and achievement as well. On the contrary, if the interaction did not properly work, the motivation and achievement would not be optimally reached. Thus, good teaching is a teaching that shows a good interaction between teacher and students which would meet achievement in maximal way. 2.2 Valsiner Theory Valsiner Theory derived from the development of Vigotsky's theory. Vigotsky found a gab between the level of actual development which included the level of solving problems independently and the potential development level which included the level of solving problems with assistance ([16] Vigotsky, 1978). This gap brought a chance for teachers and students to interact that would make the students meet the more advanced grade. They could solve problems with adults assistance or by collaborating with their friends in order to solve difficult problems they could not do by their own. Valsiner suggested that two additional zones existed to explain the development in the term of the relationship between children and their social environment. Those zones are zone of free movement (ZFM) and zone of promoted action (ZPA). ZFM is stipulating the boundary condition of which behaviors that might be accepted by adults. If the action is in a given ZFM (in the term of action), adults do not need to intervene by leading the children onto different direction. Whereas, ZPA is a set of activities, things, or surroundings in which someone's action promoted. ZPA draws on what adults promote, without any compulsion for children to accept. Children do not have to do what adults or teacher order. This might consider their limitation in doing so. Valsiner stated that the main characteristic of ZPA was its non-compulsory in nature. When ZPA had been set up but children did not take adults' order and precisely did some actions with other objects and manner in ZFM, it indicated that they rejected the ZPA or they were out of expected ZPA. Teacher could revise the condition by determining a new ZPA. Furthermore, if the promote was not in individual ZPD, an optimal development would no happen.ZPA is a set of activities promoted by adults and orientated to the promotion of new skills ([17] Goos, 2005). An implemented teaching process by teacher has some phases but not all of those phases include in ZPA. Those which belong to ZPA are all activities that make students do or act to get new skill.Some studies had discussed about teachers' ZPA. Based on those studies and by collaborating teaching components that included teaching objectives, teaching methods, teaching media, and teaching evaluation, we, in this study, brought out some indicators in the form of teachers' promote action. A. Introductory activities No Teacher's Promote action No Teacher's Promote action 1 Teacher asked the students to correlate the given example with materials that would be discussed. 3 With introductory description of the material, teacher asked the students to identify its scope. 2 Teacher asked the students to explore their insight through questions related to prerequisite/previous material 4 Teacher asked the students to prepare some mean needed for learning, such as ruler, dividers, protractor B. Main activities Teacher's Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class DOI: 10.9790/7388-0605031218 www.iosrjournals.org 14 | Page 5 Teachers asked the students to copy and explore the presented materials. 10 Teacher gave the students chances to ask 6 Teacher asked the students to construct the conception discussed with provided instruction 11 Teacher asked the students to complete all given tasks 7 With provided information, teacher asked the students to represent mathematics object and concept in the form of variables, equation, scheme, graph, diagram, geometry 12 Teacher asked the students to utilize teaching media such as task sheets, models, and other mathematic means. 8 Teacher asked the students to keep the concept learned. 13 Teacher facilitated the students in discussing the task given, 9 Teacher asked the students to implement/make use the concept they had learned 14 Teacher asked the students to correct their answers together C. Final activity 15 Teacher asked the students to conclude the material learned by asking some questions related to the material learned in that day. ([18] SPK,2007; [19] SPK 2013; [8] Goos, 2007; [20] Hussein 2001; [21] Winkel, 2007; [17] Goos 2005; [22] Goos, 2013; [2] goos, 2012; [7] NCTM, 2000; [4] Blanton, 2005; [23] Goos, 2009; [2] Goos, 2012) Teacher Promote action, as previously described, would result in students' various responses. those responses included attention, internal process toward learning activities like relating between concepts, solving problems, answering teacher's questions, manipulating mathematics models, representing mathematical objects and concluding information obtained. The students, sometimes, accepted, responded with pseudo, or even rejected the teacher's promote action ([24] Iffah, 2016). In this article, we focused on identifying condition of which students might reject teacher's promote action. III. Research Method This study is qualitative descriptive research. It described which promote action student rejected and in which condition it was rejected. The primary instrument of this study was the researchers selves with recording aids assistance for field documentation. We would analyze the recording after conducting data collection. Secondary instrument used in this study was an observation sheet and interview manual. The subject of this study was a novice teacher with 1-5 year experience tenure and three students with high, moderate, and low mathematics skill, respectively. The students were in eighth grade of junior high school in Jombang, East Java. IV. Result And Discussion In interview conducted before teaching, the subject said that the implemented teaching process by the subject discussed was about identifying the elements of two-dimensional figures. In classical manner, the subject had the students identify the elements of two-dimensional figure utilizing HVS as media. The object initially identified was a rectangle, and the subject asked the students to identify other figures as their task. We recorded the teaching process and focused on the three students we had selected based on their mathematical skills. During the teaching process, the subject utilized HVS sheet as a media to make the students easier in identifying objects since they really saw the object. The elements needed to identify included its definition, sides, angles, fold symmetry, rotational symmetry, diagonal, rectangle circumference, and rectangle area. After identifying the elements of rectangle, the subject divide the class into groups for task. The students were asked to identify, by their own group, the elements of other two-dimensional figures, such as square, parallelogram, rhombus, trapezoid, and kite. In the process of identifying the objects, they needed to follow the subject's predetermined instructions. During observation, we indicated some promote actions on indicators the subject did not apply. Overall, the promote actions applied were on 1, 2, 5, 6, 8, 10, and 12. We, then, analyzed the video recording corresponded with the observation sheet. The result was used to set questions for interview. Based on the interview, we categorized the subject's promote action based on the students' responses. Those were accepting, responding with pseudo, and rejecting. We focused on the promote action the students rejected. Here, the rejected promote action (R-PA) were on 1, 10, and 12. The following presented the data of rejected promote action (R-PA) with SU as subject, ST as a student with high mathematical skill, SS as a student with moderate mathematical skill, and SR as a student with low mathematical skill. Promote action 1 presented that the subject asked the students to correlate the example with the material that would be discussed. It was as follows. SU: This is for a two-dimensional figure. Here is the object, ok. The first step, you need to initially find this out. Then, identify the characteristics you seek. Next, we seek its circumference and area. For instance, I have this paper. It is ABCD. So, how many are the sides? SR : (kept on silent) Teacher's Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class DOI: 10.9790/7388-0605031218 www.iosrjournals.org 15 | Page Figure IV.1. The subject gave instruction toward students Figure IV.2. SR's response toward the subject's instruction Those two figures showed that the subject gave some instructions toward the students to seek the sides of rectangle using a piece of paper as media. However, the student kept on silent and did not answer the subject's question. Based on the recording, it showed how silent the student was. she did not even correlate the example with the material that would be discussed. On interview after teaching conducted, she could answer our questions, but, then, she finally admitted that she had the answer from her mates. This showed that the student rejected the promote action. it included in the category of rejected promote action (R-PA). In this case, she rejected the promoted action due to her lack in correlating and this happened on the student with low mathematical skill.Promote action 10 was the subject gave chance for students to ask some questions. This promote action was rejected by the three students. The review of the student with high mathematical skill was as follows. Teaching recording: Su : do you get this? ST : (kept on silent) Interview after learning process: P : You did not ask any question during class yesterday, did you? May i know why? ST: I was affraid the time was out, although actually i felt confused in some parts of the material P : So, whom did you ask when you got trouble on it? ST : I asked my friend Figure IV.3. The subject asked the students whether or not they understood the material Figure IV.4. ST's response toward the subject's instructions Figure IV.3 showed how the subject gave chance for the students to ask, however, she kept on silent. Next, based on the recording in teaching and interview, it showed that the subject gave time for the student to ask but she asked nothing since she was afraid the time would be up and could not complete the task, which made her fail in score. The student decided not to ask anything to the subject, however, she precisely asked her friends. She tended to think that it was more important to get score rather than anything else. This showed that she would rather keep silent and ask her friend although she did not fully get the material since she was afraid of not having scored. Promote action 10 was the subject gave chance for the students to ask some questions. This was also rejected by the student with moderate mathematical skill. The review of the student with moderate mathematical skill was as follows. Teaching recording: Su: do you get this? Teacher's Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class DOI: 10.9790/7388-0605031218 www.iosrjournals.org 16 | Page ST: (kept on silent) Interview after learning process: P : Do you understand all the elements from its sides, etc? SS: Yes, I do P : So, you don't have any question to ask, do you? SS: No, I don't Figure IV.5. The subject asked whether or not the students understood the maerial Figure IV.6. SS'response toward the subject's instruction The recording during teaching and interview showed that the subject gave chance for the students to ask, however, she did not ask any question since she thought she understood all the material. Thus, she did not feel necessary to ask any question. This showed that the student rejected the promote action and, furthermore, she did not ask because she had mastered the material. Promote action 10 was the subject gave chance for the students to ask some questions. This was also rejected by the student low mathematical skill. The review of the student with low mathematical skill was as follows. Teaching recording: Su: do you get this? ST: (kept on silent) Interview after learning process: P: Whenever you get confused on material taught, you never ask, do you? SR: Yes, i do never ask since i feel afraid of asking P: May I know why? SR: Because when i all friends understood the material, then I asked some questions dealing with that, the material would be repeated and they would feel disturbed. Figure IV.7. The subject asked whether or not the students understood the material Figure IV.8. SR's respose toward the subject's instruction Figure IV.7. showed how the subject gave chance for the students to ask, however, she kept on silent. The recording during teaching and interview showed that the subject gave chance for the student to ask, however, she did not ask any question since she felt afraid of asking. She was afraid of the subject and also her friends, in case, they would complain why the material should be repeated. She decided to keep silent and, sometimes, she sought to see the subject outside the class, but she was afraid of doing so. Thus, she tended to ask her close friends. This showed that she rejected the promote action of the subject because she did not feel skillful and brave enough to express what she wanted to do. Teacher's Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class DOI: 10.9790/7388-0605031218 www.iosrjournals.org 17 | Page Promote action 12 was the subject asked the students to utilize teaching media such as task sheet, models, and other means in mathematics. This promote action was rejected by the student with low mathematical skill. The following was a part of the script during the teaching recording: Su : For instance, I have this (holding a piece of paper), this is ABCD. If it is a rectangle, and i put this on the initial position, here is the initial position, this becomes ABCD. I will draw it. It is ABCD, however, for instance, the initial position becomes this, and I fold it like this, the initial position will be here. I will fold it vertically (she models it). So, where angle A would be? SR : (kept on silent) Figure IV.9. The subject asked whether or not the students understood the material Figure IV.10. SR's response toward the subject's instruction Based on the transcript of teaching recording above, it showed that the student kept on silent and did not respond the subject in utilizing media. The student could not follow and understood what the subject explained. She got blanked and did not focus. During interview, she did not answer the question well. She only followed her friends' answer. This showed that she rejected the promote action due to her lack of utilizing HVS paper as learning media. Some condition causing rejected promote action (R-PA) were students' fear of asking questions, feeling that the time would not be enough to ask questions. This would make them more difficult to understand the subsequent material. During interview, the subject stated that alternative actions would be needed for that type of students such as giving extra time outside the class for student counseling. Hence, the student could ask the subject outside the class without disturbing the teaching and learning process. The following was the scheme showing the condition of R-PA that happened on the three types of subjects above. The subject let the students free to learn with anyone, and have a teaching and learning with friends. The students could be free to ask their friends whenever they felt afraid or shy of asking the subject. The students acceptance dealing with teacher's and friend's explanation may vary depending on the language used. Some students might feel more convenient discussing with friends since they were in similar ages. V. Conclusion Based on the interview and observation conducted in this study, it found that teaching mathematics with identifying the elements of two-dimensional figures especially a rectangle as media showed that all promote action on indicator emerged toward the subject. Then, we decided to select and focus on rejected promote action (R-PA) to be identified. The result showed that the condition of R-PA happened since the students were unable to do their teacher's instruction. They were not brave enough to express what they did not understand yet dealing with material taught. They thought they had mastered the material, hence, the given chance for asking questions was not well-used. They tended to have score rather than deeply understanding the material. Furthermore, they felt more convenient to have peer discussion whenever they felt confused on the material taught or problem solving. Teacher's Rejected Promote Action (R-PA) for Mathematics Teaching Practice in Class DOI: 10.9790/7388-0605031218 www.iosrjournals.org 18 | Page Reference [1] J.V.Walle, Matematika sekolah dasar dan menengah. (Erlangga: Jakarta, 2002) [2] M. Goos, Sociocultural Perspectives on Research With Mathematics teachers: A Zone Theory Approach, 3(2),2012 [3] A. Lui, Teaching in the zone. An introduction to working within the zone of proximal development (ZPD) to drive effectiveearly childhood instruction, (Children's progress, 2012). [4] M.L.Blanton, S.Westbrook and G. Carter. Using valsiner's zone theory to interpret Teaching practices in mathematics and science Classrooms. Journal of mathematics teacher education 8, 2005, 5–33 [5] S. Bansilal, Assessment reform in South Africa: Opening up or closing spaces for teachers? Educational Studies in Mathematics, (78), 2011, 91-107. doi: 10.1007/s10649-011-9311-8 [6] Undang-undang sistem pendidikan nasional tahun 2003 [7] National Council of Teachers of Mathematics, Principles and standards for school mathematics. (Reston, VA: Author, 2000) [8] M. Goos, Designing Professional Development to Support Teachers' Learning in Complex Environments. Mathematics Teacher Education and Development. Special Issue 2007, Vol. 8, 2007, 23–47 [9] Undang-Undang republik Indonesia Nomor 14tahun 2005 [10] M. Nadeem, Teacher's Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern Punjab) Pakistan. International Journal of Business and Social Science, 2 (19), 2011, 217-222 [11] K. E. Leon, Factors that Influence the Understanding of Good Mathematics Teaching. Eurasia Journal of Mathematics, Science & Technology Education, 9(3), 2013, 319-328 [12] S. Lamb and S. Fullarton, Classroom And School Factors Affecting Mathematics Achievement: a Comparative Study of the US and Australia Using TIMSS. Australian Council for Educational Research ACEReSearch, 2001 [13] J. Kaput and M. Blanton, (2001). Algebrafying the elementary mathematics experience. In H. Chick, K. Stacey, J. Vincent & J. Vincent (Eds.), The twelfth ICMI study, on The Future of the Teaching and Learning of Algebra (Melbourne, Australia: University of Melbourne, 2001), Vol. 1, pp. 344-352 [14] L. Ma, Knowing and teaching elementary mathematics: Teachers' understanding of fundamental mathematics in China and the United States. (New Jersey: Erlbaum Associates, 1999) [15] T. Nugent, The Impact of Student-Teacher Interaction on Student Motivation and Achievement, doctoral diss., University of Central Florida Orlando, Florida, 2009 [16] L. S. Vygotsky, Mind and society: Interaction between learning and development. (Cambridge, MA: Harvard University Press, 1978) [17] M. Goos, a sociocultural analysis of learning to teach. Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education, Vol. 3, Melbourne: PME, 2005, 49-56 [18] Standar Proses Kurikulum 2007 [19] Standar Proses Kurikulum 2013 [20] M.A. Hussain, Extending Valsiner's Zone Theory to Theorise Student-Teacher Development. Proceedings of the British Society for Research into Learning Mathematics 31(1), 2011 [21] W.S.Winkel, Psikologi pengajaran (Yogyakarta : Media abadi,2007) [22] M. Goos, A. Bennison, Exploring numeracy teacher identity: an adaptation of valsiner's zone theory. Australian association for research in education, Adelaide, 2013 [23] M. Goos, A. Bennison, B. Anne, Teacher professional identities and the integration of technology into secondary school mathematics.. In: Australian Association for Research in Education conference proceedings 2008. AARE 2008 International Education Research Conference, Brisbane, Qld, 2009, 1-15 [24] J.D.N. Iffah, Karakteristik promote action guru pada materi bangun ruang berdasar perilaku siswa kelas VIII Mts Salafiyah Syafi'iyah Tebuireng Jombang, proseding dalam seminar nasional hasil penelitian pendidikan dan pembelajaran, Jombang, 2(1), 2016, 547-588