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**EXPLORING EFL TEACHER'S SCAFFOLDING STRATEGIES IN
WRITING SKILL AT MTS AL WASHLIYAH CIREBON
(QUALITATIVE RESEARCH)**

A THESIS

**Submitted to English Language Teaching Department of *Tarbiyah* and
Teacher Training Faculty of *Syekh Nurjati* State Islamic Institute in Partial
Fulfillment of the Requirements of Islamic Scholar Degree in English
Language Teaching**



DEVI RISNAWATI

Reg. Number: 14121330384

**ENGLISH LANGUAGE TEACHING DEPARTMENT OF
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
CIREBON**

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ABSTRACT

Devi Risnawati. 14121330384. *Exploring EFL Teacher's Scaffolding Strategies in Writing Skill at Mts Al Washliyah Cirebon (Qualitative Research)*.

Writing is among the most important skills that foreign language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher . Scaffolding helped student when children start to learn new concepts, they need help from teachers and other adults in the form of active support. To begin with, they are dependent on their adult support, but as they become more independent in their thinking and acquire new skills and knowledge, the support can be gradually faded.

The study has aims to (1) to find out process of scaffolding strategies are used in writing skill, (2) to find teacher's roles of scaffolding strategies to increase students writing skill in recount text, (3) to find out how types of scaffolding strategies are used in writing skill.

The research designed as Teaching English Foreign language by used scaffolding strategies which takes place at MTs Al Washliyah Cirebon. The data of the research is teaching-learning process between teacher and student. The data is in teacher interact with student in writing learning of recording during observation from which were transcribed onto text and student's paper recount text. The data is analyzed with contextual method of conversation analysis and the comparing student's recount text in the first teaching and the last teaching after applied scaffolding. The analysis process is designed with verbatim conversation of transcript and student paper which based on: Types of scaffolding strategies by Walqui theory, roles scaffolding and how are teacher's scaffolding strategies applied in writing by Martin and Rose theory.

The research result shows that there are (1) Six cycle of learning stages such as preparing before reading, detailed reading, preparing for writing, joint rewriting, individual rewriting and independent writing can helped the student more comprehensible in writing recount text, (2) the roles of the teacher in the process of the study is important, by applied scaffolding strategies same as how teachers conceptualize their work and organize what they do in their classroom. (3) there are three types of scaffolding that are used by teacher at MTs Al Washliyah in this study such as Modelling, Bridging, and Contextualising from six types that explained in scaffolding instruction for English language learner.

Key words: writing, scaffolding strategies, EFL.



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RATIFICATION

The thesis which entitled "EXPLORING EFL TEACHER'S SCAFFOLDING STRATEGIES IN WRITING SKILL AT MTS AL WASHLIYAH CIREBON (QUALITATIVE RESEARCH)" written by **DEVI RISNAWATI** registration number is **14121330384** has been examined on August 9th, 2016. It has been recognize as one of requirements for Undergraduate Degree in English Language Teaching Departement of Tarbiyah and Teacher Training Faculty of IAIN Syekh Nurjati.

| | Date | Sign |
|--|-------------------|------|
| The Chairman of English Education Department <u>Lala Bumela, M. Pd</u> NIP. 19821231 201101 1 011 | <u>25-08-2016</u> | |
| The Secretary of English Education Department <u>Sumadi, SS, M. Hum.</u> NIP. 19701005 200003 1 002 | <u>25-08-2016</u> | |
| Examiner 1 <u>Dr. Septi Gumindari, M. Ag</u> NIP. 19730906 199803 2 002 | <u>16-08-2016</u> | |
| Examiner 2 <u>Dr. Tedi Rohadi, M. Pd, S.E, Dipl. TEFL</u> NIP. 19680309 200801 1 017 | <u>23-08-2016</u> | |
| Supervisor 1 <u>Dr. Hj. Huriyah Shaleh, M. Pd</u> NIP. 19610112 198903 2 005 | <u>24-08-2016</u> | |
| Supervisor 2 <u>Sumadi, SS, M. Hum.</u> NIP. 19701005 200003 1 002 | <u>23-08-2016</u> | |

Acknowledged by,
The Dean of Faculty of Tarbiyah and Teacher Training,
IAIN Syekh Nurjati Cirebon



Dr. Ilman Nafi'a, M. Ag
NIP. 19721220 199803 1 004



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CHAPTER I

INTRODUCTION

1.1 Research Background

Writing is one of basic in english language and its crucial to student know about parts in writing. Writing requires thinking and cognitive processes to be produced (Hyland, 2009: 20). It is considered the most complex skill because it goes through different stages i.e., prewriting, writing and editing to reach its final product. It is an individual process which requires thinking strategies that allows individuals to express themselves competently in the other language. It is a complex activity that requires a certain level of linguistic knowledge, writing conventions, vocabulary and grammar. It is a process and that heavily influenced by constraints of genres, then these elements have to be present in learning activities. It is a continuous process of thinking and organizing, rethinking, and reorganizing (Al-Hattab in Burch 2007).

Writing skills is increasingly seen as vital to equip learners for success in the twenty-first century. The ability to communicate ideas and information effectively through the global digital network is crucially dependent on good writing skills. Writing has been identified as one of the essential process skills in a world that is more than ever driven by text and numerical data (Hyland, 2003: xiii). A further strengthening of the status of writing within applied linguistics has come from the expanded knowledge base on the nature of written texts and writing processes that has been developed by scholars in such fields as composition studies, second language writing, genre theory, and contrastive rhetoric.

Writing is among the most important skills that foreign language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher. Conceptualizing L2 writing in

this way directs attention to writing as a product and encourages a focus on formal text units or grammatical features of texts. In this view, learning to write in EFL mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns and cohesive devices that comprise the essential building blocks of text (Hyland, 2003).

Scaffolding strategies supporting teachers' efforts to understand L2 writing and learning have since EFL writing first emerged as a distinctive area. As Hyland (2003 : 2) observes "it is helpful therefore to understand curriculum option, each organizing L2 wiring teaching around a different focus : language structures, text function, themes or topics, creative expression, composing processes, content, genre and context of writing. Scaffolding same as how teachers conceptualize their work and organize what they do in their classroom. Because teachers are concerned with how learners use language, it is often a good idea to begin language scaffolding by working down from the entire text rather than approaching it in a piecemeal fashion from the bottom up.

Instructional scaffolding means providing students with sufficient supports to promote learning, particularly when new concepts and skills are first being introduced. As Bloch (2008 :52) observes: 'the ease with which one could make changes or incorporate new ideas made it clear how all of these aspects of the writing process were now integrated.' These supports are gradually removed as students develop familiarity with the task and acquire new cognitive, affective and psychomotor learning skills and knowledge. In writing instruction *scaffolding* is closely related to the idea that learners develop greater understanding by working with more knowledgeable others. A scaffold supports the workers but it also enables them to move about the site in order to carry out their assigned tasks (Wise, et.al. 2009 :1).

This strategy can be success if the teacher have good quality and have characteristic of expert teacher. When the good teacher as a one who controls and directs learner and who maintains a respectful distance between the teacher and the learners. Learner are the more or less passive recipients of the



teacher expertise (Richard, 2011 : 1). Teaching is viewed as a teacher-controlled and directed process. The initial challenge for novice teachers is to acquire the basic classroom skills needed to present and navigate their lessons. Teacher has to have a repertoire of techniques and routines at their finger tip. Instructional scaffolding is one of technique to help teacher providing students with sufficient supports to promote learning, particularly when new concepts and skills are first being introduced.

The notion of scaffolding has been linked to the work of Soviet psychologist, Lev Vygotsky (Hyland, 2009; Wise, Harder & Beverly, 2009). Although Vygotsky did not use the term scaffolding, he believed that learning first occurs at the social or inter individual level, and emphasized the role of social interactions as being crucial to cognitive development. Therefore, according to Vygotsky (1978), a child (or a novice) learns with an adult or a more capable peer; and learning occurs within the child's zone of proximal development (ZPD). ZPD is defined as the "distance between the child's actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance and in collaboration with more capable peers" (Vygotsky in Wise, et.al.; 2009: 6). Instruction in the ZPD then came to be viewed as taking the form of providing assistance (or scaffolding), enabling a child or a novice to solve a problem, carrying out a task or achieving a goal that he or she would not be able to achieve on his or her own.

Some studies concerning writing (composition) have been associated with scaffolding strategies. . Walqui (2006) and Stuyf, (2002) talk about scaffolding as a conceptual framework and provide by the map-correct method (framework and partial information. Michell (2005) and Reiser (2004), for example, talk more about instructional scaffolding by using tools (software) to solve the problematizing student work as a matter of fact, scaffolding strategies not only apply by software tools. In contrast, Laksmi (2006) explore scaffolding strategies in writing at university did not use software for help the student understanding writing. The teacher scaffolding



strategies; to doing task must be identified and the tutor needs to have some understanding of what background knowledge the child brings to the task.

Many student view the writing process as a difficult and inaccessible. Student think that writing is unlike spoken language, as it requires the readers to understand and interpret what has been written. Gunning (1998) in Hasbollah agreed that writing is difficult when they stated that writing is both more complex and more abstract than talk. In addition, Emmons (2003) advocated that writing is definitely “hard work”. Therefore, it is believed that writing demands a great deal of skills and convention such as writing readiness and grammatical rules for the student to become proficient and effective writers.

1.2 Focus of the Study

The focus of this study theoretically are student progressing on some aspect of a task or to understand a particular concept, getting ideas, organizing ideas and developing details, choosing correct words and structuring ideas in correct sentences, as well as maintaining paragraph unity by applying scaffolding strategies in writing.

Whereas the focus of the study practically are explain that a teacher’s careful monitoring of student. Teacher’s scaffolding is to support and assist children as they extend their own learning and gradually assume the ability to independently self-regulate their own learning.

1.3 Research Questions

The following research questions were found out and guide this study:

1. How are teacher’s roles of scaffolding strategies to increase students writing skill in recount text?
2. How are process of scaffolding strategies are used in writing skill?
3. What types of scaffolding strategies are used in writing skill?



1.4 Aims of the Research

Researcher has three aims of this research, there are :

1. To find teacher's roles of scaffolding strategies to increase students writing skill in recount text
2. To find out process of scaffolding strategies are used in writing skill.
3. To find out how types of scaffolding strategies are used in writing skill.

1.5 Significance of the Research

The significances of this study theoretically are aimed to add strategies teaching learning especially by using scaffolding to support and assist children as they extend their own learning and gradually assume the ability to independently self-regulate their own learning.

Whereas the significant of the study practically are aimed to a teacher's careful monitoring of student progress has been shown in the literature to be one of the major factors differentiating effective learning experiences.

1.6 Theoretical Foundation

1.6.1 Scaffolding

Applied English as Foreign language in Junior High School student providing students with sufficient supports to promote learning, particularly when new concepts and skills are first being introduced. With the scaffolding strategies, were teacher-student expected to learn "how are teacher's scaffolding applied in teaching recount, which would support and helped student to getting ideas, organizing ideas and developing details". (Hyland, 2009: 118)

Scaffolding strategies supporting teachers' efforts to understand L2 writing and learning have since EFL writing first emerged as a distinctive area. As Hyland (2003 : 2) observes "it is helpful therefore to understand curriculum option, each organizing L2 wiring teaching around a different



focus : language structures, text function, themes or topics, creative expression, composing processes, content, genre and context of writing. Scaffolding same as how teachers conceptualize their work and organize what they do in their classroom. Because teachers are concerned with how learners use language, it is often a good idea to begin language scaffolding by working down from the entire text rather than approaching it in a piecemeal fashion from the bottom up.

Bruner's theory of scaffolding emerged around 1976 as a part of social constructivist theory, and was particularly influenced by the work of Russian psychologist Lev Vygotsky. Vygotsky argued that we learn best in a social environment, where we construct meaning through interaction with others. His Zone of Proximal Development theory.

1.6.2 ZPD (Zone of Proximal Development)

The notion of scaffolding has been linked to the work of Soviet psychologist, Lev Vygotsky (Hyland, 2009; Wise, Harder & Beverly, 2009). Although Vygotsky did not use the term scaffolding, he believed that learning first occurs at the social or inter individual level, and emphasized the role of social interactions as being crucial to cognitive development. Therefore, according to Vygotsky, a child (or a novice) learns with an adult or a more capable peer; and learning occurs within the child's zone of proximal development (ZPD). ZPD is defined as the "distance between the child's actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance and in collaboration with more capable peers" (Vygotsky in Wise, et.al.; 2009: 6) or "what the child is able to do in collaboration today he will be able to do independently tomorrow". Instruction in the ZPD then came to be viewed as taking the form of providing assistance (or scaffolding), enabling a child or a novice to solve a problem, carrying out a task or achieving a goal that he or she would not be able to achieve on his or her own.



The common conception of the zone of proximal development presupposes an interaction between a more competent person and a less competent person on a task, such that the less competent person becomes independently proficient at what was initially a jointly-accomplished task. Vygotsky recognised that the distance between doing something independently and with the help of another indicated stages of development, which do not necessarily coincide in all people. In this way he regarded an instructors "teaching of a student not just as a source of information to be assimilated but as a lever with which the student's thought, with its structural characteristics, is shifted from level to level". (Yaroshevsky, 1989, p.283 in Verenikina)

1.6.3 Scaffolding Process

As the Macquarie Dictionary definition indicates, in the building trade scaffolds are enabling structures. They enable workers to move up, down around, and across a building to 'erect, repair, clean ...' A scaffold supports the workers but it also enables them to move about the site in order to carry out their assigned tasks. Also the scaffold remains in place for the whole time that the workers are working on the building. Although a temporary structure, it can be dismantled and used again on the next job. Significantly, the scaffolding is attached to the building, not the workers.

The term "scaffolding" was initially introduced by Wood, Bruner, and Ross (1974) as tutoring or other assistance provided in a learning setting to assist students with attaining levels of understanding impossible for them to achieve without assistance. They viewed scaffolds as personal in nature; that is, aid provided by a teacher or peer to help with the learning process. More recently, the concept of scaffolding has been broadened to include a multitude of different tools



and resources that can be used by students to assist them with instructional activities.

The new bike rider is held and pushed by a helper through the motor activity of getting on and pedaling and being steadied while making multiple attempts until balance and control is achieved. Feedback from self and others is ongoing. This support, or scaffolding, is needed as the child is learning to ride the bike, but as the child is able to maintain his balance, the scaffolding is taken away (Au, Mason, & Sceui, 1995 in Burch 2007).

Bruner (1976) created a concept of scaffolding based on his readings of Vygotsky's zone of proximal development. His use of the term scaffolding seemingly describes what mothers often do to enable and make more manageable children's learning of language: The mother's support includes helping the child focus his or her attention to pertinent aspects of the task and modeling her expectations of the child (Bruner, 1978). The teacher brings the student to new levels of skill and understanding by breaking up a task into smaller and more comprehensible steps. Some steps are more complex than others and require more support (intellectually and emotionally). The teacher's task is to determine students' current levels of knowledge and skill, and then develop activities that guide these students to higher levels of practice.

Bruner believed that when children start to learn new concepts, they need help from teachers and other adults in the form of active support. To begin with, they are dependent on their adult support, but as they become more independent in their thinking and acquire new skills and knowledge, the support can be gradually faded. This form of structured interaction between the child and the adult is reminiscent of the scaffolding that supports the construction of a building.



In a very specific way, scaffolding represents a reduction in the many choices a child might face, so that they become focused only on acquiring the skill or knowledge that is required. The simplistic elegance of Bruner's theory means that scaffolding can be applied across all sectors, for all ages and for all topics of learning.

The ultimate goal of scaffolding is to support and assist children as they extend their own learning and gradually assume the ability to independently self-regulate their own learning. As children build upon their own knowledge, assume more and more independence, and self-regulate their own learning, their problem-solving behaviors change over time. A teacher's careful monitoring of student progress has been shown in the literature to be one of the major factors differentiating effective learning experiences from ineffective ones (Avery, 1993; in Burch 2007). As children take on new learning and understandings, the ultimate educational goal is increasing their independence and responsibility for their own learning, which should ultimately result in changing behaviors. Over time, the change in the child's learning behaviors should demonstrate an independence and self-regulation that no longer needs the constant attention of the teacher.

A more specific study of scaffolding is presented by Donovan and Smolkin (2002). They take a critical look at the issue of scaffolding in children's writing. They research the role of different levels of scaffolding in children's understanding and demonstration of their knowledge of genre. Tasks range from those that provide minimal or low level support to those that provide middle or high levels of support (contextual and visual support). Interestingly, the highest level in their range of scaffolding is described as a "direct instruction with revision" (Donovan & Smolkin, 2002, p.435)



Scaffolding should not be seen as only one specific instructional technique. It is a broad term that encompasses many useful and thoughtful strategies that allows the teacher to break down a task into smaller, more manageable parts in order for the student to understand the full concept. If used effectively, over a period of time, scaffolding has the ability to help students cope with the complexity of a task, process how they can accomplish a task, and actually complete the given task, independently.

1.6.4 Relationship between Scaffolding and The Zone of Proximal Development

There is a consensus that Vygotskian socio-cultural psychology and the notion of the zone of proximal development are at the heart of the concept of scaffolding (Berk, 2001 in Verenikina). These range from understanding scaffolding as a direct application and operationalisation of Vygotsky's concept of teaching in the zone of proximal development (Wells, 1999), to the view that the notion of scaffolding only partially reflects the richness of Vygotsky's zone of proximal development.

Gordon Wells (1999, p.127 in Verenikina) referred to scaffolding as "a way of operationalising Vygotsky's (1987) concept of working in the zone of proximal development". He identified three important features that give educational scaffolding its particular character:

- 1) The essentially dialogic nature of the discourse in which knowledge is co-constructed;
- 2) The significance of the kind of activity in which knowing is embedded and
- 3) The role of artefacts that mediate knowing.

Mercer and Fisher (1993 in Verenikina) view the ZPD characteristic of transfer of responsibility for the task to the student as the major goal of scaffolding in teaching. In order to qualify as scaffolding, they propose, a



teaching and learning event should: a) enable the learners to carry out the task which they would not have been able to manage on their own; b) be intended to bring the learner to a state of competence which will enable them eventually to complete such a task on their own; and c) be followed by evidence of the learners having achieved some greater level of independent competence as a result of the scaffolding

Bruner believed that when children start to learn new concepts, they need help from teachers and other adults in the form of active support. To begin with, they are dependent on their adult support, but as they become more independent in their thinking and acquire new skills and knowledge, the support can be gradually faded. This form of structured interaction between the child and the adult is reminiscent of the scaffolding that supports the construction of a building.

In a very specific way, scaffolding represents a reduction in the many choices a child might face, so that they become focused only on acquiring the skill or knowledge that is required. The simplistic elegance of Bruner's theory means that scaffolding can be applied across all sectors, for all ages and for all topics of learning.

1.6.5 Types of Scaffolding

The term “scaffolding” was initially introduced by Wood, Bruner, and Ross (1974) as tutoring or other assistance provided in a learning setting to assist students with attaining levels of understanding impossible for them to achieve without assistance. They viewed scaffolds as personal in nature; that is, aid provided by a teacher or peer to help with the learning process. More recently, the concept of scaffolding has been broadened to include a multitude of different tools and resources that can be used by students to assist them with instructional activities.



According to Walqui, 2006 there are Six main types of instructional scaffolding are especially salient: modelling, bridging, contextualization, building schema, re-presenting text and developing metacognition.

1.6..5.1 Modelling

Students need to be given clear examples of what is requested of them for imitation. When introducing a new task or working format, it is indispensable that the learners be able to see or hear what a developing product looks like.

Teachers of English learners should seriously consider keeping (photocopying) examples of student work for demonstration purposes. Such examples may serve not only to set performance guidelines or standards, but also to encourage and stimulate students by the evidence of past students' progress in the accomplishment of similar tasks. In addition to modelling tasks and activities and sharing examples of student work, it is important to model appropriate language use for the performance of specific academic functions, such as describing, comparing, summarising, evaluating and so on. In this phase the role of teacher as expert doing teaching explicit very clear (Hammond, 1990). There are several steps in modelling:

1. Explaining first what is text type (Genre).
2. Explaining what is text type becoming focus in that instruction cycle, including the target and also social context.
3. Explaining first structure schematic or phases of that text and what function



1.6.5.2 Bridging

A common bridging approach is to activate students' prior knowledge. Anticipatory guides are a way to do this so that students produce written as well as spoken language.

Students will only be able to learn new concepts and language if these are firmly built on previous knowledge and understandings. Comprehension is widely understood to require 'the weaving of new information into existing mental structures'. As students start realizing that their everyday knowledge is not only valued in class but, in fact, desired, a sense of wellness is achieved that promotes further development. This does not always come easily.

A common bridging approach is to activate students' prior knowledge. Anticipatory guides are a way to do this so that students produce written as well as spoken language. At the beginning of a new topic the teacher may ask her class to collaborate to fill out a two-column anticipatory guide, with one column for what students know about a topic and the other for questions about the topic that they are interested in answering. If students are not used to this, if they are used to a teacher monologue or a recitation script, they may be surprised and confused at first. The teacher will almost be able to hear the words going through their minds: 'Listen, if we knew that, we wouldn't be in this class.'

Another important aspect of bridging is establishing a personal link between the student and the subject matter, showing how new material is relevant to the student's life, as an individual, here and now. Other ways of bridging include asking students to share personal experiences related to the theme that will be introduced in the lesson or assigned reading. For example, as a way of preparing



students to read Francisco Jimenez's short story, 'The Circuit', students are asked to think about the following questions, jot down their answers, and share them with a partner:

Have you ever had to leave behind someone or something that you loved?

What happened?

How did the experience make you feel?

1.6.5.3 Contextualising

Many educational researchers have pointed out differences between everyday language and academic language (e.g. Bernstein, 1971; Cummins & Swain, 1986; Heath, 1983). Because everyday language is embedded in rich context and is situation-dependent, learners can rely on nonlinguistic information to compensate for possible linguistic shortcomings. Academic language, on the other hand, is decontextualised and situation-independent; in order to comprehend such language the learner must rely on language alone (Cloran, 1999 in Walqui).

Teachers may also provide verbal contextualisations by creating analogies based on students' experiences. Effective teachers continually search for metaphors and analogies that bring complex ideas closer to the students' world experience.

1.6.5.4 Schema Building

Schema, or clusters of meaning that are interconnected, are how we organise knowledge and understanding. If building understanding is a matter of weaving new information into pre-existing structures of meaning, then it becomes indispensable for



teachers to help English Language Learners see these connections, through a variety of activities.

In preparation for a reading assignment, for example, a teacher may ask students to preview the text, noting heads and subheads, illustrations and their captions, titles of charts, etc. In this way, students begin their reading with a general sense of the topic and its organisation, with their schema already activated and ready to accept new connections.

1.6.5.5 Re-presenting Text

One way in which teachers invite students to begin the appropriation of new language is by engaging them in activities that require the transformation of linguistic constructions they found modelled in one genre into forms used in another genre.

In terms of language use, this continuum starts with asking students to say what is happening (as in drama or dialogue), then what has happened (narratives, reports), then what happens (generalisations in exposition) and, finally, what may happen (tautologic transformations, theorising). In this fashion, students can access content presented in more difficult genres by the act of transforming it into different genres, especially. In the following excerpt, four students collaborated on the first moment of the class re-presentation of their reading in language arts:

S1: *Good morning ladies and gentleman, I will ask you to stand up because your honor is about to enter this court.*

S2: *You may be seated. We're here today to hear the testimony of the defense and prosecution. The prosecution will present*



the case of King Hamlet, who is accusing King Claudius and Queen Gertrude of the crown of betrayal. I now call on the prosecution to make your opening statements.

S3: Dear jury. We come here to prosecute King Claudius, twisted and very unusual with no limits; an ambitious man. Someone who sacrificed his own brother, his own cousin and people around him, to get what he wants. Somebody who will not turn off any evil behavior to get what he wants. Somebody with no morality and now twisted in his eyes, kill, and kill with full awareness of his behavior. Somebody that made six people dead in his own kingdom and house, because of his twisted and very sick ambition. Somebody that took his brothers wife the day after his brothers funeral and spy and contribute to his own cousin's death, and that of six other people. Now we gather here to bring him to justice.

S2: I now call on the defense to make his opening statements.

S4: Today I'll be defending my client King Claudius. I'll be defending him to show you people of the jury that every single charge against my client, King Claudius, is not worthy of hearing because King Hamlet is mentally ill. I'll also be showing you that the marriage between King Claudius and Queen Gertrude is pure and sincere and based in love. Today in this courtroom, I'm going to show you the innocence [of Claudius] and mentally illness of King Hamlet.

S2: Prosecution, you may now begin to present your witness.

S3: We call first to bring King Claudius to the stand...



(Heisler, 2001)

1.6.5.6 Developing Metacognition

Metacognition has been defined as ‘the ability to monitor one’s current level of understanding and decide when it is not adequate.’ (Bransford et al. , 1999: 35). It refers to the ways in which students manage their thinking, and it includes at least the following four aspects:

- (1) Consciously applying learned strategies while engaging in activity;
- (2) Knowledge and awareness of strategic options a learner has and the ability to choose the most effective one for the particular activity at hand;
- (3) Monitoring, evaluating and adjusting performance during activity; and
- (4) Planning for future performance based on evaluation of past performance.

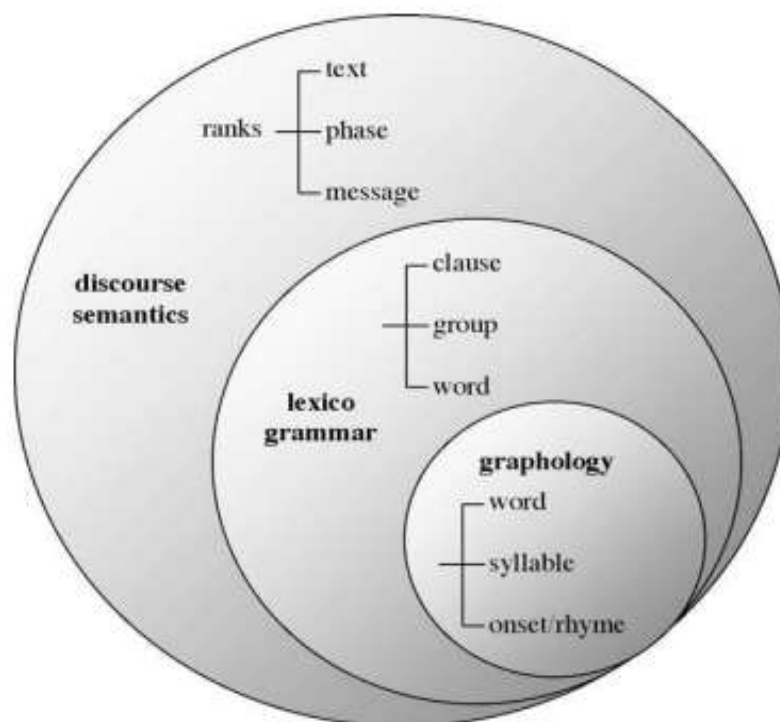
1.6.6 Realization of scaffolding in writing

Martin and Rose (2005) follows the principle of scaffolding that preparation (prepare), task (task), and elaboration (elaborate). Stages scaffolding requires students to perform a task, in order that this task is running smoothly and in line with expectations, the student must prepare first. After the students do chores, then students will understand the concept of learning that they get and the students are considered ready for the next stage of the learning process, namely to elaborate their understanding and knowledge about the activities they have done (Martin & Rose: 2005: 251-280).



1.6.6.1 Reading to learn

Learning model in Reading to Learn is a proximal growth zone (Zone of Proximal Development) of Vygotsky (1978). According to Vygotsky (Rose, Gray & Cowey, 1999, 2006), learning is a social process that occurs between what students can do and what they can achieve in their interaction with the teacher. The complexity of the text read, sebagaimana described by Martin and Rose(2005: 6; 2007: 2) can be seen in picture 2 below:

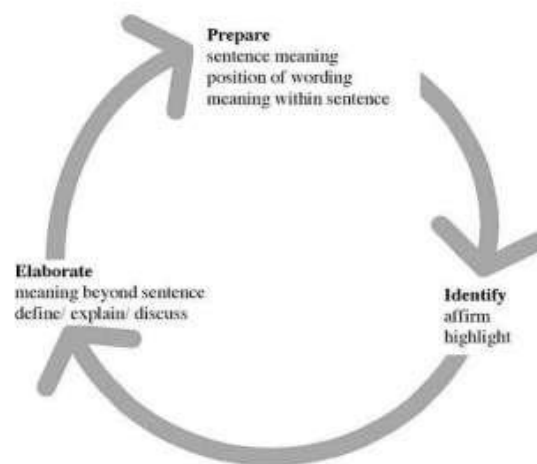


Picture 1. The Complexity Of Reading

In Reading to Learn program, Martin and Rose follows the principle of scaffolding that preparation (prepare), task (task), and elaboration (elaborate). Stages scaffolding requires students to perform a task, in order that this task is running smoothly and in line with expectations, the student must prepare first. After the students do chores, then students will Understand the concept of learning that they



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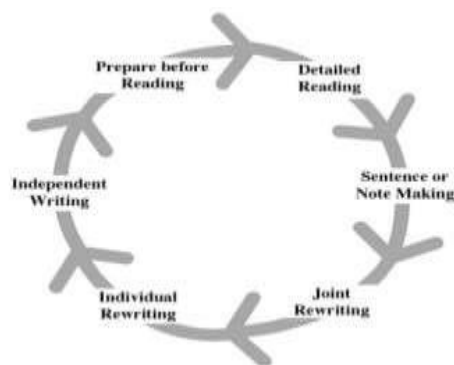


Pictures 2. Scaffolding interaction cycle

Source: Rose: 2006:7

1.6.6.2 Learning stages

According to Martin & Rose, basically have 6 cycles of learning stages.



Pictures 3. Learning stages

Source: Martin & Rose (2005:10)





1. Prepare before Reading.

In this stage, students are encouraged to understand the text carefully as understand the topic, main idea, and vocabulary in the text.

This stage encourages students understand the text are generally three ways. First, give students the necessary background knowledge so that students are able to understand the text read. Second, explain the topic of the text being read. Third, sum up the meaning of the text phase when students read the text with the students understood the term.

2. Detailed reading

Students are encouraged to elaborate and define the meaning of the words they have read. Based on Martin & Rose (2005: 8) detailed reading helps students to decipher the text and then compose the text intensively using language patterns that exist in the text they have read. Students can highlight a word or phrase that they deem necessary to write the text so that they are able to understand the content of the text.

3. Preparing for writing

In this phase, students write words, phrases or sentences they already underlined or highlighted in the text they read. At this stage, the teacher wrote schematic structure, linguistics features and vocabulary in their own words on the board.

4. Joint rewriting

Starting with making activities of the sentence (Sentence Making activities) which the previous note written on the board and then reprocessed by the students as a group. This was done to facilitate the students when they write their own text.

5. Individual rewriting

In this stage, students applying or using the same notes and then write the text with their own ideas.

6. Independent writing

This stage is the final stage which will be performed by students so results end of this stage is the final form of writing.

1.7 Previous Study

There are some researchers who discuss scaffolding strategies. For repairing the research, there are four kinds of previous study done inscaffolding strategies discussion.

The first previous study taken from Michell (2005), talks more about drawing on sociocultural research literature relating to scaffolding. Indeed, use of the term ‘scaffolding’ has become so widely and variously used within literacy and general education that it risks becoming an inoperable concept, altogether indistinguishable from a generalized notion of ‘supportive teaching’. Scaffolded activity should be seen as a key site of situated professional knowledge practice and learning. Instructional scaffolding involves teachers in making conscious and subconscious decisions about the support they think learners require to accomplish classroom tasks.

The first study explain about model of scaffolding, The model is developed from analysis of authentic interaction data from classrooms participating in the ESL Scaffolding action research project, as well as drawing on sociocultural research literature relating to scaffolding. It is hoped that the model will contribute to understanding the nature and value of inclusive pedagogies that specifically address the language, literacy and cultural learning needs of ESL students in schools.

In the first study, the correspondences relates to a Year 7 (12- and 13-year-old) class consisting of 25 students. Half of the class have been learning English for between three and five years. In this lesson a student is at the



front of the class, reporting on a group task in which the students had to solve a mathematical word problem using appropriate mathematical reasoning. The students were given a reflection sheet, which required them to record separately the problem, the key words in the problem, the mathematical operations required and the solution steps taken.

The first previous study gave a clear data about scaffolding relates sociocultural. The weaknesses of this study are only explain scaffolding in social, not linguistic and academic.

The second previous study taken from Reiser (2004). There has been much interest in using software tools to scaffold learners in complex tasks, that is, to provide supports that enable students to deal with more complex content and skill demands than they could otherwise handle. Software tools may influence the focus of attention, and teachers can then capitalize on and reinforce in their questioning and guidance of students. Teachers and software tools may work in concert, with the software tools providing a concrete representation of distinctions that teachers have brought into classroom discussions.

The result of this study argued that software scaffolding can help learners by providing needed structure and by problematizing important subject matter. Scaffolding in software tools to influence learning practices is important.

The weaknesses of this study is focused on tools. As such, tools can be designed to provide a context that can influence users' perceptions, the discourse between learners and between learners and teachers, and the ways they represent their thinking in artifacts of their work.

The third previous study taken from Walqui (2006) explain more about creating context for linguistic and academic learning in ZPD occurs in part through the scaffolding of social interaction. Scaffolding as a closely related to the ZPD. Scaffolding instruction is individualized so it can benefit each learner. However, this is also the biggest disadvantage for the teacher since



developing the supports and scaffolded lessons to meet the needs of each individual would be extremely time-consuming.

In the third study, present a pedagogy of rigour and hope, possible for second language learners to develop deep disciplinary knowledge and engage in challenging academic activities if teachers know how to support them pedagogically to achieve their potential.

The research was done by the previous research above that is same in the scaffolding strategies area but they have differences, beside that with this research. If Michele and Reiser using instructional scaffolding by tools (software) to solve the problematizing student work and Walqui using scaffolding as a conceptual framework. This study focused on how teachers scaffolding strategies helpful for all children within all classrooms to build upon the strengths and prior knowledge of young children to extend their literacy learning. This involves providing input and instruction that both support and challenge students, gradually increasing their competence as they move toward independence. By creating learning situations that are cognitively and interactionally demanding for learners, it is possible to push them to higher levels of performance than they could reach by working alone (Ohta, 2000). However, this view is challenged by showing to shown that teachers scaffolding it is helpful for all children.

1.8 Research Methodology

1.8.1 The Objective of the Research

The objectives of the research to exploring EFL Teachers' Scaffolding Strategies in Writing Skill at MTS Al-Washliyah Kab.Cirebon (Qualitative Research). In order to keep up with the advance of writing lesson in english, at MTS Al-Washliyah.



A. Profil of MTs Al Washliyah

- | | |
|---------------------|--|
| 1. Name of school | : MTS AL WASHLIYAH |
| Address | : Jl. Sultan Ageng Tirtayasa No. 22 Desa Cempaka Kecamatan Talun Kabupaten Cirebon |
| Telephone | : (0231) 8303153 |
| 2. Nama Institution | : MP AL WASHLIYAH |
| Address | : Jl. Fatahillah Kel. Perbutulan Kec. Talun |
| Telephone | : (0231) 323834 |
| No NPWP | : 21.072.307.8-426.000 |
| NSM/ NPSN | : 121232090034/20278874 |
| Accreditation | : Terakreditasi A |
| Founded | : 1986 |
| 3. Headmaster | : Ahmad Subhan, S. Pd. I |
| Telephone | : 085220028542 |

1.8.2 Place and Time of the Research

The study will conduct in the context of Recount text in the English as a Foreign Language at MTS Al-Washliyah located in Jl. Sultan Ageng Tirtayasa No.02 Desa Cempaka Kecamatan Talun Kabupaten Cirebon.

The observation conducted on February – May 2016 in MTs Al Washliyah start from 07.15 a.m. until 01.45 p.m.

1.8.3 The Method of the Research

Based on the classification of research design from Moriarty (2011), this research can be characterised as a qualitative descriptive because in this study the researcher observe and then explore a teacher's learning. As Moriarty (2011) elaborated that qualitative research is best used when the



methods are: (a) complementary to the preferences and personal experiences of the researcher, (b) congruent with the nature of the research problem, and (c) employed to explore areas about which little is known. Miles and Huberman (1994) expressed an expanded position and indicated that qualitative research is conducted to: (a) confirm previous research on a topic, (b) provide more in-depth detail about something that is already known, (c) gain a new perspective or a new way of viewing something, and (d) expand the scope of an existing study. Based on this collection of reasons, qualitative descriptive methods were appropriate for this study. Descriptive qualitative is a research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables (Lodico, et.al, 2010: 640).

1.8.4 The Source of Data

The source of this study were mainly the first year student enrolled in the “writing lesson” classes at the MTS Al-Washliyah. Student teachers were chosen as they were considered to have a potential to apply their learning from this program. Moreover, with the scaffolding strategies, were teacher-student expected to learn “how are teacher’s scaffolding applied in teaching narrative, which would support and helped student to getting ideas, organizing ideas and developing details”. (Hyland, 2009: 118)

All participants were between 11-13 years of age. Bahasa Indonesia is their second language and English is thus foreign language. However, in this method the participant already know to a deep understanding of new material (Turnbull, Shank and Leal: 1999). And the instructor must prepare both to continuously assess student learning and to connect new information to the students’ prior knowledge. At the beginning of the process, the instructor models the task in its entirety. Having observed their instructor’s model, the students begin guided practice by performing parts of the task independently. The instructor assists his or her students with their early practice and continuously assesses their learning. As the



students gain experience with and understanding of new information or tasks, the instructor increases the complexity of guided practice activities and gradually reduces his or her support. By the end of a well-executed scaffolding plan, the students perform the entire task with little or no support from their instructor (Turnbull et. al.: 1999).

1.8.4.1 Primary Data Source

The data of the research was the natural learning in the classroom which is as a primary data in this research. The participant of this study were Junior High School students and also the English teacher at MTs Al Washliyah Talun.

The objects of this research was all participants along observation. They are student at 8th grade and English teacher.

1.8.4.2 Secondary Data Source

Secondary data sources were taken from the other references such as books, journals, dictionary, and other references which are relevant to this research.

1.8.5 The Instrument of the Research

Instrument of the research is researcher herself. This study used scaffolding strategies from Brunner's theory and the writing process: six learning stages by Martin and Rose (2005;10)

1.8.6 The Technique of Collecting Data

The methods of data collection and analysis were qualitative. The work in schools had two main focus:

1. Observation of selected lessons in the areas of design

According to Oxford Advanced Learner's Dictionary, observation is the action of watching somebody/something carefully so as to notice things. A spoken or written remark or comment based on something one has seen.

Observation conducted by during 1 months, observation done once of one week. After lesson, teacher and researcher talked what is



going on class especially in course of instruction and understanding of student in items which is submitted.

In observation, researcher note what told and done by pupil and teacher in " interaction setting" (Morrison, 1993, cited by Cohen, Manion & Morrison, 2000:305). Researcher also make observation note immediately after each;every session finish, when observation memory still is fresh. (van of Lier, 1988:241.

2. Interviews with teachers before and after lessons and with pupils after lessons

Interviews with teachers were to determine their plans and goals and, afterwards, their assessment of these. Pupils were interviewed to ascertain whether their perceptions matched those of the teacher. In interviews, teachers overestimated the success of their lessons compared with the understanding demonstrated by interviewed pupils.

The qualitative research interview is particularly well suited for employing leading questions to check repeatedly the reliability of the interviewees' answers, as well as to verify the interviewer's interpretations. Thus, contrary to popular opinion, leading questions do not always reduce the reliability of interviews, but may enhance it; rather than being used too much, deliberately leading questions are today probably applied too little in qualitative research interviews (Kvale (1996) in Emilia :2008).

3. Study of Document

Documents is produced by the participants as part of their regular lives generally include familiar things like public records or reports, minutes from meetings, personal letters, bulletin boards, newspapers, yearbooks, or instructional materials. Typically these documents are collected from the site and their content analyzed



(Lodico,et.al: 2010). Verbatim conversation of observation were transcribe into written document.

1.8.7 The Technique of Analyze data

This study to explore the EFL Teacher's Scaffolding in Writing for eight grade at MTs Al Washliyah-Talun. The data was taken by observation of classroom activity, which concerned with teacher and student interaction in teaching learning.

In all qualitative research, data analysis and interpretation are continuous throughout the study, so that insights gained in initial data analysis can guide future data collection (Lodico, et.al, 2010). Data in qualitative research are analyzed through the reading and review of data (observation notes, interview transcripts) to detect themes and patterns that emerge. The researcher summarizes and explains the results by describing the major ideas, patterns, or themes that emerge from the analysis.

The instructional scaffolding were transcribe into written document are based on Martin and Rose's theory of scaffolding and Walqui's theory of types scaffolding. The six types scaffolding are: Modelling, Bridging, Contextualising, Schema Building, Re-Presenting Text and Developing Metacognition.

The result of the study will be explain by the comparing student's recount text in the first teaching and the last teaching after applying scaffolding . This can be seen by student article about text recount with application of the way of teaching in writing according to Martin Rose's Theory about six cycles of learning stages above.



1.8.8 Research Timeline

The schedule time of the study is:

| Month | Week | Activities | Year |
|-----------|-----------------------------------|------------------|------|
| September | 2 nd - 4 th | Research Plan | 2015 |
| October | 1 st | Writing Proposal | |
| | 2 nd | | |
| | 3 rd | | |
| | 4 th | Seminar | |
| November | 1 st – 4 th | Observation | 2016 |
| January | 1 st – 4 th | Collecting Data | |
| February | 1 st – 4 th | | |
| March | 1 st – 4 th | | |
| April | 1 st – 4 th | Analyze the Data | |
| May | 1 st – 4 th | | |
| June | 1 st – 4 th | | |
| July | 1 st | Report | |

Table 1. Time schedule of the research



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