

**STUDENTS' RESPONSES TO THE APPLICATION OF THE SCAFFOLDING METHOD
IN IMPROVING ENGLISH READING DIGITAL TEXT SKILLS
FOR MULTIMEDIA STUDY PROGRAM**

Ince Dian Aprilyani Azir¹, Widi Sriyanto²

^{1,2} Politeknik Negeri Media Kreatif

¹incedian@polimedia.ac.id, ²widi.sriyanto@polimedia.ac.id

Abstract

The emergence of the COVID-19 virus has wreaked havoc on education systems like never before. Many schools and institutions are closing over the world. The Indonesian government has decided to implement a remote learning system based on online learning. Many schools and higher-level education institutions have introduced digital source systems including the digital text to read. This study used a descriptive qualitative method to learn about the students' responses to the use of the scaffolding method in enhancing English reading digital text abilities for the Multimedia Study Program. The research was conducted at the State Polytechnic of Creative Media from four classes in the Multimedia Engineering Technology study program. Research data is taken from the questionnaire to collect the information on the application of the scaffolding method that can contribute to increasing students' reading skills. This study addresses the challenges in improving digital text reading skills, which are closely related to students in the Multimedia program. The results revealed that the students' perceptions of applying scaffolding to improve reading skills were favorable. The students' positive responses to the questionnaire statements on the scaffolding method's use demonstrate this. As a result, scaffolding could be employed as a way for teaching English to students who want to improve their reading skills, particularly in the form of digital texts.

Keywords: , *students' responses, reading skills, multimedia, digital text, scaffolding method*

1. Introduction

In terms of social and economic activities, the COVID-19 epidemic struck and nearly crippled all countries, including Indonesia. The Indonesian government has issued warnings and prohibits people from leaving their homes, working, or attending school. Many schools and institutions are closing over the world. The Indonesian government has decided to implement an online or E-Learning distance learning system. This leads to the use of digital text instead of paper-based text during the distance learning system.

Despite evidence suggesting digital text comprehension is inferior to that of traditional text, the usage of digital materials in educational contexts is widespread. Using learning strategies for deeper text processing as a possible answer to this challenge (Ben-Yehudah &

Eshet-Alkalai, 2018). There are a wide variety of strategies that can be implemented in reading skills learning activities. Lecturers then try to apply some reading strategies to overcome the problem of reading digital text. There is no one teaching strategy that is absolutely successfully applied to all students. Therefore, every English lecturer is expected to be more innovative and creative in finding new teaching strategies in the classroom teaching and learning process to help students achieve their mastery in reading skills that also support other skills. One of the strategies is by using scaffolding methods that can help students become independent and skilled learners in terms of self-control and also in solving various problems, especially overcoming various obstacles and challenges in improving reading skills (Hartman, 2002). Specifically, Clay and Cazden (1992) demonstrated two

scaffolding strategies in teaching reading skills: working with new knowledge and receiving the correct responses. In the first strategy, when a lecturer suspects the student lacks the ideas or words necessary for a particular text, the lecturer can explain some part of the story presented with something the student can better understand than other readings. In the second strategy, lecturers show the meaning of the text only by giving the correct response through several clues or instructions so that students can be more active in interacting during reading activities. Other strategies are proposed by Mentari et al. (2014) in applying scaffolding in reading consisting of six types: concepting modeling, creating contextualization, building schema, representing text, and developing metacognition at three stages of reading – pre-reading, while reading, and post-reading. Based on the description, this research needs to be conducted to map the response of students in improving the reading skills of students.

In terms of students' responses, the terms are a process in which students are given preferential treatment while receiving information from an item (Yasar, 2018). Understanding how students interpret lecturers' questions and how they respond to them in class is crucial. Students' propensity to actively participate in question-and-answer sessions is influenced by these views. Students' views are crucial because they allow lecturers to assess their students' perceptions after learning the findings (Yasar, 2018). Teachers or lecturers can modify what students dislike and enhance what they enjoy after learning about their perceptions, whether they are positive or negative. After learning about students' perceptions, instructors or lecturers may modify what they do not like and enhance what they do like whether it is about how to educate or how to present information to students. It is a combination of components and indications that explains the conditions in the classroom. Positive perception is a wonderful gift that allows one to focus on something other than

oneself. As a result, student perception is critical not only for estimate but also for instructional improvement. Based on the description, this research focuses on the response of students in improving the reading skills of students in reading digital texts, especially students of multimedia engineering technology study programs who are familiar with the digital text instead of paper-based texts. The responses will be mapped based on the application of scaffolding methods in improving the students' reading digital skills.

2. Method

Utilizing a descriptive qualitative technique, this study sought to learn about students' reactions to using scaffolding strategies to improve reading abilities. The study was carried out at the State Polytechnic of Creative Media, which served as the study's subject. A total of 135 students in four classes in the second semester of the State Polytechnic of Creative Media at Multimedia Engineering Technology study program participated in the study.

The research focuses on the author's usage of the scaffolding approach for teaching reading in four classrooms at the polytechnic's Multimedia Engineering Technology Study Program. Information regarding the use of scaffolding methods and student responses to these approaches, as well as a classification of any scaffolding principles that might help students with reading tasks, is found in research data.

The information for this study was gathered using a questionnaire. This study's questionnaire was created using Google Forms. Positive statements were utilized in this questionnaire to measure positive perceptions, with categories 5, 4, 3, 2, and 1 being used. Positive statements were used in this study in the hopes that respondents would reply to the questionnaire in accordance with the researcher's expectations.

The questionnaire's five categories: Strongly Agree (SA) 5 points, Agree (A) 4

points, Neutral (N) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point. The following indicators were used to create the questionnaire:

Table 1. The Indicators of Questionnaire about the Application of Scaffolding Methods

No.	The Indicators of the Application of the Scaffolding Methods
1.	Scaffolding method is effective and recommended in improving reading skills on digital text.
2.	Modeling is the most effective scaffolding method in reading digital
3.	Bridging is the most effective scaffolding method in reading digital
4.	Contextualizing is the most effective scaffolding method in reading digital
5.	Schema building is the most effective scaffolding method in reading digital
6.	Representing text is the most effective scaffolding method in
7.	Developing metacognition is the most effective scaffolding method in reading digital text

The researcher categorised and evaluated the data after gathering it. The data was examined in different stages by the researcher. The researcher first identified the students' perceptions of these six scaffolding method's application (modeling, bridging, contextualizing, schema building, representing text, and developing metacognition) in improving reading skills in digital texts, and then used the formula to calculate the percentage of students' perceptions of the scaffolding method's application in improving reading skills in digital texts:

P: Percentage of Response

F: Respondent's Score

N: Maximum Score

To examine the data in this study, the researcher utilized quantitative description. To finish the analyses of the criteria, the results of the questionnaire study were categorized into the following categories:

Table 2. The Criteria of Classification

Interval of Frequency (%)	Criteria
81% - 100%	Excellent
61% - 80%	Very Good
41% - 60%	Good
21% - 40%	Poor
0% - 20 %	Very Poor

3. Findings and Discussion

This research analyzed the students' responses to the application of the scaffolding method in improving English reading digital text skills for multimedia study program. The respondents of this descriptive qualitative research consisted of 135 students from four classes of Multimedia Engineering study program at State Polytechnic of Creative Media, they were asked 7 (seven) questions. The questionnaire shared to the students related to the use of scaffolding methods in reading improvement as stated in Table 1 above. The description of students' responses to the application of the scaffolding method in improving English reading digital text skills can be seen in the following chart:

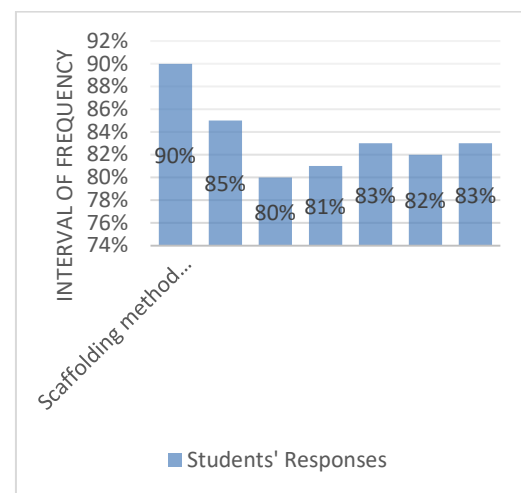


Figure 1. Students' Responses

Based on the figure above, it can be described that the scaffolding method is effective and recommended in improving reading skills on digital text with the average percentage is 90% which means that it was in the excellent criteria of perception. Then, modeling is the most

effective scaffolding method in reading digital text with the average percentage is 85% which means that it was in the excellent criteria of perception. Next, bridging is the most effective scaffolding method in reading digital text with the average percentage is 80% which means that it was in the very good criteria of perception. Contextualizing as the most effective scaffolding method in reading digital text gets higher percentage than the previous one with the average percentage 81% meaning that it was in the excellent criteria of perception. After that, schema building as the most effective scaffolding method in reading digital text reaches 83% which means that it was in the excellent criteria of perception. Besides, representing text as the most effective scaffolding method in reading digital text gets lower percentage at 82%, but it still means that it was in the excellent criteria of perception. Last type of scaffolding method, developing metacognition, in terms of the most effective scaffolding method in reading digital text reached 83% which means that it was in the excellent criteria of perception.

This section presents and discusses the findings from the questionnaires on students' perception of using Google Classroom in teaching Intensive English Class program. The discussion is shown through the interpretation of the results shown in the tables elaborated with the findings from the questionnaires.

This research used five categories in the questionnaire, they are: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree). The results of each statement in the following table:

Table 3. The Results of Questionnaire of Students Responses to the Application of Scaffolding Methods

No.	The Indicators of the Application of the Scaffolding Methods	SA	A	N	D	SD
1.	Scaffolding method is effective and recommended in improving reading skills on digital text.	122	10	3	-	-
2.	Modeling is the most effective scaffolding method in reading digital text	115	15	5	-	-
3.	Bridging is the most effective scaffolding method in reading digital text	108	10	10	7	-
4.	Contextualizing is the most effective scaffolding method in reading digital text	110	15	8	2	-
5.	Schema building is the most effective scaffolding method in reading digital text	112	18	4	1	-
6.	Representing text is the most effective scaffolding method in reading digital text	111	19	3	2	-
7.	Developing metacognition is the most effective scaffolding method in reading digital text	112	17	5	1	-

Based on the table above, 100 students (90%) strongly agreed that scaffolding method is effective and recommended in improving reading skills on digital text while 10 students (8%) agreed and 3 students voted neutral (2%) in viewing the scaffolding method as the effective and recommended one.

Then, 115 students (85%) strongly agree on the statement of Modeling as the most effective scaffolding method in reading digital text. Besides, 15 students (11%) just agreed and 5 students (4%)

were neutral towards the modelling as the most effective scaffolding method in reading digital skills.

Next statement, bridging as the most effective scaffolding method in reading digital text was voted by 108 students (80%) who strongly agreed on it. Both the agree and the neutral team shared the same voters at 7% allocation. The remaining 7 students (6%) disagree on the statement about bridging as the most effective scaffolding method in reading digital text.

Later, contextualizing as the most effective scaffolding method in reading digital text was voted by 110 students (81%) who strongly agreed on it. While 15 students (11%) agreed and 8 students (7%) stayed neutral, 2 students (1%) disagreed on the statement said that bridging is the most effective scaffolding method in reading digital text.

Afterward, schema building as the most effective scaffolding method in reading digital text was voted by 112 students (83%) who strongly agreed on the statement. While 18 students (13%) agreed and 4 students (3%), there was 1 student (1%) who disagreed on the statement that bridging as the most effective scaffolding method in reading digital text.

Thenceforth, 111 students (82%) stated that they strongly agreed on terms of representing text as the most effective scaffolding method in reading digital text. When 19 students (14%) agreed on the statement and 3 students chose to be neutral (2%), there were 2 students (2%) who opposed the statement saying that representing text is the most effective scaffolding method in reading digital text.

Last but not least, it is about the type of scaffolding, developing metacognition, which was voted by 112 students (83%) as the most effective scaffolding method in reading digital text. Additionally, 17 students (13%) agreed on the statement saying that developing metacognition is the most effective scaffolding method in reading digital text. Nevertheless, 5

students (3%) stayed neutral towards the statement. On the other hand, there was 1 student (1%) who disagreed on the statement.

Based on the tables, it is clearly seen that the scaffolding methods are viewed positively in improving the students' reading skills. Modeling as the scaffolding method gained the highest popularity followed by both schema building and developing metacognition. Then, representing text follows them with only slight difference. The next rank is occupied by contextualizing as the most effective scaffolding method in reading digital text. The smallest percentage of all is gained by bridging as the most effective scaffolding method in reading digital text. However, it is still in the very good rank. Thus, based on the findings of this study, it is predicted that the scaffolding methods will be used to improve the students' reading digital skills, and it is recommended to continue the application of the scaffolding methods in order to enhance the students' reading skills on digital text, particularly during this pandemic through the distance learning system.

5. Conclusion

Based on the finding of the research, it could be concluded that the students had excellent responses to the application of the scaffolding method in improving English reading digital text skills and it was classified as excellent criteria. By considering the students' score in responding each statement, the researcher concluded that the students' perception of the application of the scaffolding method in improving English reading digital text skills in four classes of Multimedia engineering study program at State Polytechnic of Creative Media is at the excellent criteria. It is shown that students have an excellent perception and a high interest of the use of scaffolding as a method in improving reading digital text skills. From the students' positive responses in responding the questionnaire statements about the application of the scaffolding method, it is suggested that the scaffolding might be

used as a method in teaching English reading for the students in order that they are more interested in learning and actively engaged, especially in the form of digital text.

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