

Fostering Cooperative Learning through Reciprocal Reading Methods in German Online Class

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Abstrak

Pemahaman terhadap teks tulis merupakan salah satu kompetensi penting yang harus dikuasai pembelajar bahasa Jerman sebagai bahasa asing. Oleh karena itu menjadikan mahasiswa pembaca yang baik merupakan tujuan utama dalam kelas menengah Jerman, di mana siswa harus mencapai tingkat B1. Selama pembelajaran bahasa Jerman secara online terjadi kendala dalam proses pembelajaran, khususnya dalam pembelajaran ketrampilan membaca bagi kelas bahasa Jerman tingkat menengah pada mata kuliah Deutsch 3. Mahasiswa cenderung kurang aktif dan pengajar tidak dapat mengontrol secara langsung karena tidak ada proses tatap muka. Hasil kuesioner terhadap mahasiswa menunjukkan bahwa metode pengajaran yang digunakan dinilai kurang kooperatif dan membosankan. Untuk mengatasi masalah ini diterapkan metode membaca terpadu atau reciprocal reading. Metode ini (Palinscar dan Brown 1984) mengaruskan adanya interaksi anatar mahasiswa melalui strategi membaca terpadu yakni meringkas, mempertanyakan, mengklarifikasi, memprediksi, dan menanggapi apa yang mereka baca. Adanya interaksi antar mahasiswa meningkatkan keaktifan mereka di kelas karena mereka harus berinteraksi untuk dapat memahami isi bacaan yang sedang dibahas. Pasca penerapan metode reciprocal reading pembelajaran online ketrampilan membaca pada mata kuliah Deutsch 3 mengalami perubahan yang signifikan. Hal ini dibuktikan melalului hasil temuan penelitian yang menunjukkan adanya perbedaan nilai dan motivasi antar kelas control dan kelas eksperimen. Hasil post tes menunjukkan bahwa kelas eksperimen mengalami peningkatan nilai yang lebih tinggi dibandingkan kelas control. Selain peningkatan nilai kelas eksperimen juga mengalami peningkatan motivasi dibuktikan melalui hasil kuesioner mahasiswa.

Kata kunci: *reciprocal reading, pemahaman teks, bahasa Jerman*

Abstract

Understanding of written texts is one of the important competencies that learners of German as a foreign language must master. Therefore, making students good readers is the main goal in the German middle class, where students must reach level B1. During online learning German there are obstacles in the learning process, especially in learning reading skills for middle-level German classes in the course. Deutsch 3. Students tend to be less active and teachers cannot control it directly because there is no face-to-face process. The results of the questionnaire to students showed that the teaching method used was considered less cooperative and boring. To overcome this problem, an integrated reading method or reciprocal reading is applied. This method (Palinscar and Brown 1984) requires interaction between students through an integrated reading strategy, namely summarizing, questioning, clarifying, predicting, and responding to what they read. The interaction between students increases their activity in class because they have to interact in order to understand the content of the reading that is being discussed. After the application of the reciprocal reading method, online learning reading skills in the Deutsch 3 course experienced significant changes. This is evidenced through the results of research findings which indicate differences in values and motivation between the control class and the experimental class. The post-test results showed that the experimental class experienced a higher increase in scores than the control class. In addition to increasing the value of the experimental class, there was also an increase in motivation as evidenced by the results of student questionnaires.

Keywords: *reciprocal reading, reading comprehension, German*

1. Introduction

The COVID-19 pandemic era requires learning to be done online without going through a face-to-face process. This is done to minimize the transmission of the virus. In practice, online learning facilitates and complicates the learning process. In foreign language learning, for example, there is a teaching and learning process that cannot be optimal when done online. Besides that, student motivation also decreased during online learning. In the UNESA German department, this can be seen from the decreasing activity of students. During online learning, not many students ask questions and express opinions. This complicates the interaction process between lecturers and students. Even though learning German as a foreign language requires good interaction between lecturers and students to be able to improve student competencies, namely in speaking, listening, reading, and writing. The most perceived obstacle in learning foreign languages occurs in reading comprehension. The students tend to be passive while reading class. Whereas the ability to understand reading is one of the prerequisites for understanding written communication in the foreign language being studied.

The encounter with written texts in the foreign language generally happens far more often, and indeed well after school, than the (oral) interpersonal communication with the so-called native speakers. Developing students to become good readers is therefore a key objective in German intermediate class, in which the students should be reach B1 level. As a "central skill in foreign language teaching, reading foreign-language texts is also a prerequisite for the language acquisition process (Hermes, 1998). Students have to develop a reading competence very quickly that allows them to receive non-intentional (authentic) texts, i.e. texts written in the target language area and addressed to readers with a target culture. The fact that the study groups in terms of their reading and writing skills are very heterogeneous doesn't make the task any easier.

The more recent reading didactics and the highly acclaimed reading achievement studies of the last decade have unanimously emphasized that 'good readers' have a number of characteristics that distinguish them from 'risk readers': They understand both text comprehension and the deeper and more extensive, content-related inferring text comprehension. They also have a strong strategic knowledge that allows them to read critically and understand the whole part of the texts (Artelt et al. 2009). So-called cognitive ones are used strategies. Understanding words meanings and uses from the co-text, build up a thematic word field in order to be able to infer better, etc. - such as metacognitive strategies, i.e. those of planning, monitoring and, if necessary, the modification of the understanding process. The appropriate and simultaneous as well as changing use of strategies or reading routines is an indicator of a pronounced reading competence (Schmitt 2007: 125).

Numerous studies have shown a direct connection between the use of strategies and foreign language-related reading and learning success (Bimmel 2002). As an intervention-related (read: supportable and learnable) characteristic, the reading strategy and its applications are also the focus of empirically founded reading support recommendations (Artelt et al. 2002.). Last but not least, the observation that reading competence does not replace language skills, but can compensate for a lack of target language knowledge to a certain extent, also speaks in favor of targeted reading strategy training (Blümel-de Vries 2003: 68). The use of strategies is indispensable, especially for the students, who study German as a third foreign language who are expected to achieve a significantly higher level in the area of receptive communication skills. If these students are also familiar with so-called intercomprehensive reading, this leads to an improved mental processing of the input, if only because more texts are accessible to them and thus the intake is also improved.

Based on the results of observations of the activeness and learning outcomes of German department students in intermediate reading classes, it shows that students are less enthusiastic and learning outcomes have not met the target. This occurs because of learning method applied is still conventional, in which only involves individuals without any interaction in the group. Therefore, a more dynamic learning method is needed to increase the activeness and understanding of students in the reading class. But how can reading skills be promoted in the classroom? In school-related reading didactics, there is broad consensus that reading skills can primarily be promoted through an integrative approach (Fritsch 2006: 100). It combines reading tasks with productive tasks, e.g. B. on text content and its discussion. Listening and speaking or reading and writing are considered integrative competencies, with each of these competencies of course own mental processing methods activated by voice. This also means that each of these competencies can only grow by applying itself. Reading can only be promoted directly through reading, listening, and speaking or reading and writing are

considered integrative competencies, with each of these competencies of course own mental processing methods activated by voice. The didactic combination of reading and writing, of reading and speaking about what has been read is not plausibly explained by the psychology of reading alone. But this distinction is particularly relevant for the construction of summary tests. In the formative context, the promotion of reading within the framework of an integrative dual skill set of reading / writing or reading / speaking makes sense - not least because here the element of motivation, the students experience of language and self-efficacy is added.

Reading Promotion through Reciprocal Reading Method

As Henseler & Surkamp found in English didactics, “many of these reading concepts [...] can be transferred to foreign language teaching”, especially as far as they “both arouse reading interests and train reading skills, reading fluency, reading strategies and the ability to reflect” (2009: 7). Reading programs that are committed to the concept of cooperative learning or peer assisted learning (PAL) have also proven to be particularly efficient. Because methods of cooperative reading of foreign-language texts in the classroom are - better than the usual teacher-centered approach (questions about the text) or individual, lonely reading - suitable for using the potential of support from the teacher and classmates accompanying the reading process to make word processing behavior and the comprehension results observable for everyone involved. These methods also include the two reading training courses proposed, namely reciprocal reading, a method of text understanding and indexing based on the division of in the team work, which primarily serves to train reading strategies.

Reciprocal reading is one of the cooperative learning methods. It is an effective way to improve reading comprehension. In groups of 4-5 students, a text is read and the content is worked out according to a set procedure. The individual group members take on partial tasks in the text indexing. For this, they receive role cards on which the respective strategy and, if applicable, the beginning of a sentence can be found. The text is read paragraph by paragraph and developed with the help of the strategies. In reciprocal reading method, reading promotion in the sense of a multiple, integrated strategy or single component application (e.g. developing word meanings, asking questions about the text content, summarizing paragraphs, formulating hypotheses about progress) is combined in these cooperative method with the interaction between students of the same rank (peers). They are responsible for their own contribution and the group result. During the cooperation, given tasks that define the content and sequence of the reading training structure and sequence the learning activities. During reciprocal reading, for example, the students are asked to understand word meanings through context or through intra- / interlingual inferencing and to set up hypotheses on the progression of the text that has been worked out in sections. They have to link what they have read with their “semantic, syntactic and discourse knowledge” and activate their “previous experience” (Hermes 1998: 231). Within small groups or dyads, students act as peers and form a task-differentiated work and support community

As the reading processes described in more detail below make clear, the lecture remains largely responsible for the success of these arrangements: In the design of the learning setting and the group formation, she acts as an arranger, in the introduction and demonstration of the work program as a behavioral model, during the work phase as a learning coach the technical and content-related correctness as an expert and finally as a manager who is responsible for the smooth overall process and the safeguarding of results (Philipp 2010: 12). Learning is done through mutual reading and explaining as well as through reciprocal reading on several levels: In addition to language learning competence and communicative competence, the students expand their personal and social competence and - depending on the textual basis - their technical competence.

2. Method

This research is part of classroom action research conducted in Deutsch 3 online classroom, in which the students should be in B1 level. This research will be carried out in 4 steps that will be adjusted to the state of the classroom. From these results, conclusions will be drawn about whether or not to carry out the next cycle.

Table.1 Research Steps

| Num. | Steps | Activities |
|------|-------------|--|
| 1 | Planning | Planning includes 4 main activities, namely observation, problems selection, learning methods selection and method implementation planning |
| 2 | Action | Implementing reciprocal reading method as a chosen learning method based on the problem. |
| 3 | Observation | Observation is carried out during the action is being implemented, namely the reciprocal reading method. Observation itself is an effort to find out the learning process, whether there are problems faced by the students on implementing learning method. |
| 4 | Reflection | This step is done to determine changes in action, both positive and negative changes and to find out obstacles during the action process, researchers also discuss the implementation of the next action plan. |

The population of this research are 40 students who programmed Deutsch 3. With the reciprocal reading method, the four reading strategies “clarify”, “ask”, “summarize and predict” are consistently applied in a clearly structured conversation and applied systematically. A common text in a small group of five students (one of them is in charge) is read in sections and worked on strategically. Each student receives a role card (M2A / B) that relates to a reading strategy. She or he is with it responsible for this task within the group. The text is first read out quietly in sections and then on a voluntary basis by a student at desk volume. The four strategies are applied to each section. For the next section, the role cards and the corresponding tasks rotate so that each student has actively applied each strategy.

Quasi-experimental design is applied with pre-test and post-test. The design is aproprited to choose since Deutsch 3 classroom is not fully handed by the researchers. The pre-test aims to ensure that the students are equally in reading comprehension, meanwhile the post-test is conducted to compare the score of the students to show the comparison between before and after applying reciprocal reading method.

3. Result and Discussion

At the beginning of the research, there were 2 initial activities that carried out, namely (1) interviews and discussion with the lecture in Deutsch 3 classroom, (2) preliminary observations of the learning process in the classroom, especially on reading comprehension of the students, and (3) distribute questionnaires to students. The observation activity carried out in the learning process in Deutsch 3 classroom aims to observe all components related to the German learning process before being given action, including observations of lecturer as follows (1) the material preparation, (2) how the lecture delivers learning material, (4) how the lecture manages and organizes the class, and (5) how the teacher closes the class. Then the observations of students is carried out, including (1) students 'attitudes, (2) interactions between students and lecture, and (5) students' abilities in reading skills. At the same time observation of the teaching and learning process occurs to observe (1) learning methods, (2) learning techniques, (3) media learning, as well as (4) learning materials. All of these observation are implemented in online classroom.

Learning process was carried out in 4 meetings after being given a pre-test. In the experimental class, students are taught using reciprocal reading in reading comprehension while the control class is taught by conventional method. In this case using conventional method consists of lecturing, giving question and asking the students to answer. The pre-test results of students in the Deutsch 3A class as an experimental class showed that the mean value of students' reading comprehension ability was 44.30, with the highest score being 69 and the lowest score being 20. Based on the frequency

distribution and percentage data, the most many students get is value between 48-59 as many as 11 students or 53%. While the pre-test results of students in the Deutsch 3B class as the control class showed the mean value of students' reading comprehension ability was 44.17 and the score was categorized as very low with the highest score being 63 and the lowest score being 12. Based on the frequency distribution data and percentage, the value most students get is the value between 44-51 as many as 15 students or 75%. Based on the pre-test results of the experimental class and control class students indicates that the student's average score is very low. This is due to the lack of motivation and interest of students in reading German during online learning. In addition, students are not given frequently reading practice in the learning process, so that it has an impact on other factors, namely the lack of vocabulary.

After implementing reciprocal reading method using four models in the experimental class and conventional method in the control class, a final test (post-test) was given for both classes. The test was conducted to see whether there was a significant difference between the reciprocal reading method and conventional method. The post-test results of students in the Deutsch 3A class as an experimental class showed that the mean value of students' reading comprehension ability was 63.55, with the highest score being 85 and the lowest score being 57. Based on the frequency distribution and percentage data, the highest score many students get is value between 57-65 as many as 13 students or 63%. The results of the post-test in the experimental class experienced changes after being given treatment or applying the reciprocal reading method. Based on the post-test results of students in the Deutsch 3B class as the control class, it shows the mean value of students' reading comprehension ability is 57.97 and the value is categorized as sufficient, the highest score is 77 and the lowest score is 31. Based on the frequency distribution data and percentage, most students get the score between 45-59 as many as 10 students or 50%. This indicates an increase in the score also in the control class, but not better than the experimental class. The learning approach carried out in the classroom is still teacher-centered, this can be seen when the researcher makes observations, namely the teacher explains the material in the book, then gives the assignment in the book to the student.

The normality of the data is tested before testing the hypothesis. In normality testing, the data taken is the pre-test value data of students in the experimental class and the control class. This test is done to see whether the data obtained is normal or not. In the post-test data normality test, each class shows the same thing, namely in the experimental class the chi-square count is smaller than the chi-squared table, $X_{count} < X_{table}$, ($-112.48 < 11.07$) so that the data distribution is declared normal. Likewise, in the control class the arithmetic chi-square is smaller than the table chi-square, $X_{count} < X_{table}$, ($-144.58 < 11.07$) so that the data distribution is declared normal. The results of the above analysis were followed by the t-test to see the final results of this study, each class with the same formula. The result is t_{count} of experimental class = 3.47 while $t_{table} = 1.997$, so $t_{count} \geq t_{table}$ ($3.47 \geq 1.997$). Thus, H_1 which states that the use of reciprocal reading learning methods is effective in learning the advanced reading comprehension of German for students of Deutsch 3 Unesa class is accepted. H_0 which states that the use of the reciprocal reading method is ineffective in the learning ability to read to understand German for students of Deutsch 3 Unesa class is rejected. Therefore, it can be concluded that the research on the effectiveness of using the reciprocal teaching model in reading comprehension skills in advanced German class students of Deutsch 3 Unesa class was declared successful.

The condition of the experimental class before and after being treated were very different. before giving treatment, students never give comments, answer questions from lecturers and do not pay attention to learning. However, after the reciprocal reading method was applied, the class conditions and situations changed. The students began to actively ask questions and give their opinions. They also dare to respond and refute the opinions of other students and also begin to draw conclusions from the content of the reading. However, there were also some students in the experimental class who paid less attention to the explanation of the reciprocal teaching model. So, when the group division is more active, it is the group leader from each group. This is what causes some students getting low scores after being given the post-test. Meanwhile the students in the control class did not provide feedback during the lesson. This can be seen from the interest of students in online classroom, they keep in silent without paying attention to the lesson. Furthermore most of them turned off their camera during the lesson or turning on the camera only on the beginning of the

lesson. The findings above also prove the statement of Palinscar and Brown. As they found that the benefits of using reciprocal teaching strategies could improve students' reading comprehension

4. Conclusion

Based on the research finding of this study, it can be claimed that reciprocal reading method has significant effect on reading comprehension to Deutsch 3 students. As Bess (in Carter 1997) argued that reciprocal teaching was an instructional method to improve students' understanding, especially in improving students' reading comprehension. That statement supports the findings of this research. Reciprocal reading method also provides various strategies to make it easier for students to understand the text so that students and lecture can easily master and understand this method to be applied in the classroom. In this pandemic, in which the students have to study online, interaction between the students and also the lectures are the core of learning. By applying reciprocal reading method that kind of interaction can be well maintained.

The study shows that there are a significant difference effect on reading comprehension to Deutsch 3 students of those teach using reciprocal teaching method and using conventional. This method also gives a higher effect on reading comprehension ability of the students. By applying reciprocal teaching method, students can improve their reading comprehension in online classroom. The interaction occurs in the reciprocal reading process can motivate them and ease their understanding of the texts. There is a great challenge emerges in this German online teaching and learning, in which interaction is sometimes difficult to be accomplished, the lecture has to have a suitable method to enable the interaction during the learning process.

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