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Reciprocal Teaching Applied in Hybrid-Based DaF (Deutsch als Fremdsprache) Learning

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Abstract:

The purpose of this study is to describe the process of application and implications of the hybrid learning-based reciprocal teaching method focusing on reading skills of German texts at the A1 level in accordance with the European standard frame of reference (Gemeinsamer Europäischer Referenzrahmen - GER) and it was implemented in a hybrid learning. This was undertaken to ensure effective learning by mixing up the online and face-to-face methods. The reciprocal teaching method is implemented through four stages of understanding, namely asking questions, predicting, clarifying, and summarizing. A qualitative descriptive method is used to describe the phenomenon of learning based on hybrid learning. The source of data in this study were 36 Deutsch als Fremdsprache (DaF) students. The data were obtained from the results of observations and questionnaires, and were analyzed using the Miles and Huberman interactive model, namely, data collection, data reduction, descriptive data integration, and drawing conclusions. The results showed that the process of applying this method was well implemented according to the stages in reciprocal teaching. This method affects the way students learn, namely, students try to both independently and collectively understand new material and get consistent reading comprehension. Through this method, students become more enthusiastic, active and motivated to take part in learning German. The reciprocal teaching method is a source of information and an alternative for teachers in determining appropriate and varied learning methods and it can be used as a reference for improving the quality of German learning, particularly at A1 level in high school. The hybrid learning is expected to mediate the students' difficulty in the learning process during the pandemic times. The school should make some innovations that the students update with a technology.

Keywords: basic level, German, hybrid learning, reciprocal teaching.

基层德语学习中的互惠教学对德语作为外语学生

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摘要:

本研究的目的是描述基于混合学习的互惠教学方法的应用过程和意义，该方法根据欧洲标准参考框架（欧洲共同参考框架），重点关注一个 1 级德语文本的阅读技能，并在混合学习中实施。这是为了通过混合在线和面对面的方法来确保有效的学习。互惠教学法通过四种理解策略实施，即提问，预测，澄清和总结。这个研究采用描述性定性方法。这个研究采用描述性定性方法。研究中的数据来源于 36 名德语作为外语学生。研究中的数据来自观察和问卷结果，并使用迈尔斯和休伯曼的交互模型流进行分析，数据缩减，数据显示，结论图和验证。研究结果表明，通过理解互惠教学的四种策略，可以恰当地应用该方法的过程。这种方法会影响学生的学习方式，学生可以独立或分组尝试理解新材料并获得一致的阅读理解。通过这种方法，学生们变得更加热情，积极和积极地参与学习德语。互惠教学法是一种信息来源，也是教师确定适当和多样的学习方法的一种替代方法，它可以作为提高德语学习质量的参考，尤其是在高中一个 1 级别。混合学习有望在流感大流行时期缓解学生学习过程中的困难。学校应该进行一些创新，让学生用技术更新。

关键词: 基层，德语，混合学习，互惠教学。

1. Introduction

Language is a human ability that functions to communicate and interact. One of several ways to communicate through the language is writing. Writing is not only to be read, but also to draw the meaning from it. As stated by Saddhono & Slamet (2014), reading is a method used to get the message the author wants to convey through a written material. Reading activities would be meaningless without understanding. Therefore, to have reading skills requires diligent and continuous practice.

Reading skills in this study were emphasized at the A1 level or basic level of German. At the mastery of German reading skills level A1 in a standard European frame of reference (gemeinsamer europäischer Referenzrahmen - GER), students are expected to be able to read and understand very short, simple texts, sentence-by-sentence, identify familiar names, simplest words and phrases, and read a text several times if needed. The expected reading skills are that students can understand and identify the contents of reading in simple German writing. This agrees with the statement of Aini et al. (2021) that the main purpose of reading is to explore understanding and solve problems. However, in reality, it is not easy for all students to achieve these goals (Trisiantari & Sumantri, 2016).

During the initial observation at the setting, information was obtained that students majoring in social studies who were taking German subjects as cross-interest lessons did not show any enthusiasm during the learning process. According to Rohma (2021) it is not easy to arouse students' interest in learning German. Additionally, due to the COVID-19 pandemic, classes designed for a direct meeting were dramatically changed. The students did not appear to have any interest in learning, and the learning turned into a hybrid learning (online and offline). In hybrid learning, students can take part in the teaching and learning process from home and do not have to take part in face-to-face learning directly with the teacher. This influenced their learning motivation more adversely.

This finding was strengthened by the statements of several respondents saying that they had no interest in learning German. The next reason is that the field of

science being studied is not in line with the curriculum in the social field. This lack of interest affects learning in class, especially in students' vocabulary mastery. The mastery of the vocabulary affects their reading comprehension, particularly in learning a foreign language (Meireles, 2006).

Generally, learning to read in schools should be aimed at achieve at least three main goals. Those are (1) enable students to enjoy reading activities, (2) being able to read silently with a flexible time, and (3) gain sufficient understanding of the reading contents (Abidin, 2012). To achieve them, good learning planning is needed in teaching and learning activities to make them interested in reading activities (Budiarti & Haryanto, 2016).

A learning plan must be able to guide the learning course to achieve the learning objectives (Sanjaya in Ananda, 2019). Mulyadi (2019) argues that learning strategy is the process of selecting and planning the steps taken by the teacher so that learning objectives can be achieved effectively and efficiently. During learning during the COVID-19 pandemic, learning was done only through a school application called E-Front and zoom meetings for material explanations. An online learning model has made the learning less varied. According to Zulfiati, Heri Maria, Husaen (2022) the online approach during the pandemic has affected learning, social behavior, and even health. Being able to adapt to learning technology is its positive side. One option for teachers to make it more varied is by employing cooperative learning methods. The method prioritizes the student's cooperation to achieve learning objectives (Majid, 2013). From various research findings, cooperative learning not only increases academic achievement but also promotes self-confidence, socialization, and mutual trust in groups and individuals, as well as being able to work together and help each other (Ali, 2021).

Several types of methods can be applied; one of them is the reciprocal teaching method. Several studies have shown positive results. A study (Haerini et al.: 2019) showed that the application of reciprocal teaching resulted in a significant difference, mostly an increase in students' interest enthusiasm during the learning.

This is supported by another finding (Sirait 2016) reporting that the interest in learning has a positive impact on their achievement. Noriasih (2013) suggests that the reciprocal learning model is an approach that teaches cognitive strategies to students and is designed to help students understand the content of reading well. Hutauruk et al. (2021) also argued that the model is aimed at achieving learning objectives through a fast independent learning process. Akhir (2017) revealed that the research related to reciprocal teaching conducted by Palincsar and Brown was intended to train and teach students to be more active, effective, and independent in understanding information.

In the application of reciprocal teaching, students must follow four understanding strategies, namely (a) asking/composing questions, (b) summarizing, (c) predicting, and (d) clarifying the information received (Rachmayani, 2014). In this study, these strategies were carried out by (a) students compiling questions from a text, (b) the teacher clarifying when students made mistakes in answers or questions that been prepared, (c) predicting the answer to a question, and (d) summarizing the content of a text. Having applied these strategies, students became more confident and motivated. Additionally, students will get positive results and a consistent improvement in reading comprehension (Oczkus, 2018). In reading, the students are not only required to improve language skills, but also to recognize the information needed and be able to find, evaluate, and use the information effectively (Aini, 2017).

This study refers to relevant previous researches (Elisawati, 2018; Tiradea, 2017) which found that the application of the reciprocal teaching method improved students' reading skills. They could learn new material easily when studying independently in groups. Thus, it can be concluded that the application of the reciprocal teaching method can be beneficial for both teachers and students, especially in learning reading skills. This study was different from the previous studies, as this applied the reciprocal teaching in pandemic situation in which the hybrid class was employed.

Most of the researches applying the reciprocal method have shown positive results, especially in reading skills. However, only few applied it in a pandemic situation. Thus, this study was designed to determine the students' reading skills and interest from the implementation of reciprocal teaching in the pandemic setting. The results were expected to be a source of information and an alternative for teachers in determining appropriate and varied learning methods. This can be used as a reference for further researchers in improving the quality of learning German. Based on this explanation, this research is important to find out how the process and implications of the reciprocal teaching method on reading skills and students' interests.

2. Method

This study employed a descriptive qualitative

approach. Mukhtar (2013) stated that descriptive qualitative research is used to gain knowledge of the research subject. This study was to describe the application process and implications of the reciprocal teaching method in reading skills and to foster interest in the German language.

The criteria of the subjects were 36 students who attended German language learning at A1 level and took German subjects in general. The data were obtained from (1) the results of observations used to discover how the process of applying the reciprocal teaching method, and (2) the results of the questionnaire to determine its implications.

The researchers used observation sheets and questionnaires as supporting instruments, which had been validated and verified by a supervisor. The observation was done assisted by two observers, one directly coming to the class, another joining through an online meeting.

The observation sheet in this study was made based on the Learning Implementation Plan (RPP) to observe the learning process through the implementation of learning as an indicator. Thus, the observation was used to collect data related to the application process. The sheet was in the form of a Guttman scale with the answer "Yes" or "No." The questionnaire sheet was developed to record the students' responses to the reciprocal teaching. It was made into a Likert scale. Table 1 shows the grid of the questionnaire.

Table 1. Student questionnaire sheets

| No. | Indicator of student' response | No of items |
|-----|--------------------------------|-------------|
| 1 | Reading ability | 1-3 |
| 2 | Interest | 4-6 |
| 3 | Learning motivation | 7-9 |
| 4 | Understanding | 10-11 |
| 5 | Achievement | 12-16 |

These data are then described descriptively. Miles & Huberman (Sugiyono, 2013) suggest that in qualitative data analysis activities are carried out interactively. The flow of interactive model data analysis used the Miles & Huberman model (Figure 1).

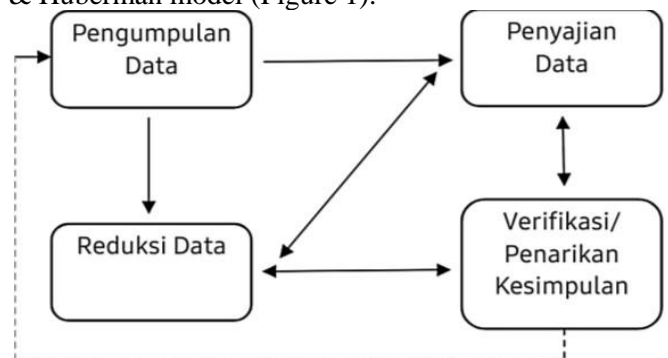


Figure 1. Miles and Huberman's interactive model data analysis flow

Based on the chart, the researcher performed four

stages in analyzing the data, namely (1) data collection was carried out by carefully examining the completeness of the identity and content of the data obtained, (2) data reduction was performed by reading repeatedly and classifying the data obtained in each statement on the observation sheet and questionnaire, (3) data was presented in the form of narrative text, and (4) conclusion was drawn based on the data interpretation. The data analysis was done continuously until they met the researcher's needs. Thus, indirectly during the data analysis with interactive analysis models, the data triangulation also had carried out to draw conclusions. This interactive model allowed researchers to retrieve new data if the data obtained was insufficient or invalid.

3. Results

The application of reciprocal teaching in reading skills was carried out in offline and online meetings. The number of students who participated in the research activities was 36. The researcher served as a model

teacher, key instrument, and data collector along with two colleagues who acted as observers.

On the observation sheet there are 15 statements with the answer choices "Yes" or "No." The statements are related to the student activities during the research process, in accordance with the lesson plans. Based on the overall observations calculated using the Guttman scale, 85% implementation activities of reciprocal teaching can be categorized as well. This number can indicate that the implementation of learning in the classroom by applying the reciprocal teaching method has been run well.

At the stage of making questions in German with guidance from the researchers, the students could do well. Few of them wrote the questions in Indonesian. At the beginning of the activity, the students faced difficulties in understanding the pattern of the question sentence, but finally they succeeded in catching the points. At online meetings, the groups consisted of three to four people. They submitted the questions on the Padlet provided by the researcher (Figure 2).

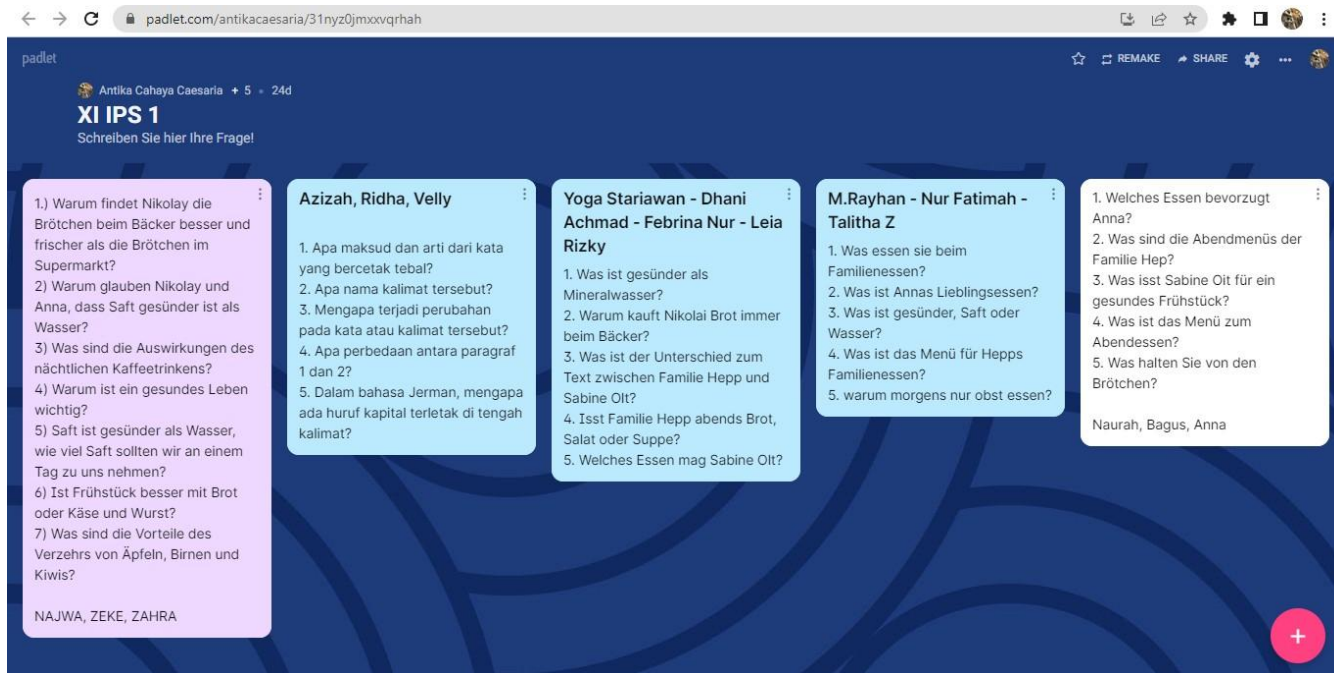


Figure 2. Results of the arrangement of online meeting questions through Padlet

After that, the researchers appointed two groups to present their results. As a group presented their questions, other groups had to respond by answering the question. Despite few errors in their answers and questions, the entire presentation process ran smoothly. An error made by the students was that the questions did not relate to the context. At the end, the students summarized the materials. The researcher assigned two students to present the summary; they could explain all the points well. From the application of reciprocal teaching on online meetings, it was found that a prediction stage was skipped. The students failed to predict the next material even with an instruction. Therefore, the researcher asked the students to open a book on a certain page and identify the material on that page. The online meeting was also less conducive; the students were more passive and were reluctant to turn

the camera on. For this, the researchers tried making interaction with them, and this changed the situation.

In offline meetings (Figure 3), the students were more active and followed the direction carefully. Each stage performed well. The students completed the task of making questions very well. All groups (with four to five) succeeded in developing the right questions. They could also present the results and lead the learning process. As the researchers clarified the mistakes of the presenting group, they understood the points. This could be seen from the fact that they could predict the correct answers as the researcher asked the questions directly. Finally, one of the most important findings is that they could conclude the learning outcomes.



Figure 3. Offline learning process

To see the implications of the application, a questionnaire containing 16 statements was distributed. The responses were categorized into four classes, namely 76-100% for the good category, 56-75% for fair, 40-55% for poor, and less than 40% for very poor (Arikunto, 2006). The following is the response of the students' perception of the learning.

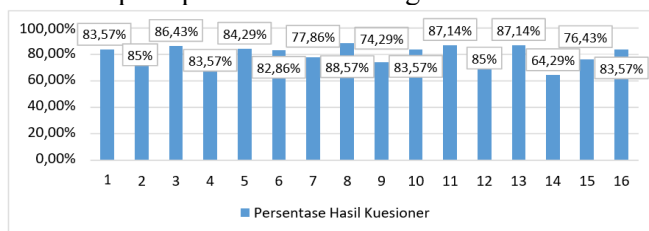


Figure 4. Percentage of questionnaire results

Table 2. Average results of questionnaire indicators

| Indicators of students' response | No of Items | Average (%) | Remark |
|----------------------------------|-------------|-------------|--------|
| Reading ability | 1-3 | 85% | Good |
| Students' interest | 4-6 | 83,57% | Good |
| Learning motivation | 7-9 | 80,23% | Good |
| Students' understanding | 10-11 | 85,35% | Good |
| Learning achievement | 12-16 | 79,28% | Good |

Based on table 2, it is concluded that all indicators of student response questionnaires got average results, good category. Meanwhile, for the student response questionnaire, the total score was 1839 with a percentage of 82.09%, which was included in the good category as well. This indicates that there is an increase in student learning outcomes. Additionally, this method also improves their participation.

Based on the students' response on the questionnaire, there is a positive effect from the application of the reciprocal teaching. The students' reading skills are better; it is easier for them to understand the text. This is evidenced by the results of the indicators of their reading ability; it is 85%, indicating a good category. The students were also enthusiastic, active, and have more interest in the learning. They also showed more enthusiasm when the learning was carried out in groups. Most students participated actively and the learning results were very good. Additionally, they were more independent and could learn new material easily. Their ways of thinking have developed positively. Yet, for maximum results, continuous application and further research are still needed.

4. Discussion

Palincsar and Brown: It consists of four strategies, namely asking questions, clarifying, summarizing, and predicting (Puspita et al., 2017). Each stage of reciprocal teaching has been carried out entirely, as shown in the observation sheet (attached). Based on these observations, the students' reading skills got better after the implementation of the reciprocal teaching method. They could conclude learning outcomes easier. At the application, they were not only asked to read but also to involve their thinking processes along the stages. This positive fact is just in line with Abidin's (2012) argument that the process of learning to read should include all mental activities and students' thinking skills in understanding, critiquing, and reproducing a written discourse.

The reciprocal teaching method certainly has both advantages and disadvantages. Ibrahim (Lestari & Widyaningrum, 2016) stated that reciprocal teaching had a positive impact on students' communication skills because they are encouraged to ask questions and comment on other friends' answers during the learning. Additionally, Muslim et al. (Lestari & Widyaningrum, 2016) stated reciprocal teaching are (a) training students' ability to learn independently, (b) training students to express their opinions, ideas and ideas, (c) improving logical thinking skills, and (d) increasing conceptual understanding and problem-solving skill. From these advantages, it can be seen that the students looked enthusiastic, as they worked together with their peer and share their ideas and opinions. In group discussions, they could better understand by identifying problems that are being solved independently with their peers. That way, they would find it easier to remember their own findings.

The drawback of the model, according to Khabibah (Lestari & Widyaningrum, 2016), is the tendency of the students to get bored, especially for passive students. However, they also turned to be more enthusiastic in learning, as they could help each other to understand the material. They got the freedom to discuss with their peers in group. Puspita et al. (2017) also revealed that the teaching method has made students more active, creative and enthusiastic; they also had more convenience of accepting and understanding the material.

Additionally, the reciprocal teaching method has improved their reading skills. In line with that, Doolittle et al. (2006) claimed that the method provides a theoretical way to encourage in-depth understanding of texts. The results of the two instruments also showed that students were more motivated to learn German in groups. This is observed from their active participation in learning. This is supported by another study (Aini et al., 2019), which proves that student involvement provides an opportunity to develop competence through a combination of training, experience, discussion, and reflection. According to Jacobs (Warsono & Hariyanto, 2017) there are eight principles that must be applied in group learning, namely 1) the

formation of heterogeneous groups; 2) collaborative skills; 3) group autonomy; 4) simultaneous interaction; 5) fair and equal participation; 6) the responsibility of each individual; 7) positive dependence; and 8) cooperation. From the results of the questionnaire, the eight principles had been applied well. The most influential principle of the group learning is group autonomy. When learning is done in groups, most students participate fairly in the learning process, so that learning achievement is maximized. As explained in the research by Sinulingga & Nadeak (2012), the group members support each other in discussions to understand the material. This helps students to be independent of the teacher and be able to learn new material easily by applying the reciprocal teaching method. Additionally, most students are motivated to learn independently after the implementation.

The results obtained from the offline and online meetings certainly show some differences. Online, the students were more passive, and the learning was not very good. The students were reluctant to ask questions when they failed to understand. For this problem, the researchers gave the stimulus repeatedly by giving simpler examples. This was intended to encourage good and effective learning interactions. This step resulted in a good effect, and the learning was more effective and communicative.

5. Conclusion

Based on the findings, it is concluded that the application of the reciprocal teaching method in reading skills and fostering student interest is effective in learning German at the basic level. Although the predicting stage was skipped on the online session, other learning process has run well. This method affects the students' learning: they are more independent in their groups to understand the material, and they are more appreciative on the new material. Reciprocal teaching has a very positive effect on the learning process, because their interest in learning German has developed well. They are more enthusiastic, and easier to learn new material. In addition, the implications of applying reciprocal teaching also show that this method involves all abilities to search and investigate systematically, critically, and logically.

The learning process applying this method accords to a constructivist approach, i.e., the learning process of 'learning how to learn, learning to think, learning to do, learning to live together, and learning to be' ---referring to UNESCO's goal of 21st century education. From this description, it is found that the reciprocal teaching method can direct students to manage their metacognitive skills. The students have trained to regulate their learning activities. In addition, the learning is more meaningful and relevant according to the needs of each individual. Learning orientation that puts a high priority on the results need to be supported by metacognitive skills that can be empowered through the reciprocal teaching method. A learning taking a

priority on the result needs a support of metacognitive skills.

6. Limitations and Further Study

This study has some limitations. In online learning activities in particular, it is necessary to coordinate and prepare more detailed and targeted preparations for the purpose of achieving learning activities that can actively involve the students. However, this research can be useful for future researchers who will use the reciprocal teaching method. German teachers can use this method as an alternative to be applied during learning, especially in reading skills. In addition, teachers are expected to accommodate learning activities to empower metacognitive skills by applying this method.

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Authors' Contributions

Desti Nur Aini: conceptualization, methodology, investigation. Antika Cahaya Caesaria: calculations, visualization.

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