Full Length Research

UNDERSTANDING THE PROCESS OF GERMAN LANGUAGE TEXT
(An Analysis Protocol)

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One of the questions related to the efforts to find a way that is effective and efficient reading is "what happens in one's mind when attempting to understand a German language text". Data about the process understanding of the text obtained by using the technique of thinking aloud protocol (TAP) or thinking aloud. Results of the analysis showed that (1) in general, the process of understanding the information contained in text in two stages, namely understanding the title and body of the text, (2) activation of schemata is done in two ways: (a) provide a statement to yourself as a confirmation of the truth information from the text read, (b) give yourself questions for consideration of the correctness of the information he speaks. Distribution schemata activation occurs not only globally at the level of the text but also during continuous reading, both at the level of words and sentences, (3) the prediction made by the schemata guide both globally and focal.

Key Words: The process of understanding, reading, analysis protocol

INTRODUCTION

Reading is one way of acquiring information in an effort to expand knowledge, understanding concepts, self-development as part of the improvement of human resources. For students, the mastery of a foreign language text reading skills is a necessity for many references and printed course materials in foreign languages, especially English.

In higher education, especially education in the Deutsch Education Study efforts to provide students with reading skills German subtitles continuously improved through a program of lectures *Arbeit am Text* The courses and reading skills. Nevertheless, the ability to understand the German language text remains inadequate. The statement recognized by Trijanto (2002) that the German language students have not been able to understand the German text at a rate that should be mastered. The above statement indicates a disparity between educational objectives and the results achieved. The gap raises the question of why students still have difficulty in understanding the content of the text, though have been trained and equipped with a variety of text comprehension strategies with adequate time allocation. Some of the factors that can be considered as a cause of optimal capability of the students in understanding the

foreign language text, among others, the factors of the student; how the thought process of students in reading? Do students have adequate knowledge of how to read well? Do students have good reading habits?

This study is an attempt to answer the question " How is the process of thinking of students when trying to understand the text content in German?" This study focused on the processes occurring in the mind or thoughts of students of German at the time of reading and trying to understand the contents of the text, which includes subfocus; (1) the process of thinking while reading in general, (2) activation of schemata, (3) the establishment of a prediction or hypothesis of the content of the text.

LITERATURE REVIEW

Reading Definition

Smith (1982) argues that reading is an interaction between reader and text in combining visual information and non-visual information. Visual information is information that is printed in the form of text and nonvisual information is schemata that exist in the memory of every person. Eskey (1988) argues that reading is a cognitive process, because that is important in reading is knowledge stored in one's memory. Read related to the schemata or knowledge and experience stored in the memory of each person. Nuttal (1996) defines the term scheme (Pl. Schemata) as a mental structure that is composed of various components of knowledge and very helpful in the process of understanding the text, while Eskey call schemata as cognitive structure (cognitive structure). One example that illustrates the importance of schemata in reading is a small child who is hard to understand a text that is specifically designed for adults. Brown (1994) argues that reading is not just a visual event, but rather more on information obtained through reading is contributed by the readers of the information in the text itself. So the ability of reading depends on efficient interaction between linguistic ability and insight and experience possessed. Meanwhile Laveau (1985) points out two main requirements that need to be met by a reader to gain an understanding of the text content are as follows (1) the reader should have knowledge of the linguistic system that includes rules of language, vocabulary, text structure, (2) reader must have background knowledge regarding the text in general which can help the reader to process new information which contained in the text.

Eskey (1988), trying to integrate the concept of top down and bottom up with the view that reading is a cognitive process, that is important in understanding what the readings are stored in the cognitive structure, which in this case is the schemata held by the reader. The

same concept expressed by Nuttal (1996) that the interactive reading an interaction between the top down and bottom up. Grellet (1981) argues that reading is a skill that is active since the beginning reader has to try to guess, predict, reflect, when learning the text structure (which including title, figure, text length), make hypothesis regarding the content and the function of the text, anticipating keywords which can be used as a mean to confirm the hypothesis, reading the text as a whole while adjusting to the content, confirming and revised hypothesis which was established before.

The theories above confirms that reading is a process of linguistic blend of knowledge, experience and understanding or insight on the theme of reading to achieve an understanding of the content of the text. In the process required the active participation of the reader in building mental representation connecting old information contained in the memory with new information contained in the text. The shape of the active participation of the reader's mind begin to predict the contents of the text, asking, recognizing and reviewing the content of the text.

Definition schemata

Nuttel (1996) argues that the terms of the schemes (Pl. Schemata) is a mental structure that is composed of various components and very helpful in the process of understanding the content of a text. Further stated that the schemata include general social schemata, the schemata person, personal schemata and schemata as knowledge related to a specific event (event schemata). Eskey (1988) calls the schemata as cognitive structure (cognitive structure) consisting of linguistic knowledge (knowledge of form) and knowledge or insight about the theme of the text (knowledge of substance). The schemata is divided into two parts, namely the formal schemata (formal schemata) that knowledge of text structures and schemata of content (content schemata) that knowledge about the topic or theme of the text. Based on the understanding and sharing of schemata can be said that schemata play a very important role in understanding the text. The text that is not in accordance with the reader's schemara will reduce the interest and motivation to read because readers have difficulty in obtaining a general overview of the contents of the text, as in the case raised by Robeck et al (1974) that child is always fail to understand the content of the text will assume reading as a punishment so that he always left the classroom and went into hiding during school hours to read. If how to read and understand the text by making use of schemata and used regularly practiced from an early age, it will form a productive and efficient reading habit.

Thinking Definition

Malim (1994) suggests that thinking is a process of manipulating information either obtained through sensing and information obtained from past experiences stored in memory in response to the situation at hand. Vinacke (1974) argued that in view of psychology, thought is regarded as the process of organizing and putting back things that are learned in the past into a situation or condition that is being faced. The two concepts are implicitly shows that things are learned in the past is embodied in the form of information stored in the memory of every person. Thus there is an inevitable thing in thinking is the information stored in the memory of every person. Rachmat (2005) suggests that thinking is one step in the process of information processing that process and manipulate information that includes sensation, perception, memory to meet the needs or responding. Meyer in Suharnan (2005) states that the thinking process normally includes three components as follows; first, thinking is a cognitive activity that occurs in the mental is not visible, but can be inferred based on observed behaviour, such as a chess player who shows his thinking process by movements or steps shown on the chessboard. Second, thinking is a process that involves some manipulation of knowledge in cognitive systems. Knowledge that was once owned and stored in the memory together with the information at hand so as to change the knowledge of someone about the situation at hand. Thirdly, the activity of thinking is directed to solving the problem. Albrecht et al (2005) argues that thinking is an information management process that is guided by the brain. Biological brain, neuron and the contents of the mind is the brain. The brain has two sides, namely (a) the left / left hemisphere that plays a role in the processing of words, logic, sort order, numbers, mathematics called academic learning, (b) the right side / right hemisphere dealing with rhythm, music, image and imagination are referred to as academic creativity, the two sides are connected by the corpus collosum.

The above description shows that thinking involves the brain that consists of the parts and functions of each bridged by neural networks. In this case thinking requires biological equipment - neuron, and on the other hand think need information as objects that are processed in the brain delivered by nerves. The information is processed in the brain and then stored in the memory as new knowledge or information or also as confirmation of information or knowledge that already exists, even determine how to act and behave

Thus it can be argued that thinking is a process that combines aspects of information processing-neuron biological and cognitive aspects to gain new knowledge, confirms the existing knowledge, or determine how to act or behave as well as to solve a problem.

Process Thinking in Reading

A common question raised with respect to the focus of this research is what is in the student's mind, while reading and trying to understand the German text. To answer these questions one must think. De Bono (1993) suggests that there are only two types of behaviour to think that the desire to think and must think. By analysing and understanding the nature of reading and thinking as suggested above, it is clear that reading is a thinking process that occurs in the mind of every reader when trying to understand the information contained in the text. This statement is in line with the statement of Franz (2005) that reading is a thinking process. The object of the thought process is information contained in words, sentences, paragraphs or text.

Protocol Analysis

Based on Nunan (1997) and Pearson (1984) that thinking aloud is a technique of data collection by individual is asked to verbalize his thought processes at the time of reading or while completing a task or solve a problem. Kibby (1997) called thinking aloud (Thinking aloud) as verbal statements (verbal report) or verbal protocol (verbal protocol) protocol in this case refers to verbalize thoughts verbalized or phrase that can be obtained with a recording technique. The same opinion was expressed by Nunan (1997), that the protocol is a written description of the whole data recording of a subject. The statements above show that Thinking aloud is an efficient way to obtain qualitative data, and is a good way to find out what someone thought at the time was carrying out his duties. Kuncan et al (1997) argues that (1) thinking aloud is a technique used to understand the behaviour of a person at the time of reading, (2) thinking aloud is a way the teacher to design a behavioural model reading for students in the teaching of reading, (3) verbalization behaviour of students in reading is a way to develop skills or improve the previous strategy as a reflection of the meaning of the text. Furthermore Kuncan et al (1997) emphasize that there are some things that need to be considered in the implementation of this method: (1) determine the objectives to be achieved, (2) need to be shown to the respondents about the purpose of implementation of activities, (3) the provision of guidelines, (4) do not disturb the respondents during the verbalization process is underway, (5) all recorded activities that facilitate the description and analysis. On these responses, the followers of cognitive psychology, among others Newel, Simon and Ericsson provide rebuttal by arguing as quoted Malim (1994) that computers can not represent the human brain, computers are not able to think creatively, cannot even represent human emotion, such as crying, angry etc., and suggested that should be done immediately verbalize

thoughts / simultaneously during the process of thinking takes place through thinking aloud.

METHODOLOGY

This research is based on the paradigm of qualitative content analysis techniques (*content analysis*). In the execution of researchers analysed the data obtained were then grouped based on common semantic relation to the categories defined by reference to the research questions. The categories can be revised and verified simultaneously with the process of analysis. Meanwhile, the research steps undertaken in this study include: a theoretical study that includes all the variables related to the focus of research, analysis protocol thinking and discussion, conclusion and delivery implications and suggestions.

Data source

The data source of this research are students of German language Jakarta State University who are in fifth semester of the course Arbeit am Text.

Research Instruments

The instrument of this study is the researchers themselves by using tools such as text and recording devices have been available in a language laboratory Faculty of Language and Art, State University of Jakarta.

Data Collection and Analysis Procedures

The procedure of collecting data in this study is adapted from Kuncan L, and Beck I:

a)   Determining the purpose of collecting data.
b)   Text selection.
c)   Giving an explanation about the purpose of the data collection activities.
d)   Give clues about the implementation of the tasks / activities.
e)   Implementation of activities / processes verbalization and recording
f)   Data recording is transcribed and analysed.

Data were analysed with measures of qualitative data analysis as follows: (1) data reduction, (2) presentation / display of data, (3) conclusion / verification. Operationally steps - the steps stated as follows; (A) recording data typed, (b) the data of each respondent combined based on text passages where the process of thinking presented in tabular form, (c) the combined data based on parts of the text is then displayed or distributed and grouped again by similarity semantic relationships, (e) the

grouping categorized according to their semantic similarities, (f) categories of data are summarized thoroughly then presented in the form of flowcharts to facilitate the understanding of the overall process, (g) the withdrawal of the conclusions of analysis.

Eligibility Examination Data

Data validation was performed to obtain the degree of confidence in research findings in a way; First, the accuracy of the researcher in the selection of customized text with difficulty levels are determined based on the description of the course Arbeit am Text and consistency of researchers in interpreting the research data through a review of repeated violations of the placement of data and categories, secondly, a study of references relating to research focus, third , perform triangulation which includes triangulation of internal resources by comparing the study with the results of interviews, triangulation investigators by way of discussions with the promoter as experts, as well as colleagues' with respect to the data and research findings to get a deal intersubjective, so that what is inferred verified.

FINDING AND DISCUSSION

Text Comprehension Thinking Process in General

Overall understanding of the text is done through two phases, namely understanding torso title and text. First, the understanding of the text title is done by translating word for word, translating the title or subtitle alone, translating international terms and associate them with the contents owned schemata. Based on the understanding of the title and the schemata defined predictions or assumptions of the contents of the text outline. The second stage is the understanding of the body of the text is done in various ways (1) to translate word by word and sentence then summarize or encapsulate, (2) read the text or paragraph as a whole and then summarize it, (3) pronounce, or translate a specific word just then ignore them I stop reading. So overall tendency to think in reading the text focused on the meaning of every word so that the core text is not understood. Both the common steps as illustrated in the following diagram shows the process of understanding and comprehension title torso separate text, because the default prediction at this stage of understanding the title is not used during the process of understanding the body of the text takes place.

How to Predict

Prediction is done globally at the level of predictive text and focal at the level of words. Global prediction is performed only at the beginning of the process during the
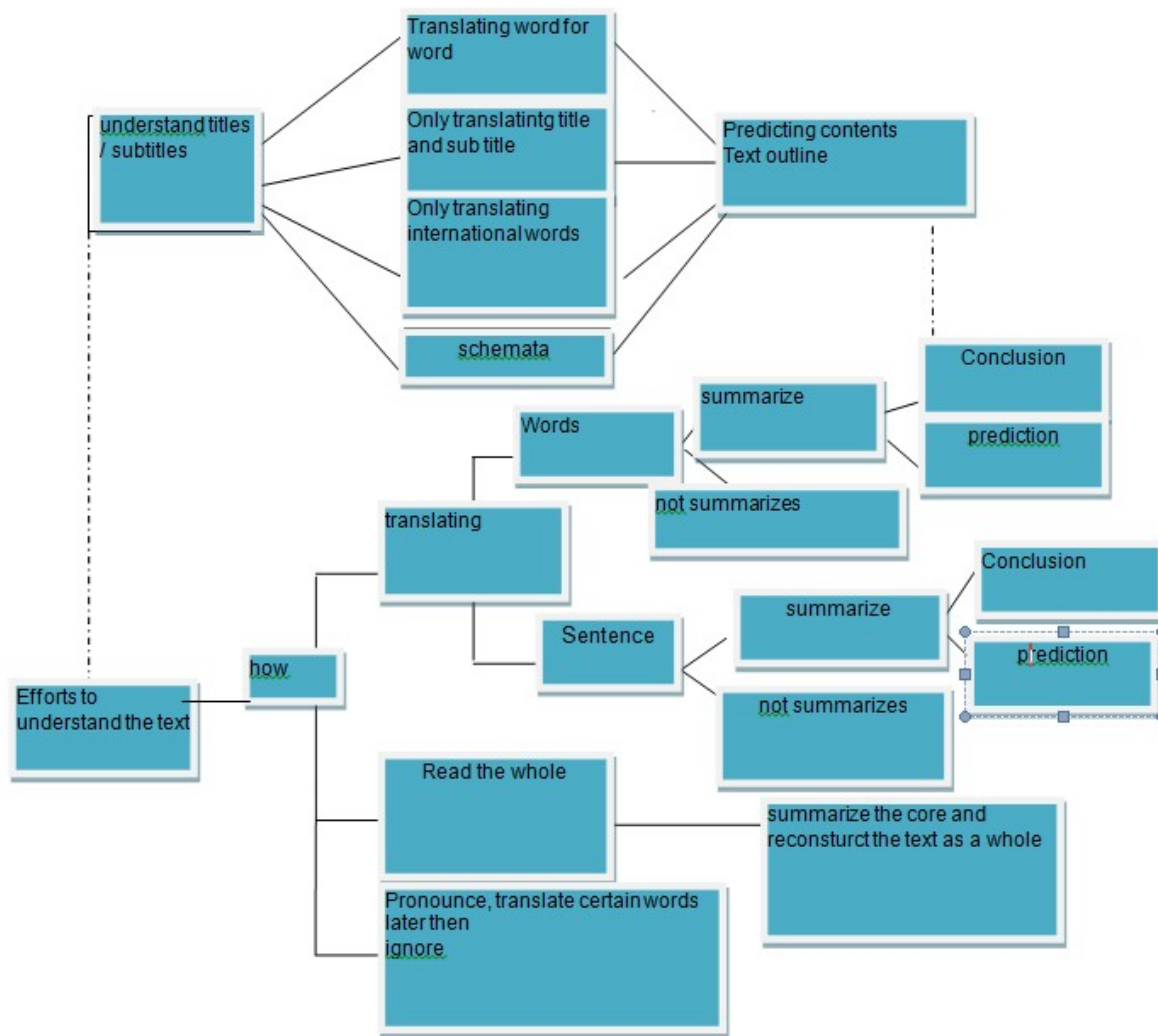
Figure 1. The Thinking Patterns in Text Comprehension

reading of the text title with a guide schemata. While the focal predictions occur during continuous reading. Predictions at the level of words or focal predictions made by predicting directly based on knowledge of the primary meaning of the word, predicting based on similarity of sound of the word, the word prediction based on pattern formation, predicting the core meaning of a sentence or a paragraph based on the meaning of words and terms internationally. In other words, predictive meaning of a sentence or a paragraph preceded by translating words and terms internationally. Nevertheless, global predictions that should be tested and adapted to the content of the text and schemata ignored during reading text torso underway, as respondents were more focused on understanding every word. If global and focal

predictions are revised and reinforced the truth, then that information cannot be regarded as definitive information or knowledge. Pattern and level of prediction can be simplified in the following flow chart in figure 2.

Patterns and Predictions level

Schemata Activation

Activation of the schemata is done by giving the statement and question yourself. Statement given to reinforce the understanding of specific words or text content, while giving yourself questions about the veracity of the information read is done especially if the information is still in doubt. In other words, these findings
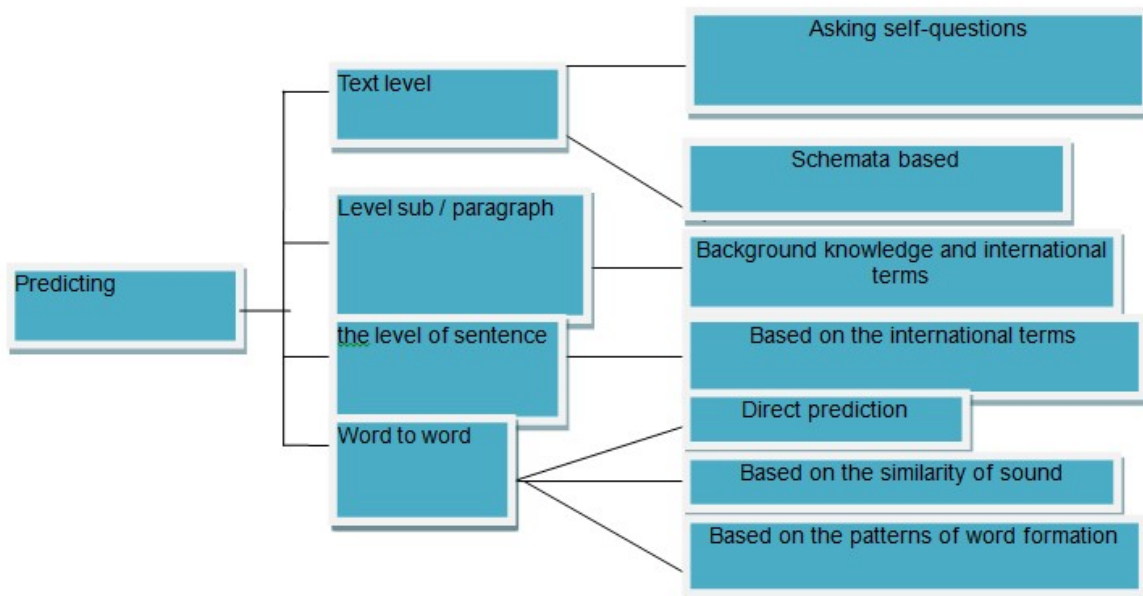
Figure 2. Patterns and Predictions level

show that the first two functions schemata, the schemata used as a confirmation of understanding of the text, sentences or words because compatibility between the text content with schemata owned, second, schemata are used as a guide in setting the prediction characterized by question- question.

CONCLUSION AND SUGGESTION

(1) In general, the process of thinking while reading centered on understanding the information contained in text in two stages, namely understanding the title and body of the text, (2) activation of schemata is done in two ways: (a) provide a statement to yourself as an affirmation the accuracy of information from the text read, (b) give yourself questions for consideration of the correctness of the information he speaks. Distribution schemata activation occurs not only globally at the level of the text but also the whole process of reading takes place, (3) the prediction made by the schemata guide both globally and focal. (4) Understanding of the word, sentence carried out by (a) translating word for word including international terms in each sentence (sub-paragraph) then summarizes the purpose of the word or phrase. And translate without summarizes (b) sub-paragraphs read as a whole and then summarize it in (c) or recite and translate certain words and then ignored. In practice, a summary of which was made is two summaries in the form of conclusions the purpose of text

and a summary of which is still in the form of prediction is tentative, (5) the introduction of sentence structure as one of the devices, to understand the text has not been used, (6) other factors that influence mind in understanding the text is fatigue, boredom and frustration as a result of a focused understanding of the word for word. The tendency to understand verbatim the respondents quite understand the ways a good read. Nevertheless the knowledge on how to read the good as presented by the respondents are not fully implemented in the reading.

Based on these results it is suggested; (1) conducted researches further about the process of thinking in reading the other institutions so they can get a broader picture of the thought process at the time of reading, (2) research like this needs to be developed further by focusing the thought process at the time of reading by the goal, for example read to obtain global information, read selectively or read detailed, (3) the organizer of learning to read should enpomwer training activities to understand the text and text comprehension test, (4) training activities to understand the foreign language text should be done early at the junior level.

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