



## ANALYSIS OF A2 LEVEL READING EXERCISES ON THE SITE WWW.DEUTSCHLERNERBLOG.DE

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### Abstract

*There are four skills to be mastered in foreign language teaching. One of them is reading comprehension. To improve reading comprehension, the learners can use the learning resources. There are different types of learning resources; one of the examples is a website. A website is very suitable for learners because they can use it easily and freely. There are many learning portals where learners can learn German for free. An example is the learning portal [www.deutschlernerblog.de](http://www.deutschlernerblog.de). This study focuses on A2 level reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de). The investigation aims to find out: 1) the types of A2 level reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de), 2) the steps to take A2 level reading exercises, 3) the suitability of A2 level reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) with the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*. The method of investigation used is the analytical method. The theory used to analyze the types of reading exercises on this site is Grotjahn's theory. The results of this investigation are as follows: 1) The A2 level reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) offer two types of reading exercises. These are half-open tasks and closed tasks. The form of the half-open tasks is fill-in-the-blank, and the closed tasks are multiple choice, right or wrong, and assignment tasks; 2) The A2 level reading exercises have different steps for each exercise type, but multiple choice and right or wrong types have the same steps. Each form of exercise has the same initial step that the learners need to provide a brief explanation of the text; 3) The A2 level reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) fulfills the six criteria of the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*. Based on the above findings, it is recommended that learners use this website as a learning resource to improve their reading skills through reading exercises. Teachers should also look for some types of exercise not offered on this website, such as open tasks.*

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## 1. INTRODUCTION

In this era of globalization, the development of technology, science, and communication is growing rapidly. Therefore, utilizing technology is very beneficial in the development of human life. The development of technology has greatly influenced the field of education. The number of learning resources accessible easily and quickly by everyone in various parts of the world is one of the effects of technology in education. One example of an internet-based learning resource is using a website.

There are four language skills in learning German: *Hörverstehen*, *Sprechfertigkeit*, *Leseverstehen*, and *Schreibfertigkeit*. As a learner, you must master these four skills well. One of them is reading skills (*Leseverstehen*).

Reading skills aim to obtain information to broaden learners' horizons or get the information needed. Reading skills must be improved and developed because they are often encountered when learning German. However, this reading skill takes work.

When reading, we must adjust it according to the purpose of reading, whether it is read globally, selectively, or *detailliert*, especially if reading a passage or information in a foreign language such as German. If you find a reading text in German, you have to understand the sentence's meaning. You do not need to understand it word by word; just summarize it in a sentence/paragraph. It often happens when reading a text in a foreign language, and we feel bored quickly, especially if we do not understand the meaning; we become annoyed and have to read it repeatedly. Therefore, we must familiarize ourselves with reading German texts. Lack of interest in reading German texts is one of the reasons why we are not familiar with German texts.

Mastering the four skills requires a gradual process, including this reading skill. Learning it in formal education or language courses still needs to be improved because it is limited by space, time, and the learning resources provided. Other learning resources are needed to support training in independent reading comprehension. Many websites present various learning materials to help improve foreign language skills, specifically to improve German reading skills. Some internet sites that are quite well known by many people are [www.learngerman.dw.com](http://www.learngerman.dw.com), [www.meindeutschbuch.de](http://www.meindeutschbuch.de), [www.learn-german-easyily.com](http://www.learn-german-easyily.com), and [www.app.memrise.com](http://www.app.memrise.com).

Based on the observations made by the researcher, these sites do not present reading exercises specifically because they focus on grammar material. In contrast, on the site [www.deutschlernerblog.de](http://www.deutschlernerblog.de), there are specific reading exercises divided according to language levels so that learners who want to improve reading skills can focus on working on them.

The site [www.deutschlernerblog.de](http://www.deutschlernerblog.de) is a learning site that carries the concept of a web blog that anyone who wants to learn German can use. The reading exercises on this site are divided into several language levels ranging from A1-C1. However, this study focuses more on A2 level reading exercises on the [www.deutschlernerblog.de](http://www.deutschlernerblog.de) site. In this A2 level, six texts are provided, namely *Wir sind 13-Lena*, *Wir sind 15-Lena*, *Wir sind 16-Lena*, *Wir sind 15-Alex*, *Ein Leben-ein Traum: Traum und Wirklichkeit*, and *Ein Leben-ein Traum: Rückkehr*. For example, the text *Wir sind...-Lena* has five sets of texts, each of which tells an important event when Lena was 13-15.

Meanwhile, to analyze how the reading exercises provided on this site, the researcher will use *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*. Based on the things described, the researcher is interested in reviewing the above subject in a study entitled '*Analysis of A2 Level Reading Exercises on the Site www.deutschlernerblog.de*'.

## 2. LITERATURE REVIEW

Reading is an activity that is certainly always done by people of all ages and with various professions. Daily, we often use our reading skills to find information in short or long passages, such as train schedules, price lists and menus, phone number information, and others. Reading is also one of the four language skills that a learner must master.

However, reading is challenging; sometimes, it requires a high concentration level and deep understanding, especially if it is complicated. Therefore, in reading skills, learners can use reading strategies (*Lesestrategien*) when reading German.

Storch (in Klaudija, 2016, p. 5) suggests that there are three reading strategies in the foreign language learning process, especially *Lesen* and *Hören*. *Globales Leseverstehen*: This method involves reading the text globally/as a whole by summarizing the content of the text. *Selective Leseverstehen*: This method interprets the text by providing only the essential information. The learner has to determine only certain information from a text and read it carefully. *Detailliertes Leseverstehen*: This reading activity involves reading the text in detail and requires *Wort für Wort* comprehension.

Reading skills can be trained by providing various comprehension questions and questions that are certainly related to the text. Grotjahn (2000, p. 77) suggests that, "there are three types of exercises, namely *offene Aufgaben*, *halboffene Aufgaben*, and *geschlossene Aufgaben*. *Offene Aufgaben*, also called *frei Antwort-Form*, has yet to have a definite answer, either the one giving the exercise or the one doing the exercise. In *Halboffene Aufgaben*, the answers related to the exercise are only given to the examiner. This exercise enhances objective judgment, which is judgment without being influenced by personal judgment. Answers in *Geschlossene Aufgaben* (*Auswahl-Form*) are given to the assessor and the person being tested. Like *Halboffene Aufgaben*, the assessment done on this exercise is also objective because it has a definite answer.

Many important components can support the learning process. In addition to learning methods and media, learning resources are important to help determine a learning process. The Center for Educational Research and Innovation reveals that "learning resources are all sources utilized by educators and learners so that learning objectives are achieved." (Cahyadi, 2018, p. 6).

Eveline (in Siregar, 1977, p.19) explains that "learning resources are useful as facilitators in learning activities and have many other benefits," such as, as a learning experience can be felt directly, learning resources present things that cannot be visited directly and are presented in a film, map, photo and others, increase and expand knowledge in learning, can overcome educational problems, both in the macro (large scale) and micro (small scale) scope, get positive motivation and arouse and develop various traits that are very important in learning, such as critical thinking, positive views, develop further, study something.

There are so many learning resources around us and no limits. Learning resources that are so varied need to be considered for their benefits and use during the learning process to achieve

better learning. Seels and Richey (in Abdullah, 2012, p. 220) suggest that "the types of learning resources can be classified into six categories," such as:

1. Messages are information conveyed by other learning resources, generally in the form of ideas and facts.
2. People or humans who participate as learning resources in delivering learning messages.
3. Material is a learning resource that accommodates messages before they are delivered in learning and studying. An example is the web.
4. Tools, which are physical objects, are often referred to as hardware.
5. The technique delivers teaching materials that people use during the learning process to realize learning objectives.
6. A setting is a place where one can conduct the learning process.

Many web-based learning sites provide foreign language learning in different ways. This site, [www.deutschlernerblog.de](http://www.deutschlernerblog.de), is a blog-type learning site with simpler management. The creators of this site are Andi Neustein and Delia Tello Lopez. Andi Neustein has been a German teacher at an EOI (Escuela Oficial de Idiomas) or an official language school in Tenerife, Spain, since 2004, while Delia Tello Lopez is a teacher of Spanish as a foreign language (*Spanisch als Fremdsprache*), Spanish for native speakers (*Spanische Sprache für Muttersprachler*), and also an illustrator and drafter, which is one of the important roles in a website.

A learning site is very important because it offers learning materials that learners need. Therefore, learning sites must be well-designed and created to be utilized by people who need them. Chauduri, et al. (2002, p. 6) stated that "To measure a German learning site, the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache* is expected to be an aid for analyzing German learning materials as a foreign language on the internet." The catalog was co-created and compiled by participants of the graduate seminar program from seven countries at the University of Giessen and led by Prof. Dr. Dietmar Rösler.

### 3. METHODOLOGY

This research uses a qualitative approach and uses a descriptive analysis method. The descriptive analysis method is carried out by collecting data, then analyzing it by describing the data that has been collected systematically and has the aim of being able to obtain a factual picture related to the provision of A2 level reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) according to the types of exercise, the steps of working on reading exercises, and also the suitability of reading exercises with the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*.

The research object in this study is the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de), and the core object is the A2 level reading exercise contained on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de), which is one way to improve reading skills from the four language skills that must be mastered.

The stages of analyzing data in this study are 1) collecting all the data needed in this study in the form of pages (A2 level reading exercises) on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de), 2) analyzing reading exercises based on their types according to Grotjahn, 3) describing the steps of working on A2 level reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de), then 4)

analyzing reading exercises on the site [www.deutschlernerblog.de](http://www.deutschlernerblog.de) based on the *Kriterien catalog für Internet- Lernmaterial Deutsch als Fremdsprache*, and 5) concluding the data results.

#### 4. RESULTS AND DISCUSSION

Based on the data collected, of the three types of exercises according to Grotjahn, namely *offene Aufgaben*, *halboffene Aufgaben*, and *geschlossene Aufgaben*, the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) only offers two types of reading exercises: *halboffene Aufgaben* and *geschlossene Aufgaben*.

The exercise form of *halboffene Aufgaben* on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) is the *Lückentext* form. *Lückentext* is a form of exercise where learners must determine the right word or sentence to fill in the gaps in a text. The *Lückentext* form of the six texts provided in this A2 level reading exercise is found in two text titles, namely *Wir sind 13-Lena (1/5)* and *Ein Leben-Ein Traum (1/3): Traum und Wirklichkeit*.

The exercises of *geschlossene Aufgaben* provided on this website are multiple choice, *richtig oder falsch*, and *zuordnungsaufgaben*. Multiple choice is a form of exercise that requires learners to provide answers to a statement or question after reading a text. It is only available in one text, *Wir sind 15-Lena (3/5)*. *Richtig oder Falsch* is a form of exercise where learners have to determine a statement related to the text read, whether the statement is true or false, and the texts that have this form of exercise are *Wir sind 16-Lena (4/5)* and *Wir sind 15-Alex (3/5)*. *Zuordnungsaufgaben* has different forms, such as composing and matching, while the reading exercise on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) is offered as a composing exercise. This form of exercise is found in the text *Ein Leben-ein Traum, (3/3): Rückkehr*.

The way to do the exercises is also slightly different with the different forms of exercises. The form of *Lückentext* exercises found in the texts *Wir sind 13-Lena (1/5)* and *Ein Leben-ein Traum (1/3): Traum und Wirklichkeit* have almost the same steps, namely reading a brief explanation of the text, reading the exercise instructions, reading the word choices provided one by one, filling in the gaps with word choices, and checking the answers. For the multiple choice and *richtig oder falsch* exercise forms, the steps are similar, namely reading a brief explanation related to the text to be read and the biography of the person told in the text, reading the text in its entirety, reading the instructions, determining the answer, and checking the answer. The *Zuordnungsaufgaben* exercise's steps are reading a brief explanation, reading the notes, reading the instructions, reading part E of the text first, and arranging the randomized parts of the text into a complete story.

One way to measure [www.deutschlernerblog.de](http://www.deutschlernerblog.de) as a German language learning site is by using *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*. Ten criteria are used as a reference to measure reading exercises on this site, such as:

1. Font type and size. This [www.deutschlernerblog.de](http://www.deutschlernerblog.de) site uses Verdana's sans serif font and Arial sans serif font, which looks simple and relaxed. The size is also very balanced because it is easy to read.
2. Reading strategy. In the texts *Wir sind 16-Lena*, *Wir sind 15-Alex*, and *Wir sind 15-Lena*, there are instructions for working on *Lest zuerst die Aussagen und den Text*. Then, after the text's title, there are some questions, such as "*Wie ist das Leben mit 16? Gibt es Veränderungen? Was ist ihr großer Traum?*". With the instructions to read the

- statement first and also given some questions related to the content of the text, the learners can determine what information to read, which shows that the learners can read the text selectively. In the text *Ein Leben-ein Traum: Rückkehr*, there are instructions to do *Lest die 10 Textabschnitte und ordnet sie*. The learners are asked to read the ten parts of the text first and then arrange them. By reading all parts of the text and summarizing the content of the text, it shows that the learners can use the *globales Leseverstehen* strategy.
3. Text presentation. Each text in this A2 level reading exercise is presented by dividing it into paragraphs.
  4. The series of exercises corresponds to the length of the text. The text *Ein leben-ein Traum: Traum und Wirklichkeit* with the *Lückentext* exercise has four paragraphs, but the division of empty boxes is too much for the *richtig oder falsch* exercise, many questions whose answers are only in one paragraph.
  5. Switch from the exercise to the corresponding text section. If the learner wants to go to the corresponding text section while doing the exercise, the learner has to scroll to the top. So, they cannot just click on the exercise section to go to the corresponding text section.
  6. Online dictionary. This site, [www.deutschlernerblog.de](http://www.deutschlernerblog.de), does not provide an online dictionary.
  7. Vocabulary explanation. At the bottom is *Reihen und Materialien zum Wortschatz Deutsch*, which provides various vocabulary categories such as 100 important German words, 200 most important German adjectives and verbs, *Modalverben*, and various idioms.
  8. Vocabulary help. This site does not provide vocabulary help by clicking on a word in the text.
  9. Discuss the topic intensively. The reading exercise on the [www.deutschlernerblog.de](http://www.deutschlernerblog.de) website consists of several sequences. Therefore, this reading exercise can cover the topic intensively.
  10. Other links related to the topic. Links related to the topic or text being read are below after completing the exercise.

Looking at the research results, it can be said that there are two types of reading exercises offered on this site. Each type of exercise has different steps, but the multiple choice and *richtig oder falsch* exercises have the same steps. Looking at the results of the research, it can be said that the A2 level reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) fulfill six criteria based on the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*.

## 5. CONCLUSION

The results of the analysis of the site [www.deutschlernerblog.de](http://www.deutschlernerblog.de) obtained regarding the types of A2 level reading exercises, the steps of working on reading exercises, and the suitability of reading exercises with the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache* are:

1. This website, [www.deutschlernerblog.de](http://www.deutschlernerblog.de), offers two types of reading exercises: *halboffene Aufgaben* and *geschlossene Aufgaben*. Both types of exercises have

- different forms. The exercise form of *halboffene Aufgaben* found on this site is *Lückentext*, while the exercise forms of *geschlossene Aufgaben* found are multiple choice, *richtig oder falsch*, and *Zuordnungsaufgaben*.
2. The steps of working on A2 level reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) are quite different in each exercise but have the same initial step of reading a brief explanation related to the text being read. The multiple choice and *richtig oder falsch* exercises have the same steps.
  3. The reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) meet almost all the criteria in the *Kriterien Katalog für Internet- Lernmaterial Deutsch als Fremdsprache*. Of the ten criteria that can be a reference, reading exercises on this site meet six criteria, namely the type and size of the font that is easy to read, offers help in the form of exercises with two reading strategies, provides long texts with paragraph divisions, there are vocabulary explanations, and can discuss topics intensively. There are links or other links related to the topic being read.

This research has positive implications, namely for teachers and learners; the results of this study are expected to be useful in teaching and learning activities of the German language regarding reading exercises. Reading exercises on this site can be one of the learning resources that can be used by learners and teachers, especially learning in reading skills to be more optimal and varied.

There are several recommendations related to the research results presented in the conclusion section, such as learners, who want to improve their reading skills, can use the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de) as a learning resource to accompany learning. Only two types of exercises are offered for the A2 level reading exercises on the [www.deutschlernerblog.de](http://www.deutschlernerblog.de) website. Teachers, who use A2 level reading exercises on this site as a learning resource, are expected to find and complete one other type of exercise, that is *offene Aufgaben*. Then, future researchers, who are interested in reading exercises on the website [www.deutschlernerblog.de](http://www.deutschlernerblog.de), are recommended to analyze other levels, such as A1, B1, B2, and C1. Finally, future researchers, who are also interested in researching the site [www.deutschlernerblog.de](http://www.deutschlernerblog.de), can analyze other learning materials and exercises provided on this site, such as listening exercises, vocabulary learning, grammar, and others.

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