Development of Learning Methods based on *Deiktische Ausdruecke* Method to Improve *Leseverstaendnis* (Reading Comprehension) of German Students

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Abstract. The aim of this research is to develop the *deiktische Ausdruecke* (referral speech) method to improve the *Leseverstaendnis* (reading comprehension) of German language students. *Deiktische Ausdruecke* is a pragmatic study which is one of the linguistic units (words, phrases, clauses) whose reference or referent is determined by the speaker. References contained in reading texts are often ignored by students, causing errors in understanding information about the contents of the text. In the *deiktische Ausdruecke*, every referent or reference in the reading text that refers to the previous information becomes a guideline for understanding the contents of the reading text. This research was conducted at the German Language Education Study Program, Universitas Negeri Medan. In this study, there was one class that was treated as an experimental class with *deiktische Ausdruecke*. The experimental class is class C 2020 totaling 26 people. Leseverstaendnis of students before the *deiktische Ausdruecke* treatment showed an average score of 75.80 while after the *deiktische Ausdruecke* it reached 83.84. This shows that there is a positive increase.

Keywords: *Deiktische Ausdruecke*, *Leseverstaendnis*.

1 Introduction

Being able to understand and analyze German texts from easy difficulty to more difficulty (level AI to BI) is the goal of the *Leseverständnis* 'reading comprehension' course. However, from the author's experience (as a lecturer in this course) it is found that there are still many students who have difficulties in achieving these goals. One of the contributing factors is the difficulty of students in *deiktische Ausdrücke* 'referral speech'. *Deiktische Ausdrücke* 'referential speech' is one of the important components in understanding a reading text. *Deiktische Ausdrücke* is a pragmatic study which is one of the linguistic units (sounds, words,

phrases, clauses) whose references or referents are only defined according to the meaning referred to by the speaker. The correct reference or reference according to the meaning of this speech can improve students' abilities in *Leseverständnis* so that the contents of the reading text can be understood. A reading text is always inseparable from reference utterances, whether it is a person reference, a time reference, a place reference or a discourse reference. If a coral reader cannot understand every reference in the reading text, there will be a *Missverständnis* '

In a German reading text, there is no speech without deixis even in a sentence there are several types of deixis, for example:

1. *Norbert Kranz, 43, und Antje van Hecke, 33, kommen aus Köln. **Ihre** Wohnung im 12.Stock ist hell und gross. **Sie** kostet 800 Euro. **Das** finden Norbert und Antje teuer. (Menschen und Häuser)*

2. *Andrick Razandry ist aus Madagaskar, Aus Tamatave. **Das** ist im Osten von Madagaskar, am Indischen Ozean. **Er** hat **dort** an der Universität studiert. (Beruf Student)*

3. *Der Wiener Arzt Alltag Sigmund Freud hat sich gefragt: Warum vergessen - **wir** Dinge im Alltag? **Seine** Anrwort: Weil **wir sie** vergessen wollen. (Medien im Alltag)*

4. *Viele Feste sind heute international. **Sie** wandern von einer Region zur **anderen**. (Feste und Bräuche)*

5. *Wenn **Sie** also mit einem Mann reden wollen, dann fragen **Sie ihn** am besten, wie es in der Firma läuft. (Typisch Mann? Typisch Frau)*

In the example above, there are several types of deixis that must be properly referenced according to the author's intent. In the reading text *Menschen und Häuser **ihre*** refers to ***Norbert Kranz, 43 und Antje van Hecke, 33*** while ***sie*** refers to ***die Wohnung*** and ***das*** refers to ***12.Stock***. However, it is often an error that students refer ***sie*** to Norbert Kranz 43, und Antje van Hecke, 33. In the reading text *Beruf Student **das*** refers to **Tamatave**, ***er*** refers to **Andrick Razandry** and ***dort*** refers to **Tamatave am Indischen Ozean**. In the reading text *Medien im Alltag **wir*** refers to ***der Wiener Arzt* Sigmund Freud *und der Leser***. ***Seine*** refers to ***der Wiener Arzt* Sigmund Freud**, ***wir*** refers to ***der Wiener Arzt* Sigmund Freud *und der Leser*** and ***sie*** refers to ***Dinge im Alltag***. In the reading text *Feste und Bräuche **sie*** refers to ***viele Feste*** and ***anderen*** refers to ***Region***. On the text reading *Typisch Mann? Typisch Frau **sie*** refers to ***der Leser*** and ***ihn*** refers to ***der Mann***.

Leseverständnis 'reading comprehension' is the process of decoding in the form of writing that must be interpreted so that what the author wants to convey can be understood by the reader well. In reading comprehension, readers are required to be able to convey the results of their reading comprehension by summarizing the contents of the reading using their own language and conveying it orally or in writing. In the German language education curriculum, the *Leseverständnis* 'reading comprehension' course consists of three levels: The A1 license (L*eseverständnis für Anfänger*), the A2 license (*Leseverständnis für Fortgeschrittene)* and the *Leseverständnis für weitere Fortgeschrittene*.

Lesen A1 (*Leseverständnis für Anfänger)* described by: *Erste Kontakte, Gegenstände in Haus und Haushalt, Essen und Trinken, Freizeit, Wohnen, Krankheit und Alltag.* Lesen A2 (*Leseverständnis für Fortgeschrittene) course is* described as: *Orientierung in der Stadt, Kaufen und Schenken, Deutsche und Sprache und deutsche Kultur, Aussehen und Personlichkeit, Schule, Ausbildung, Beruf, Unterhaltung und Fernsehen, Industrie, Arbeit und Wirtschaft.* Leseverständnis *für weitere Fortgeschrittene course is* described on*: Familie*

und persönliche Beziehungen, Natur und Umwelt, Deutsche im Ausland und Heimat, Reisen und Urlaub, Arbeitswelt, Lernen, Konsum, Sprachliche Konventionen, Feste und Einladung, Technik, Geschichte und Kultur und Prüfungen. In this study, the description of the course *Leseverständnis für weitere Fortgeschrittene* is the research data. Lesen A1 (*Leseverständnis für Anfänger)* aims to enable students at A1 level to: understand simple greetings and farewells and respond to them, understand basic statements in everyday situations based on numbers (e.g. mentioning telephone numbers and purchase transactions), understand and fill out simple forms and question sheets with statements, understand statements with simple sentence structures, identify the theme of an informative text, understand short simple and orderly texts, which relate to concrete areas of daily living needs, understand written instructions, especially those that are illustrated, understand basic computer program commands, understand words and statements in writing (envelopes and labels) that are encountered every day, understand short and simple written postcards, E-Mail or special information, understand the contents of simple informative texts and a description of specific themes and summarizing information from short informative texts. Lesen A2 (*Leseverständnis für Fortgeschrittene) course* aims to enable students at A2 level to: understand many texts with themes of everyday life (*Familie*, *Hobbys*, *Interessen*, *Reisen*, *Tagesereignisse*) on a large number of vocabulary, understand basic statements in longer texts that are clearly spoken in standard language about something specific in the field such as work, school and holidays, understands required expressions and terms in general situations, understands concrete instructions, understand important information from announcements and simple information, follow simple storylines and understand details, understand simple special information (e.g. bank statements), understand the plot and continuation of events in a film and theater, understand storylines and know the main characters, episodes and events, find important facts in brief reports and newspaper texts, understanding the essentials of contracts in everyday life (eg. employment contracts, house contracts, etc.), reads literary texts which are basically based on basic vocabulary and simple concrete events, understands simple advertisements with clear and actual information and concludes simple texts. Leseverständnis *für weitere Fortgeschrittene course* aims to enable students at B1 level to: put correct reading intonation as well as accent for foreign words, form purposeful questions and obtain explanatory information, provide answers to questions in areas of expertise or interest (personal), describe the situation of other complex things, understand texts in standard language related to social, work and personal fields both in direct and with media, understand important information from long texts, in terms of the author's views and attitudes, understand the main statements of lectures, speeches, reports, complex presentations in the field of expertise and personal, understand in detail about the themes of a discussion in the field of expertise or personal, understand precisely the instructions and detailed instructions, follow the storyline literal or ordinary and understand the details the importance of the story, understand the main points of lectures, speeches and presentations in complex areas of expertise and personal with completely unchanged descriptions and in a clear arrangement, understand essential information such as news broadcasts, actual reports, interviews or talk shows on television, understand some information and follow the plot of a film or theatre, read all types of texts, read tempo according to the purpose of reference books, understand concrete and abstract main themes in complex and relevant texts, distinguish between facts, opinions and conclusions from more detailed reports long, understands the main points of the contract in general in the field of work and personal but only with the help of a dictionary, understands the whole and in detail of literary texts and follows the flow of thought and events, understands detailed information

and the actual state of the texts, longer texts with general themes and personally, applying the knowledge in the field of grammar in a text with few errors that can be corrected by itself, giving reasons, continuations and conjectures (views) about the state of the text and simplifying complex informative texts into actual topics [3].

The word deixis (deixis) comes from the Greek word *deiktikos*, which means direct designation. *Deiktische Ausdrücke ist als Referenz auf die Sprechsituation* (deixis is a reference in a speech situation) (Graefen und Liedke: 2012). Deixis is a pragmatic study which is one of the linguistic units (words, phrases, clauses) whose reference or referent is determined by the speaker. Deixis is also a semantic symptom found in words or constructions which can only be interpreted by reference by taking into account the situation of the speech. Deixis consists of several types, namely:

1. *Die Personaldeixis* (personal deixis) Personal
Deixis is a word or phrase that refers to a person as an actor or participant in language events.
For example: ***Andrea Fiedler** ist seit 1999 bei Siemens in München. **Sie** spricht English, Französisch und ein bisschen Chinesisch. Ski fahren ist **ihr** Hobby und **ihr** BMW.*
2. *Die Ortdeixis* (place or space deixis) Place
Deixis is the giving of shape to the location according to the participants in the language event.
For example: ***Leipzig** ist eine Großstadt mit Tradition. Seit 1497 finden **hier** Messen statt. Viele berühmte Leute lebten **dort**. Der Dichter Johann Wolfgang von Goethe war **hier** Student.*
3. *Die Temporaldeixis* (time deixis) Time
Deixis is an expression in language events that refers to the occurrence of speech, before or after the speech. *For example: Susan Hein ist Trainerin und leite **jeden Dienstag und Donnerstag** einen Aerobic-Kurs. Ihre Arbeitzeit ist **von 10 bis 20 Uhr** mit zwei Stunden Mittagspause.*
4. *Die Discursdeixis* (discourse deixis) Discourse
Deixis is a word or phrase that serves to express parts of a sentence in a discourse. For example: ***Was ich sagen will, ist dies/Folgendes**: Im Deutschkurs sind manche Lehrer Deutsche. Ich kann also von Deutschen Alltagsdeutsch lernen und ich habe bei unseren Treffen immer viel Spaß.*
5. *Die Sozialdeixis* (social deixis)
Social deixis shows the use of lingual expressions that mark social relationships in language events. For example: ***Sie** bekommen eine Einladung **zu einem Vorstellungsgespräch** bei einer Firma in Bremen. Das Vorstellungsngepräch findet am Freitag um neun Uhr statt. Sie müssen schon **am Donnerstag von Augsburg anreisen**.*

2 Methods

Studio Express is one of the teaching materials that contains learning material or content that is "designed" to achieve learning objectives, which have benefits and a very vital role in the learning process. With teaching materials (1) teachers do not depend on textbooks which are sometimes difficult to obtain, (2) teaching materials enrich the insight of teachers because they are developed with various references,

(a) must be adapted to students who are following the teaching and learning process.
(b) materials according to the needs and characteristics of students,
(c) teaching materials must support the achievement of learning objectives,

(d) teaching materials must contain detailed learning materials for training activities,

(e) there is an evaluation as feedback to measure the level of success of students.

Sources of teaching materials can be obtained from: books, scientific magazines, scientific journals, research reports, internet sites, multimedia and the environment. Studio Express is one of the German *Kompaktkurs Deutsch als Fremdsprache. Kurs- und Übungsbuch* by Hermann Funk and Christina Kuhn published by Cornelsen Verlag GmbH, Berlin. This Studio Express textbook includes course material for four types of German skills: *Sprechfertigkeit* 'speaking skills', *Leseverständnis* 'reading comprehension', *Hörversändnis* 'listening skills' and *Schreibfertigkeit* 'writing skills'. Studio Express textbooks used by students of the German Education Study Program consist of Studio Express A1, A2 and B1 [4] [5]. However, in this study, the lecture material developed through *the deiktische Ausdrücke* 'referral speech' is the *Lesen* A2 'advanced reading comprehension' in Studio Express A2. Studio Express consists of twelve *Einheiten* 'chapters' consisting of: *Leben und lernen in Europa, Familiengeschichten, Unterwegs, Freizeit und Hobbys, Medien im Alltag, Ausgehen, Leute treffen, Vom Land in die Stadt, Kultur erleben, Arbeitswelten, Feste und Feiern, Mit Allen Sinnen* and *Ideen und Erfindungen*. The data collection technique of this research will be carried out through a questionnaire validation sheet of the *deiktische Ausdrücke* to expert validators and giving *Leseverständnis* 'reading comprehension' questions (*Antworten Sie die Fragen*) to students as:

1. Pre-test (initial test used to measure *Leseverständnis* ' reading comprehension ' students before the treatment of developing learning methods based on the *deiktische Ausdrücke*) and

2. Post-test (the final test used to measure *the Leseverständnis* 'reading comprehension' of students after the treatment of developing learning methods based on the *deiktische Ausdrücke*). The two *Leseverständnis* 'reading comprehension' tests for German students that will be conducted are sourced from the student textbook of Studio Express A2 *Deutsch als Fremdsprache Kurs-* und *Übungsbuch* von Hermann Funk [1].

3. Results

3.1 Research

Research was conducted in the German Education Study Program for the academic year 2021/2022. In this study, there was one class that was treated as an experimental class with deiktische Ausdrücke 'referral speech'. The experimental class was class C class of 2020, totaling 26 people.

3.2 Description of the results of the class pre-test

In the *Leserverständnis* lecture "reading comprehension" on March 20, 2022, an initial test in class C 2020 was carried out with the topic *Berufe, Essen und Trinken* to determine the level of students' reading comprehension. The initial average grade C 2020 was 75.80. The highest score was 79 and the lowest score was 72. In class C there were 26 students. One student got a score of 72. Three students got a score of 73. Two students got a score of 74. Six students got a score of 75. Three students got a score of 76. Two students got a score of 77. Five students got a score of 78 and one student got a score of 79.

Deiktische Audrücke applied to class C 2020. After the treatment was carried out at the *Leseverständnis für weitere Forgeschrittene lecture*, a post test was held for class C on April 10, 2022 with the topic *Berufe, Essen und Trinken*. There is a difference in the average post-

test score for class C stamp 2020. The average post-test score was 83.84. The highest value was 88 and the lowest value was 80. The standard deviation of the post test was 2.32.

Based on the data above, it can be shown that the highest score was 88 and the lowest score was 80 in class C stamp 2020. In class C there are 26 students. Two students got a score of 80. One student got a score of 81. Three students got a score of 82. Seven students got a score of 83. Three students got a score of 84. Four students got a score of 85. Two students got a score of 86. One student got a score of 87 and two students obtained a value of 88.

3.3 Data Analysis Requirements

Pre Test

To test the normality of the pretest results, the Liliefors test was used. The following table shows the normality of the pre-test results.

Table 1. Table of normality of pre-test results.

Number	Value (x)	Normality test
1	72	-1,76
2	73	-1,30
3	74	-0,83
4	75	0,37
5	76	0,09
6	77	0,55
7	78	1,02
8	79	1,48

Table 2. Table of pre-test results

Number	Value (x)	x^2
1.	72	5184
2.	73	5329
3.	73	5329
4.	73	5329
5.	74	5476
6.	74	5476
7.	75	5625
8.	75	5625
9.	75	5625
10.	75	5625
11.	75	5625
12.	75	5625
13.	76	5776
14.	76	5776
15.	76	5776
16.	77	5929
17.	77	5929
18.	77	5929
19.	77	5929
20.	77	5929
21.	78	6084

22.	78	6084
23.	78	6084
24.	78	6084
25.	78	6084
26.	79	6241
$\sum$	1971	149.507

Calculating the Average Pre-Test Value

$$X = \frac{fx}{n}$$
$$= \frac{1971}{26}$$
$$= 75.80$$

Calculating the Standard Deviation

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

$$= \sqrt{\frac{149,507}{26} - \left(\frac{1971}{26}\right)^2}$$

$$= \sqrt{5750.26 - (75.80)^2}$$

$$= \sqrt{5750.26 - 5745.64}$$

$$= \sqrt{4.62}$$

$$= 2, 15$$

Test normality test, with Liliefors

$$\frac{Xi - \bar{X}}{SD} \quad \text{Zi72 test} = 1.48$$

Calculate F (Zi)
- For Z72 = -1.76 then F(Zi) = 0.5 - 0.4608 = 0.0392
- For Z73 = -1.30 then F(Zi) = 0.5 – 0.1179 = 0.3821
- For Z74= -0.83 then F(Zi) = 0.5 – 0.2967 = 0.2033
- For Z75= 0.37 then F (Zi) = 0.5 – 0.1443 = 0.6443
- For Z76 = 0.09 then F(Zi) = 0.5 - 0.0359 = 0.5359
- For Z77 = 0.55 then F(Zi) = 0, 5 - 0.2088 = 0.7088
- For Z78= 1.02 then F(Zi) = 0.5 - 0.3461 = 0.8461
- For Z79= 1.42 then F(Zi) = 0.5 - 0, 4222 = 0.9222

Calculate S (Zi), with the formula:

$$S (Zi) = \frac{Fkum}{N}$$

Table 3. Table S (Zi)

Number	X	F	Fkum	(Zi)	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1.	72	1	1	-1.76	0.3821	0.03	0.0092
2.	73	3	4	-1.30	0.2033	0.15	0.2321
3.	74	2	6	-0.83	0.6443	0.23	0.0267
4.	75	6	12	0.37	0.5359	0.46	0.1843
5.	76	3	15	0.09	0.7088	0.57	0.0341
6.	77	5	20	0.55	0	0.76	0.0512
7.	78	5	25	1.02	, 8461	0.96	0.1139
8.	79	1	26	1.48	0.9222	1	0.0778
				0.0392			

Based on the results of the data analysis above, it can be Lo = 0.1843 and Ltable (x) = 0.05, n = 26, namely Ltable = 0.173. So it can be concluded that Lo> Lt means the data is not normally distributed or rejected.

Post Test

Normality Test

To test the normality of the post test results, the Liliefors test was used (the calculations are in the research attachment). The following table shows the normality of the post-test results.

Table 4. Normality Test Table

Number	(x)	Normality test
1.	80	-1.65
2.	81	-1.22
3.	82	-0.79
4.	83	-0.36
5.	84	0.06
6.	85	0.50
7.	86	0.93
8.	87	1.36
9.	88	1.79

Post Test

To test the results of the post-test. The following table contains results Posttest.

Table 5. Table of Post Test Results

Number	Value (x)	x^2
1.	80	6400
2.	80	6400
3.	81	6561
4.	82	6724
5.	82	6724
6.	82	6724
7.	83	6889
8.	83	6889
9.	83	6889
10.	83	6889
11.	83	6889
12.	83	6889
13.	83	6889
14.	84	7056

15.	84	7056
16.	84	7056
17.	85	7225
18.	85	7225
19.	85	7225
20.	85	7225
21.	85	7225
22.	86	7396
23.	86	7396
24.	87	7569
25.	88	7744
1.	88	7744
182.898	2180	Score

Calculating the Post-Test Average

$$X = \frac{fx}{n}$$
$$= \frac{2180}{26}$$
$$= 83.84$$

Calculating Standard Deviation

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$
$$= \sqrt{\frac{182.898}{26} - \left(\frac{2180}{26}\right)^2}$$
$$= \sqrt{7034.53 - 7029.14}$$
$$= \sqrt{5.39}$$
$$= 2.32$$

Test for normality test with Lilliefors

$$\frac{Xi - \bar{X}}{SD}$$ Zi80 test = 1.79

Calculating F (Zi)
- For Z80= -1.65 then F(Zi) = 0.5 - 0.4505 = 0.0495
- For Z81= -1.22 then F(Zi) = 0.5 – 0, 3888 = 0.1112
- For Z82= -0.79 then F(Zi) = 0.5 – 0.2852 = 0.2148
- For Z83= -0.36 then F(Zi) = 0.5 – 0.1406 = 0.3596
- For Z84= 0.06 then F(Zi) = 0.5 - 0.0239 = 0.4761
- For Z85= 0.50 then F(Zi) = 0.5 +0.1915= 0.3085
- For Z86= 0.93 then F(Zi) = 0.5 +0.3238 = 0.1762
- For Z87= 1.36 then F(Zi) = 0.5 +0.4131 = 0.0869
- For Z88= 1, 79 then F(Zi) = 0.5 + 0.4633 = 0.0367

Table 6. Table of Posttest Results

No	X	F	Fkum	(Zi)	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1.	80	2	2	-1.62	0.0495	0.07	0.0205
2.	81	1	3	-1.22	0.1112	0.11	0.0012
3.	82	3	6	-0.79	0.2148	0.23	0.0152
4.	83	7	13	-0.36	0.3596	0.5	0.1404
5.	84	3	16	0.06	0.4761	0.61	0.1339
6.	85	5	21	0.50	0.3085	0 ,80	0.4915
7.	86	2	23	0, 93	0.1762	0.88	0.7038
8.	87	1	24	1.36	0.0869	0.92	0.8331
9.	88	2	26	1.79	0.0367	1	0.9633

Calculating S (Zi), with the formula:

$$S\ (Zi) = \frac{Fkum}{N}$$

Based on the results of the data analysis above, it can be Lo = 0.9633 and Ltable (x) = 0.05, n = 26, namely Ltable = 0.173. So it can be concluded that Lo> Lt means the data is not normally distributed or rejected.

$$Tcount = \frac{x-x2\ \sqrt{(n1-1)Si^2\ (n2-1)S2^2}}{n1n2-2}\left(\frac{1}{n1}\frac{+1}{n2}\right)$$

$$= \frac{75.80-83.84\ \sqrt{(26-1)2.15^2(26-1)2.32^2}}{2626-2}\left(\frac{1}{26}\frac{+1}{26}\right)$$

$$= \frac{-8.04\ \sqrt{(25)(4.6225)(25)(5.3824)}}{50}\ (-8.04)$$

$$= 0.076\ \sqrt{0.3801}$$

$$= \frac{-8.04}{0.616}$$

$$= -13.051$$

$$Ttable\ = tx/2(df)$$

$$= t0.05/2\ (n-1)$$

$$= t0.25\ (26-1)$$

$$= t0.25(25)$$

$$= 2.060$$

Then it can be concluded that the value (t*count*) = 13.051 (the minus sign is ignored) and the value of t*table* = 2.060 then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. That is, the pre-test value is not the same as the post-test value. And that the average posttest value is higher than the pretest value.

4 Conclusions

4.1 Conclusion

Leseverständnis' initial reading comprehension` of students before the *deiktische Ausdrücke* treatment referral speech´ showed an average value of 75.80 while after the *deiktische Ausdrücke* treatment referral speech reached 83.84. This shows that there is a positive increase in the treatment of *deiktische Ausdrücke* referral speech´**.** Students who previously did not know or did not understand the method in *Leseverständnis* 'reading comprehension' of a text, became more understanding and trained after the *deiktische Ausdrücke* referral speech'. Testing the hypothesis that Tcount is Tcount> ttable (-13.051>2.060) at a significant level of 10% has proven that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Thus the treatment *deiktische Ausdrücke* referral speech´ has a significant effect on improving students' ability in *Leseverständnis* reading comprehension` of German language.

4.2 Suggestions

To be able to understand and analyze German texts in more difficult levels (levels A1 and B1), a method is needed. Its name is the *deiktische Ausdrücke* speech´.

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