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# PROCEEDING

## INTERNATIONAL SEMINAR ON EDUCATION

Responding to Global Education Challenges



Yogyakarta State University  
19 May 2009

INTERNATIONAL SEMINAR ON EDUCATION  
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# INTERNATIONAL SEMINAR ON EDUCATION: Responding to Global Education Challenges

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## Foreword

Practitioners from emerging international-standard schools have expressed the need for multidisciplinary forums where participants may share ideas, problems, and possible solutions on matters related to their new school status. Although at the national level there have been KONASPI (the Indonesian Education National Convention) forums where participants from diverse disciplines share their ideas on different fields of study, such a forum, which was formulated as an international seminar at Yogyakarta State University, was the first of its kind. It was in response to the above need that the seminar was conducted.

The International Seminar on Education: Responding to Global Education Challenges, with the proposed theme “Current issues in global education and their implications for pedagogical practices” aims at facilitating teachers’ professional development through the sharing of ideas, problems, and their possible solutions. Research results and opinion-based papers were presented to enable the participants to see what others are doing in trying to help learners achieve the competence they were expected to possess.

Therefore, in the plenary session there were Mr. Coleman presenting a topic on English language teaching and international standard schools, Prof. Dr. Takeshi (majoring in history) on professional teacher development, and Prof. Dr. Abdul Wahid Mukhari on vocational education. In the parallel sessions there were 38 papers on diverse disciplines under the subtopics of language teaching, language tests and assessment, citizenship and character building, teaching mathematics, science teaching, sports education and research, instructional system, electronics and electrical engineering, teaching in primary schools, and life skills. Speakers in the seminar represented their respective university or institution from The UK, Japan, Malaysia, The Netherlands, Guyana, Surabaya, Klaten, Semarang, Mataram, Gresik, Bandung, and Yogyakarta.

While the speakers and the audience of these diverse disciplines must have learned from each other during the seminar, we do hope that readers can find this seminar proceeding inspiring and broadening their horizon.

Yogyakarta, May 2009

Sugirin  
**Chairman of the Seminar Committee**

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## INTRODUCTION

- Life is open

I believe that life is open, meaning that our lives can be influenced by others and we can also influence others. In this global era there's no barrier anymore between us and others.

- The nation is borderless

And the second thing is that we live in a borderless world. We do realize that there is no nation that can stand by itself. To develop optimally, every nation could not be separated from other countries.

- The world is holistic in form and system

This means that actually the world cannot be separated into many parts; among parts and among components of the world should be connected, should be related.

- Today's era is knowledge and idea age

It means that even though we know that the information era shows us that information is very important but the more important thing is idea. Even though we have limited information but if we have more ideas, especially big ideas which others can adopt.

- The Existence of human being is interdependent and interconnected.

This means that there is no person, no human being in the world who can live independently, in isolation. They have to be connected with other people, with



# IMPROVING STUDENT'S READING SKILL (*LESEVERSTEHEN*) IN GERMAN DEPARTEMENT BY USING '*FLUßDIAGRAMM*'

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## Abstract

This research is meant to describe the way to improve the reading skill at the German Department Language and Art Faculty UNY class of year 2006, by doing some changing in learning factor. After has been discussed with qualified persons, *Flußdiagramm* is chosen as the action. The result of the research shows that improving student's understanding skill at German Departement Language and Art Faculty UNY by using *Flußdiagramm* is succeeded. That success is showed not only in student's cognition, but also in their affectation. In student's affectation, they become more confident of them self (100%), they are spirited (100%), motivated (91,6%), helped in understanding other lectures (91,6%), they have wider vocabulary (16,6%), also are motivated to learn (25%), addicted to read (8,3%), calm and confident (16,6%) and trained to find the keywords in a text (8,3%). In student's cognition there is particular improvement in reading lecture (*Leseverstehen*). Before the action there wasn't student with A- mark in *Leseverstehen*, after the action there are three students with A- marks.

Keywords: improving, *Leseverstehen*, *FLUßDIAGRAMM*'

## DIE VERBESSERUNG DER LESEFÄHIGKEIT DER DEUTSCSTUDENTEN DURCH FLUßDIAGRAMM

### A. DIE EINLEITUNG

Die Deutschstudenten der Fakultas Bahasa dan Seni der Universitas Negeri Yogyakarta (JPBJ FBS UNY) haben eigentlich die gute Fähigkeit, die deutschen Texte zu verstehen. Aber das reicht nicht, wenn sie mit schwierigen Texten arbeiten oder den Inhalt eines Textes wiedergeben sollen. Die Fähigkeit eines Textes zu verstehen oder den Inhalt eines Textes wiederzugeben brauchen nicht nur die Studenten des älteren Semesters, sondern auch die des jüngeren Semesters. Aus dem Grund muss die Fähigkeit der Studenten beim *Leseverstehen* verbessert werden.



Eine der in Angriff genommenen konkreten Maßnahmen ist der Gebrauch eines Flußdiagramms. Das Flußdiagramm hilft den Deutschstudenten unter anderem den Textstruktur zu kennen und den wesentlichen Inhalt des Textes zu finden. Das Flußdiagramm führt auch die Studenten, den Text zu rekonstruieren, sowohl mündlich als auch schriftlich. Das ermöglicht, weil es im Flußdiagramm Stichworten gibt.

Basiert auf dem obengenannten Hintergrund wird die Untersuchungsfrage wie folgt formuliert, (1) wie wird die Lesefähigkeit der Deutschstudenten der JPBJ FBS UNY verbessert werden, (2) kann der Gebrauch des Flußdiagramms die Lesefähigkeit der Deutschstudenten steigern.

Die Untersuchung hat gezielt, den Versuch der Steigerung des Leseverstehens der Deutschstudenten zu beschreiben.

## **B. DIE THEORETISCHE ANALYSE**

### **1. Der Begriff des Leseverstehens**

Eichheim und Storch (2000: 88) haben folgend erläutert. *“Lesen heißt grafische Formen, Buchstaben, Wörter, Sätze oder ganze Text emit dem Auge aufzunehmen. Wenn man diesen Zeichen einen Sinn gibt, spricht man von “Verstehen”. Verstehen hängt davon ab, was man verstehen will, was man verstehen kann, welche Informationen der Text anbietet, welche Leser und Leserinnen der Text sucht, um welche Art von Text (Textsorte es sich handelt), welches Ziel der Autor oder die Autorin des Textes hat. Beim Lesen muss man nicht jedes einzelne Wort verstehen”.*

Kurz gefasst haben sie auch beschrieben: *“Der erste Schritt zum Verstehen ist, die Umgebung und die grafische Form eines Textes zu betrachten. Fragen Sie immer zuerst: woher kommt der text?... Aus der Umgebung (wo steht der Text?), aus der grafischen Form ... entschieden wir dann, ob und wie wir einen Text lesen wollen: global, selektiv oder detailliert. Globales Verstehen, Sie verstehen die wichtigsten Aussagen in einem Text. Selektives Verstehen, Sie suchen eine oder mehrere Informationen in einem Lesetext. Voraussetzung für selektives Verstehen ist immer, dass Sie den Text auch global verstehen. Detailverstehen, Sie verstehen alle wichtigen Details eines Textes. Darauf kommt es an: (a) Sie erkennen Art und Gliederung eines Textes, (b) Sie orientieren sich an internationalen Wörtern und Zahlen, (c) Sie können*