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ANALYSIS OF *SPRECHEN* A1 EXERCISES ON THE WEBSITE WWW.LEARNGERMAN.DW.COM

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Abstract

In learning German there are four skills that must be mastered, Listening (Hören), Reading (Lesen), Speaking (Sprechen) and Writing (Schreiben). Each skill has a different difficulty. Speaking (Sprechen) is a skill that is quite difficult to master. Therefore, alternative learning resources are needed that can be used freely and can facilitate the learning process. Www.learnrgerman.dw.com is one site that can be used as an alternative learning resource. This site provides speaking exercises, the unique thing in this site is that speaking exercises are provided continuously with other skill exercises. The purpose of this study is to describe: 1) The types of Speaking (Sprechen) exercises found on the website www.learnrgerman.dw.com, 2) The steps for doing the Speaking (Sprechen) exercises which are found on the site www.learnrgerman.dw.com, 3) Speaking (Sprechen) exercises available on the site www.learnrgerman.dw.com with the Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache. The method used in this research is descriptive analysis. The types of Sprechen exercises found on the website are analyzed based on Schatz theory. The results showed that 1) There were 411 vorbereitende Übungen and 97 aufbauend und strukturierend exercises, while simulierend exercises were not available; 2) The steps for doing the A1 Speaking (Sprechen) exercise on this website have different steps, but each theme has the same starting steps which is watching a video; 3) The Speaking (Sprechen) exercise on the website www.learnrgerman.dw.com has met 13 of the 18 criteria based on the Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache. Thus, this website can be used as an alternative learning resource to improve speaking skills.

Keywords: Speaking Exercise, www.learnrgerman.dw.com, Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache

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1. INTRODUCTION

In essence, learning a language is to be able to communicate well and smoothly in different situations such as formal and informal situations. Speaking is a productive skill which means skills that produce something, for example sentences that are said, voice, intonation, and others. Speaking skills are very much needed, because the more proficient and skilled one in speaking skills, the more detail one can express oneself both ideas, thoughts, and opinions. This makes communication smoother and easier to understand for the speaking partner or oneself.

The level of German language proficiency has been standardized in the *Gemeinsamer Europäischer Referenzrahmen* (GER). It describes the indicators that determine the level of speaking ability, namely *Spectrum*, *Korrektheit* (accuracy), *Flüsigkeit* (fluency), *Interaktion* (interaction), and *Kohärenz* (coherence). To be able to have good speaking skills in interaction, it takes some practice exercises that can develop speaking skills. According to Schatz (2006, p. 43) there are three types of speaking exercises to hone and develop speaking skills, namely *Übungen und Aufgaben, die Kommunikation*: (1) *vorbereiten*, (2) *aufbauen und strukturieren*, (3) *simulieren*.

The development of communication technology and science is growing rapidly. Increasingly advanced technology greatly affects the lives of the wider community. Technological advances also affect a lot in the field of education. For example, learning resources can be accessed anywhere and quickly by everyone, besides that many references can be obtained by teachers for teaching materials. That way internet-based learning can also be used. This internet-based learning is considered easy, anyone can practice learning anytime and anywhere (flexible), meaning that it is not constrained by space and time like in school. In its use, this internet-based learning becomes one of the online learning resources.

The website www.learnrgerman.dw.com is one of the websites that can be used as a medium for learning German which is quite stimulating. This website provides German language practice exercises that are divided based on the level ranging from A1 to B2, the exercises are also adjusted to the themes presented. The exercises given on this website are in different forms, including multiple choice and essays.

Based on the above problems, and the author's interest in speaking skills (*Sprechen*), the author feels the need to conduct an analysis to find out the types of A1 speaking exercises available on the website www.learnrgerman.dw.com. by classifying speaking exercises on the website, then analyzing the exercises in accordance with *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache* (Chaudhuri et al., 2002). Based on these things, the author made research with the title "Analysis of *Sprechen* A1 Exercises on the Website www.learnrgerman.dw.com".

2. LITERATURE REVIEW

Learning resources are one of the things that are always noticed in the learning process. In this case it is not only books that contain learning materials or teachers, but also everything that can be used as a basis of sources that can facilitate the learning process. The explanation above is in line with the definition of AECT 1977 (in Muhtadi, 2006, p. 3) that defines learning resources as all sources that can be used by students as a separate source or in combination to facilitate the learning process. This includes messages, people, materials, tools, techniques, and the environment. Learning resources according to Peter Loos (2008) are "*...eine Lernressource ist*

jede digital verfügbare Ressource, die im E-Learning genutzt wird..." which means that learning resources are any digitally available resources used in *e-learning*. In other words, this learning resource is broad and can take different forms. In addition, according to Sells and Richey (in Abdullah, 2012, p. 4) learning resources are all sources that support the learning process, including support systems and learning materials and environments.

To strengthen this definition, Januszewski and Molenda (in Abdullah, 2012, p. 4) explained, "Learning resources are all sources including messages, people, materials, tools, techniques and settings that can be used by learners either individually or in a combined form to facilitate learning activities and improve learning performance."

With the definition explained above that learning resources can be found anywhere, therefore learners must be able to pay close attention to their surroundings so that these learning resources can be utilized optimally as well as not only seeing that learning resources are only books but all things and fixated in just one source so that learning activities can be carried out optimally. Eveline Siregar and Hartini Nara explain in detail as follows:

- 1) provides a more concrete and hands-on learning experience;
- 2) presents something that cannot be held, visited or seen in person;
- 3) add to and expand the horizons of science in the classroom;
- 4) provide accurate and up-to-date information;
- 5) help solve educational problems in both macro and micro scopes;
- 6) provide positive motivation;
- 7) stimulate critical thinking, stimulate a more positive attitude and develop further (2010, pp. 128-29).

The articles that are in line with the theories that have been explained, regarding the benefits of internet-based learning resources written by Elisabeth Dörner in 2022 which are accessed on the website insights.gostudent.org, namely (1) Flexibility, (2) *Individualuelle Betreuung*, (3) *Unbegrenzter Zugang*, (4) *Entwicklung von Medienkompetenz*, (5) *Barrierefrei*, (6) *Regelmäßige Aktualisierung der Lerninhalte*, (7) *Mehr Spaß & Motivation mit Gamification*, (8) *Selbstständigkeit & Eigenverantwortung*, (9) *Unkomplizierte Bedienung*, (10) *Kompetente Nachhilfelerhrer*, and (11) *Kostengünstig*.

From the explanation above, the benefits of learning resources include motivating learners, facilitating learners, providing information and being one of the things that can stimulate critical and positive thinking. However, learning resources depend on each learner, as a subject that utilizes learning resources as much and as optimally as possible. The types of learning resources according to Fatah Syukur (2008, pp. 94-95), include:

- 1) Print learning resources: books, magazines, newspapers, brochures, posters, comics, and encyclopedias.
- 2) Non-print learning resources: movies, slides, videos, transparencies, and objects.
- 3) Learning resources in the form of facilities: libraries, study rooms, studios, sports fields, and so on.
- 4) Learning resources in the form of activities: interviews, group work, observation, simulations, and games.
- 5) Learning resources in the form of the community environment: parks, terminals, markets, factories, museums, and so on.

In order that learning resources can function and be utilized as well as possible in learning, this time researchers will discuss the function of learning resources. The functions of learning resources according to Hanafi (in Dessy, 2012. 12) are to: 1) increase educational productivity;

2) provide more individualized educational possibilities; 3) provide a more scientific basis for learning; 4) strengthen learning; 5) enable instant learning; and 6) enable a wider presentation of education, especially with the mass media.

Chadhurri suggests criteria for measuring a German learning website. The following is a list of related questions mentioned in the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache* to research and analyze the exercises available on the site www.learnrgerman.dw.com. However, the criteria for the *Sprechen* exercise are not listed in the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache* (Chaudhuri et al. 2002), which says that the exercise has no specific criteria. Therefore, the researcher used the general criteria as well as the *Aussprache criteria* to analyze the exercise.

The nature of speaking according to Nonnenmacher (2019) is in line with what Bolte states, that is "*Sprechen beschreibt die Bewegung der Zunge und die Nutzung von Zähnen und Lippen zur Formulierung von Lauten. Aneinandergreift ergeben diese Worte wiederum Sätze und ermöglichen die lautbarere Kommunikation*". This statement explains that humans are different from other living things in communicating. The sounds they produce are also different and more complicated because humans are perfect creatures and the sounds they make are designed in such a way as to be understood by their speech partners.

In order to practice speaking skills, different types of exercises are needed in order to provide experience in all the necessary aspects. To be clear, the types of speaking exercises have their own purposes, such as questions for the preparation of start-up funds, then after that practice in speaking. But before that, let's first recognize what types of speaking exercises exist. According to Schatz (2006, p. 43) there are several types of speaking exercises, namely: (1) *Vorbereiten*, (2) *Aufbauen und Strukturieren*, and (3) *Simulieren*.

In this digital era, many websites provide materials and information offered by the web owner in various fields. Therefore, users must be able to sort out which website is more optimal in assisting learning. Learning using this website has several advantages when compared to not using a website. According to Rusman (2009, p. 118), there are five advantages that can be felt by learners, including: (1) can be accessed anytime, anywhere, in this world; (2) affordable costs;

(3) students can be supervised; (4) independent students to explore the objects being studied; and (5) material can be updated.

In this study, researchers found a foreign language learning site that provides foreign language learning, namely www.learnrgerman.dw.com. The site provides German language materials and can be accessed for free. Legally, this site is held and represented by *Director General Peter Limbourg*. The site is also supported by the *Goethe Institute*, *Cornelsen*, *Bundesagentur für Arbeit*, and *Auswärtiges Amt*.

3. METHODOLOGY

This research uses descriptive qualitative research methods in analyzing *Sprechen* exercises on the website www.learnrgerman.dw.com by describing the data that has been collected systematically and obtaining a description of the object factually. The description

sought in this

study are types of *Sprechen* exercises, procedures for doing the exercises, and analyzing whether the exercises are in line with the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*.

The object of research in this study is the website www.learnerman.dw.com, specifically on *Sprechen* A1 training. This research has stages that will be carried out. The stages start from first, literature study; second, data collection; third, data processing; next, drawing conclusions; and last, compiling a research report. The following is an explanation of each stage:

- 1) Literature Study
- 2) Data Collection
- 3) Data Processing
- 4) Inference
- 5) Compilation of Research Results

4. RESULTS AND DISCUSSION

Based on the analysis conducted on the A1 level speaking exercises on the website www.learnerman.dw.com, several types of speaking exercises were found which are categorized into three parts as stated by Schatz (2006, p. 43). The speaking exercises are *vorbereitende Übungen*, *aufbauend und strukturierte Übungen*, and *simulierende Übungen*. On the website www.learnerman.dw.com at the A1 level there are 19 themes, the themes have a mixture of exercises from 4 skills (*Lesen, Hören, Schreiben, Sprechen*). Therefore, the number of speaking exercises in each theme is not the same and is adjusted to the material of each theme. Next are the steps of working on the exercises found on the website www.learnerman.dw.com. In doing the speaking exercises available on this website begins with watching the video and then doing the exercises. Since the speaking exercises on this website are not separated, the learners have to do the other exercises first for the suitability of speaking exercises on the website with *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*. Because in the theory there are no specific criteria for speaking exercises, the researcher uses two criteria, namely *Allgemeine Kriterien Übungen und Aufgaben* and *Aussprache*. In these two criteria, there are 18 points that can be considered as speaking exercises on the website www.learnerman.dw.com. Of the 18 points, the speaking exercises on this website fulfill 13 points of the criteria.

After analyzing the exercises, there are 508 speaking exercises consisting of *vorbereitende Übungen* and *aufbauend und strukturierende Übungen*, each of which amounts to 411 for *vorbereitende Übungen* and 91 for *aufbauend und strukturierende Übungen*. The *vorbereitende Übungen* available on this website are quite diverse, including exercises in strengthening vocabulary (*Wortschatz*), then exercises to strengthen grammar (*Grammatik*), then intonation and pronunciation exercises (*Aussprache*), and exercises in composing sentences in German.

Simulierende Übungen on the website www.learnerman.dw.com is unfortunately not available. This exercise is very rarely found on learning websites because usually the exercises provided on the website are only one-way, and do not require a partner or speaking partner in the process. The steps of doing the exercises on this website are quite easy because the exercises are arranged in an orderly manner and in the process, you have to do them one by one. So you could say that the exercises on the www.learnerman.dw.com website are continuous exercises with one another. Related to the suitability of speaking exercises on the website

with the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*, speaking exercises on this website fulfill 13 points out of 18 points of existing criteria: five points of criteria that are not fulfilled are as follows: two criteria on *Allgemeine Kriterien Übungen und Aufgaben* and three criteria on *Aussprache Kriterien*.

5. CONCLUSION

Based on the results of the analysis of the website www.learngerman.dw.com obtained regarding the types of speaking exercises at A1 level, the steps of working on speaking exercises and the suitability of speaking exercises with *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache* are:

- 1) Speaking exercises consist of three types, *vorbereitende Übungen*, *aufbauend und strukturierende Übungen*, and *simulierende Übungen*. On the website www.learngerman.dw.com, researchers found 2 types of speaking exercises namely *vorbereitende Übungen* and *aufbauend und strukturierende Übungen*. For *simulierende Übungen*, it is not found in this website. The number of speaking exercises available on this website is 508 exercises consisting of 411 speaking exercises *vorbereitende Übungen* and 97 speaking exercises *aufbauend und strukturierende Übungen*.
- 2) There are steps for doing speaking exercises on the website www.learngerman.dw.com. In doing speaking exercises on this website, it always begins with observing videos related to the theme. After observing, exercises related to the theme will be given. The exercises given are exercises from the four skills of *Hören*, *Lesen*, *Sprechen*, and *Schreiben*. Then, the placement test of speaking exercises *vorbereitende Übungen* is always placed before doing speaking exercises *aufbauend und strukturierende Übungen*.
- 3) The speaking exercises on the website www.learngerman.dw.com have fulfilled 13 of the 18 criteria mentioned in the *Allgemeine Kriterien Übungen und Aufgaben* and *Aussprache Kriterien*. These criteria are part of the *Kriterienkatalog für Internet-Lernmaterial Deutsch als Fremdsprache*.

There are some recommendations related to the writing that has been presented in the conclusion above, namely the types of A1 level speaking exercises found on www.learngerman.dw.com, namely *vorbereitende Übungen* and *aufbauend und strukturierende Übungen*. Therefore, to complete the exercises, learners who will use this website as a learning resource, are expected to be able to find speaking exercises *simulierende Übungen* from other sources. As for researchers who will conduct research, it is recommended to clarify what will be researched and be more familiar with the object to be studied.

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