EFFECTIVENESS OF *ROLLENSPIEL* METHOD IN LEARNING GERMAN *POSSESSIVARTIKEL* A1 MATERIAL

Dias Rifanza[1*], Mohamad Nur Fauzi[2], Lucky Amalputra[3]
Universitas Indonesia[*], Universitas Pendidikan Indonesia

Abstract

Nouns and pronouns are important parts of speech when learning German. Both of them can be used as the subject, object, and adverb in the sentence. There are several rules regarding nouns in German, for example, one of the examples of this type is Possessivartikel that is used as a pronoun to express that something belongs to someone. Unfortunately, German learners especially in Indonesia face difficulties in learning Possessivartikel. One of the factors is because the rules of Possessivartikel in Indonesian grammar is easier than the Possessivartikel rules in German grammar. In order to solve these problems, teachers need a learning method that can increase the students' motivation and enthusiasm for the learning. Therefore, the Rollenspiel-method can be used in learning German. The purpose of this study was to find out: 1) the understanding of the possessivartikel by the students before using the Rollenspiel-method, 2) the understanding of the possessivartikel by the students after using the Rollenspiel-method, 3) the difference in students' understanding of the Possessivartikel before and after using the Rollenspiel-method, and 4) the effectiveness of the Rollenspiel-method in learning German Possessivartikel. This study used the pre-experiment with quantitative method. The population in this study was 30 students of class XII MIPA 1 in the 2022/2023 academic year. The result showed that: 1) the understanding of the Possessivartikel by the students before using the Rollenspiel-method is in the not good category, 2) the understanding of the Possessivartikel by the students after using the Rollenspiel-method is in the good category, 3) there is a significant difference between the understanding of the Possessivartikel by the students before and after using the Rollenspiel-method, and 4) the Rollenspiel-method is effective to be used in learning German Possessivartikel. This was proven by the results of the t-test calculation, that the significance value obtained is lower than

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[1]*Corresponding author: diasrifanza@ui.ac.id

0.05. Based on the result of this study, the Rollenspiel-method can be used as an alternative in learning Possessivartikel.

Keywords: *Effectiveness, Possessivartikel, Rollenspiel-method*

1. INTRODUCTION

Article is the article of each noun (*Nomen*) in German. Articles can provide important information from nouns, namely as a differentiator; Genus (Masculine, Feminine, Neutral), Numerus (Singular, Plural), and Case (*Nominativ, Akkusativ*, *Dativ, Genitiv*). Articles also have a function to understand the next material in learning German, one of which is *Possessivartikel*.

Possessivartikel is a pronoun that expresses ownership or possession of an object. Furthermore, *Possessivartikel* can be used to express that someone owns something or that people or things have a relationship with each other. As in the sentence "Bayu is Ani's younger brother", then in German it becomes "*Bayu ist Anis Brüder*" and in *Possessivartikel* it will become "*Bayu ist ihr Brüder*" with the note that Ani's name has been mentioned in the previous sentence.

Just like in the case of Articles, *Possessivartikel* also has 4 types namely *Nominativ, Akkusativ, Dativ,* and *Genitiv*. Therefore, there are often mistakes in its use as in the sentence "*Ayu holt ihr Brüder ab*", in this *Possessivartikel* case there is a fundamental error where the pronoun belonging to her woman is indeed *ihr* but the word *Brüder* is a noun that has the *article der* and is an *accusativ* object so it turns into *den*, then the declination of the correct *Possessivartikel* is *ihren.*

This complexity makes the author want to find a solution, so that German language learners, especially high school students, no longer make basic mistakes like in the example sentence above. A lot of learning models and methods are presented to help facilitate the delivery of related material, but it is still not so effective because the material is not understood by German learners due to many factors, one of which is the lack of learner contribution in learning.

Regarding the problem of the difficulty of understanding *Possessivartikel*, which is caused by the lack of active students in learning, the author suggests a learning method, namely *Rollenspiel* to increase the activeness of German language learners so that learning materials especially *Possessivartikel* can be more effective. *Rollenspiel* is a learning method that fully involves the contribution of students. This method requires the actors to play a role or unreal thoughts. Based on the problems discussed above, the author is interested in conducting research on the "Effectiveness of *Rollenspiel* Method in Learning German *Possessivartikel* A1 Material".

2. LITERATURE REVIEW

2.1 Learning Effectiveness

Effectiveness comes from the word effective which means appropriate or successful. In other words, effectiveness can be interpreted as a situation in line with planning. According to Hidayat (1986), "Effectiveness is a measure that states how far the target (quantity, quality, and time) has been achieved". Where the greater the percentage of targets achieved, the higher the effectiveness. From this opinion, the author can interpret that effectiveness is a description that shows the measure of success in achieving a goal. Krauth (2018) states that effectiveness is a "*Beurteilungskriterium, mit dem sich beschreiben lässt, ob eine Maßnahme geeignet ist, ein*

vorgegebenes Ziel zu erreichen". In the quote, it can be understood that effectiveness is an assessment criterion that can be used to describe whether a measure is suitable for achieving a certain goal.

Learning is a form of teaching and learning process in the form of interaction between students and learning resources carried out to achieve learning goals. As stated (Suardi, 2018, p. 7), "Learning is assistance provided by educators so that the process of acquiring knowledge and skills, mastering skills and character, and forming attitudes and beliefs in students can occur". So, it can be concluded that learning effectiveness is a criterion for assessing the creation of learning objectives that are achieved appropriately and in the most efficient way possible.

Effective learning is characterized by the level of achievement of learning objectives by students. Setyosari (2017 p. 20) states that "effective learning can be defined as learning that successfully achieves student learning objectives as expected by the teacher". So, we can understand that successful learning in the sense of achieving learning objectives is a characteristic of learning effectiveness.

2.2   Learning Methods

Method comes from the word *methodos* in Greek which means way or path. According to Nathan (2021), *Lernmethode* is "*Didaktische Maßnahmen, die das Lernen effizienter gestalten*" or it can be understood that learning methods are didactic steps that make learning more efficient. So, it is concluded that learning methods are a set of methods or techniques used by educators in the learning process so that students are able to achieve learning objectives in line with the competencies formulated in the subject syllabus.

2.3   *Rollenspielmethode*

Rollenspiel or in English Role playing is a learning method to improve the ability to master material through the development of students' imagination and appreciation. According to Riedl (2012, p. 106), "*Ein Rollenspiel ist ein teilnehmeraktives Simulationsspiel, das einen vereinfachten Ausschnitt eineren oder imaginären Umgebung abbildet*". The quote can be understood that the *Rollenspiel* method is a simulation game that actively involves the role of learners in imitating a simplified part of real life or depicting from the imagination.

The *Rollenspiel* method is a group learning method that requires teamwork. This can train students in social interaction, which is needed in the development of their thinking skills. This is in line with the opinion expressed by Vigotsky (in Rohmawati, 2015, pp. 16-17) that "The experience of social interaction is important for the development of thinking skills".

On the other hand, the *Rollenspiel* method still needs a lot of improvement. Because it is a new learning method, the shortcomings of this method need to be considered by every educator who will apply it. One of the obstacles is that *Rollenspiel* requires a long preparation time.

2.4   *Nomina*

Nouns and *pronomina* are the most important word classes in German after verbs. Both can be subject, object, complement, and adverb. Helbig & Buscha (1996 p. 230) state that "*Substantive sind Wörter, die über eine ausgeprägte lexikalische Bedeutung verfügen und*

unabhängig von Kontextbedingungen stehen können (Autosemantika)". The quote states that a noun is a word that has the lexical meaning of an object or something that is denoted, which does not depend on other elements (*autusemantika*). Nouns and *pronomina* in German can be categorized into 3 groups. This categorization is based on grammatical aspects (genus), semantic aspects (numerus), and syntactic aspects (case). The three aspects can be described as follows:

a. Genus

In German, there are two types of genus, namely natural genus and grammatical genus. Natural genus is a genus that consists of masculine and feminine only, while grammatical genus consists of masculine, feminine, and neutral. The difference between the two is that the natural genus has a suffix (-in) when marking the feminine genus. In German, grammatical genus plays more of a role than natural genus.

b. Numerus

In the numerus category, it relates to the form of reality of the noun, in the form of nouns with singular or plural numbers. In German, most nouns have both singular and plural categories. However, there are some nouns that belong to the category of only singular, as in the word *die Eltern* 'father mother (parents)'

c. Case

Apart from expressing genus and numerus, nouns can also be case markers. In this case, case expresses the relationship of a noun to another noun. The syntactic function of a noun can be seen from this case marker, whether the noun is a subject, object, adverb, or just a complement.

2.5   *Possessivartikel*

According to Meliss (2018), *Possessivartikel* or in Indonesian called *posesiva pronomina* is "*declinierte Wortart, die im Deutschen in adsubstantivischer Position auftritt und eine spezifische Zugehörigkeitsrelation ausdrückt*" which can be interpreted as declination or a form of change from the type of word in German which occupies an ad substantive position and expresses the relationship of ownership.

Similar to Articles, possessive *pronomina* also undergoes a declination process according to the case encountered. Quoting from https://mein-deutschbuch.de/possessivartikel.html, an example of the use of *Possessivartikel* is as follows: "*Meine Eltern haben meinem Bruder zu seinem Geburtstag ihr altes Auto geschenkt*". Based on this example, it can be explained that the sentence is in the first person so it uses the *possessivartikel (mein). The* word (*Eltern*) is the *Nominativ* case and has the article *die,* so it changes to (*meine*). The word *Bruder* is the *Dativ* case and has the article *der,* so it changes to (*meinem*). The word *Bruder* is also a reference word (*Bezugswort*) in the declination of *Geburtstag*, where the possessive becomes *sein* and meets the *Dativ* case so that it changes to (*seinem*). The word (*Auto*) has the article *das* and refers to *Eltern,* so it becomes (*ihr*).

3. METHODOLOGY

3.1   Research Design

The research method used in this research is pre-Experimental design with one group pretest-posttest design or one group pretest posttest design. This research design includes only one

class group that is given a pretest and posttest without a control or comparison class group. At the initial stage, the researcher gave a pretest containing questions about concept knowledge exercises (*Possessivartikel*) with the aim of knowing students' mastery of *Possessivartikel* material before treatment. Then the treatment was carried out in the form of giving *Possessivartikel* material using the *Rollenspiel* learning method. After giving treatment, researchers conducted a posttest on *Possessivartikel* to students. This posttest was conducted with the aim of knowing the mastery of *Possessivartikel* students after being given treatment.

3.2   Object and Place of Research

The object of this research is high school students in Bandung city who get German language subjects. The population in this study were XII grade students in one of the high schools in the city of Bandung, with the research sample taken from one of the XII classes in the high school. The place where this research was conducted was class XII IPS 3 and XII MIPA 1 SMA Negeri 19 Bandung and the time of this research was on August 10, 11 and September 1, 2, 2022.

3.3   Research Instruments

The instruments used in this study are instruments for learning devices and data collection instruments which include:
1) Learning Implementation Plan
The lesson plan is a guideline made so that teachers are able to provide learning in line with the competency standards and basic competency standards that have been set.
2) Learner Worksheet (LKPD)
Learner worksheets are a means of assisting teaching and learning activities that contain material, summary, and practice questions for students. The material given in this LKPD is *Possessivartikel*.
3) Evaluation Instrument
The *Possessivartikel* mastery evaluation instrument used in this study is in the form of a written test using a questionnaire and survey which aims to determine the mastery of the material of students and get opinions from students regarding the methods used.

3.4   Instrument Test

Instrument testing is useful for knowing the feasibility of research instruments, reliability, difficulty level, and question differentiation. If the question item proves to be valid and reliable, the instrument can be declared suitable for research. In this instrument test, researchers used the Anates application as a tool to help test the data.

3.5   Data Analysis

1) Normality Test
The normality test is useful for knowing whether the data is normally distributed or not. The normality test will later be related to the selection of statistical tests. Since the data in this study amounted to no more than 50 or small-scale research, this test can be calculated using the Shapiro-Wilk method, with a significant level of 5% ($\alpha = 0.05$) and based on a P-value $< \alpha$.

2) Homogeneity Test

Homogeneity test is a test of whether the variances of two or more distributions are equal which aims to determine whether the sample data group is homogeneous or not. The hypothesis conclusion is based on the significance level of the homogeneity test, if the Sig value> 0.05 means that the data group comes from a population that has a homogeneous variance (the same), while if the Sig value <0.05 means that the data group comes from a population that has an inhomogeneous variance (different).

3) Data Significance Test

The data significance test is a test that determines whether the hypothesis determined at the beginning of the study will be accepted or rejected. To test the significance in this study, researchers used the paired sample t-test, which has the aim of knowing whether there is a difference in the average of two samples that are interconnected. The requirement that must be met in the paired sample t-test test is that the data must be normally distributed, because this test is part of parametric statistical analysis. The hypothesis in making decisions on the paired sample t-test test is as follows:

a) If the Sig. (2 tailed) <0.05 then H_0 is rejected and H_1 is accepted, meaning that there is a significant difference between the pretest results and the posttest results of students.

b) If the Sig value. (2 tailed) > 0.05 then H_0 is accepted and H_1 is rejected, meaning that there is no significant difference between the pretest results and the posttest results of students.

4) N-Gain Test

The N-gain test is a test conducted to determine how much the students' mastery of *Possessivartikel* has increased after treatment. This assessment is taken from the pretest and posttest results obtained after the study.

4. RESULTS AND DISCUSSION

4.1   Normality Test

Based on the results of the normality test conducted using the SPSS version 25 application, the significance level on the pretest value is 0.063 and on the posttest value is 0.081. These results show that the significance value of the data is greater than the predetermined significance level, so it can be concluded that the data tested is normally distributed or H_0 is accepted.

4.2   Homogeneity Test

Based on the Levene-test, homogeneity test that has been carried out, it can be described that the significance value based on the mean of the pretest and posttest data is 0.727. These results show a value greater than the significant level of homogeneity test, so it is concluded that the data group comes from a population that has a homogeneous variance and H_0 is accepted.

4.3   Mastery of *Possessivartikel* Material of Students Before Treatment

Based on the results of research on pretest instruments, data were obtained that could describe the initial ability of students in mastering *Possessivartikel* material. The lowest score obtained was 30 and the highest score was 80 out of a maximum score of 100 with a class average

of 50. The results of the pretest show that the scores obtained by students are still below the predetermined criteria. Therefore, the ability of students in mastering *Possessivartikel* material before being given treatment is declared as "lack".

4.4   Mastery of *Possessivartikel* Material of Students After Treatment

Based on the results of research on the posttest instrument, data were obtained that could describe the mastery of students in mastering *Possessivartikel* material after being given treatment in the form of learning with the *Rollenspiel* method. The lowest value obtained is 50 and the highest value is 100 from the maximum value of 100 with a class average value of 75. Based on the assessment criteria that have been determined, the results of the posttest show that the ability of students to master *Possessivartikel* material after being given treatment is declared as "good".

4.5   Differences in Mastery of *Possessivartikel* Learners Before and After Treatment

It is known that the class average value obtained from the pretest is 50, and the class average value on the posttest is 75. This shows an increase in the average value after being given treatment. In addition to comparing the results of the class average value, there is a data significance test which is useful for knowing the difference between the pretest results and the posttest results. The significance test was carried out using the Paired Sample t-test method with the help of the SPSS version 25 application.

Based on the calculation results, it is known that the Sig. (2 tailed) is 0.000. These results indicate that the significance value is less than 0.05 (0.000 <0.05), meaning that there is a significant difference between the pretest results and the posttest results. Thus, it can be concluded that students' mastery of *Possessivartikel* material increases after being given learning using the *Rollenspiel* method, or H_0 is accepted.

4.6   Improvement of Mastery of *Possessivartikel* Material of Students who Apply the *Rollenspiel* Method

After knowing that there was a significant increase between the pretest and posttest results of students, further testing was carried out to find out how much improvement was obtained after the use of the *Rollenspiel* method. This test uses the N-Gain test method with the help of the SPSS version 25 application.

Based on the results that have been obtained, it can be concluded that learning with the *Rollenspiel* method can improve students' mastery of *Possessivartikel* material. The increase in mastery of *Possessivartikel* material can be seen from the overall score obtained by students on predetermined criteria. It is known that the mean score of the N-Gain test is 0.519 so that it can be interpreted that the increase in the significance of the value between the pretest and posttest is in the medium category.

5. CONCLUSION

Based on the results of research on the effectiveness of the *Rollenspiel* method in learning *Possessivartikel* A1 German language material that has been done, the following conclusions are obtained:

1) The ability of students to master *Possessivartikel* material known from the pretest score before being given treatment using the *Rollenspiel* method shows less than optimal results. The average pretest score obtained by 30 students was only 50 with the lowest score of 30 and the highest score of 80 from a maximum score of 100. Based on these results, it can be seen that the average pretest score of students is included in the deficient category.

2) The ability of students to master *Possessivartikel* material known from posttest scores after being given treatment using the *Rollenspiel* method shows a significant increase. The average posttest score obtained by 30 students was 75 with the lowest score of 50 and the highest score reaching the maximum score of 100. Based on these results, it can be seen that the average posttest score of students is included in the good category.

3) The difference between the pretest results and the posttest results of students showed a positive increase. This can be seen from the results of the paired sample t-test conducted with the help of the SPSS version 25 application. The significance value (2-tailed) in the test is known to be 0.000, which means that the significance value is less than 0.05. Based on these results, it can be concluded that there is a significant difference between the pretest results and the posttest results.

4) The significance level obtained from the N-Gain test shows 0.519. This means that the increase in scores from the pretest and posttest results is at a moderate level, based on the predetermined significance level.

5) Positive results were also obtained in the questionnaire and survey given to students. A total percentage index of 76% was obtained, and based on the interval score on the Likert scale these results were included in the Good category. This supports the findings in the previous test. Thus, it can be concluded that the application of the *Rollenspiel* learning method in learning *Possessivartikel* material is declared as "effective".

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