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The Development of Playstore-Based German Speaking Skills with German Conversation Practice Application Hallo

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi bentuk kebutuhan bahan ajar bahasa Jerman untuk siswa kelas XII di SMA HKBP Pematangsiantar. Jenis penelitian yang digunakan adalah kualitatif dengan pendekatan deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah wawancara dan kuisioner. Analisis kebutuhan dalam penelitian ini menggunakan teori Briendley, Hutchinson dan Waters, dan teori Nation dan Macalister dengan membagi analisis kebutuhan menjadi kebutuhan objektif dan kebutuhan subjektif. Kebutuhan objektif meliputi identifikasi dan latar belakang siswa, sedangkan kebutuhan subjektif meliputi kebutuhan, kekurangan, dan keinginan. Hasil penelitian menunjukkan bahwa bahan ajar yang selama ini digunakan tidak cukup dengan itu saja melainkan perlunya melihat kebutuhan mahasiswa dalam peningkatan keempat kemampuan yang mengarah kepada pembelajaran abad 21. Bahan ajar yang diharapkan oleh siswa adalah bahan ajar yang memiliki teks, gambar, animasi, audio, audiovisual serta terdapat latihan berbicara bahasa Jerman mandiri. Siswa juga menginginkan bahan ajar yang mudah dibawa dan diakses kapanpun.

Kata Kunci: Pengembangan keterampilan, berbicara bahasa jerman, *Playstore*, *German language Practice Hallo*

Abstract

This study aims to identify the need for German language teaching materials for class XII students at HKBP Pematangsiantar High School. The type of research used is qualitative with a qualitative descriptive approach. Data collection techniques used is interviews and questionnaires. Needs analysis in this study uses the theory of Briendley, Hutchinson and Waters, and the theory of Nation and Macalister by dividing the needs analysis into objective needs and subjective needs. Objective needs include the identification and background of students, while subjective needs include needs, deficiencies, and desires. The results of the study indicate that the teaching materials that have been used so far are not enough, but it needs to look at the needs of students in improving the four abilities that lead to 21st-century learning. The teaching materials expected by students are teaching materials that have text, images, animation, audio, audiovisuals as well as independent German-speaking exercises. Students also want teaching materials that are easy to carry and accessible at any time.

Keywords: Skills development, speaking German, *Playstore*, *German language Practice Hallo*.

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INTRODUCTION

Technological development is advancing rapidly in the 21st century, all human needs have depended on technology in every way Hariyanto & Jannah, (2020); Galloway, (n.d.). Likewise, in education, technology is needed to support the development of learning based on the needs of these students. From the perspective of the number of people using mobile phones, mobile phones are not only used for communication, but also have various functions such as storage facilities, entertainment facilities, business or business facilities, and information facilities. Likewise, learning German requires mastering four elements, namely hören (listening), Lesen (reading), sprechen (speaking), and schreiben (writing), which requires not only manual work but also media such as audiovisual and video visual media Summer & Wörler-Veh, (n.d.); Uchitel, (2019); Kleeblatt, (2017). Therefore, it is necessary to combine learning with technology, one of which is the mobile phone. Cell phones are no longer rare or rare these days, especially for students, all of whom already own cell phones. In mobile devices, there is an interesting feature of developing textbooks, the Playstore with the *German Conversation Practice App*. Teaching materials are one of the important components in learning to help smooth student learning. Rusilowati et al., (2020); Patten & Newhart, (2017); Huang et al., (2020) describes a textbook as a systematically arranged set of course material or content showing a complete map of competencies that students will acquire during learning activities. Furthermore, Ahmed, (2017); Nasution, (2019); Imama & Munfangati, (2017) more specifically, with regard to language teaching materials, i.e. everything used to facilitate language learning, such as audio, audiovisual or kinesthetic linguistics. The mentioned aspects may be presented in print, cassette, CD-ROM, DVD, or the Internet.

Octavia, (2019); Nurohmah et al., (2020); Subakti et al., (2021) It is emphasized that the most important thing in teaching materials is the dissemination process of teaching knowledge and the existence of learning innovation. From the above point of view, it can be concluded that textbooks are language learning facilities for educators and students. The sources of teaching materials come not only from handmade media such as printed materials but also from apps where other media such as mobile phones exist, namely Playstore, focusing on German Goethe Prepar A1, A2, B1. Consistent with the existence of 21st-century learning, one of which requires educators to be able to apply elements of technology to learning. Especially when it comes to learning spoken language, there is a need for textbooks that are easily accessible to students, where students can practice independently due to the limited number of German lessons in schools. A phenomenon that has emerged in this field is the increasing use of smartphones due to the development of digital technology. According to the information reported on the page Iskandar & Isnaeni, (2019) notably, Indonesia has more smartphone users than the total population, of which 150 million are active internet users. The maximum age for Internet users is 15 to 19 years old, where that age is the age of a high school student and equivalent.

From this phenomenon, the teacher must be able to see the current situation and condition of the students. Lack of creativity in the use of infrastructure and learning resources in learning leads to low quality of graduates and competitiveness of human resources in Indonesia. At present, there are studies on the development of teaching materials through mobile phones, which have been widely used. Siahaan et al., (2021); Aldya & Arifendi, (2021) mobile learning (m-learning) is proposed as a learning model that utilizes technology as a single or dominant medium. Follow the history of mobile learning Novaliendry et al., (2021) Three aspects that determine the type of learning are mobility of technology, mobility of learning, and mobility of learning. Amalia et al.,(2021) In mobile learning, teaching materials with attractive appearance can be accessed anytime, anywhere, he said in his research. In addition, the use of mobile learning can increase students' attention to learning materials, create more interesting learning, and stimulate students' motivation for lifelong learning. For this study, a Playstore-enabled mobile device was used and the *German Conversation Practice app* was used. Consistent with this, this study aimed to analyze students' needs for German-speaking teaching materials in terms of both material content and learning media.

METHOD

Using qualitative research methods of analytical descriptive qualitative research methods, this study aims to analyze and describe students' needs for German textbooks Rukajat,(2018); Moser & Korstjens, (2018); Hennink et al., (2020). The data source for this study is 1 German teacher and 61 students from Class X at SMA HKBP Pematangsiantar who attended German courses. Data collection techniques are interviews and questionnaires. The type of questionnaire used was the Semantic Difference Scale, and the answers were chosen as "yes" and "no". The data obtained were qualitative data derived from the interview results and quantitative data derived from the results of filling out the questionnaire. The data results obtained by the researcher will be interpreted both descriptively and analytically. The questions of objective needs analysis include 1) German learning experience, 2) German learning application and media knowledge, while the question dimensions of subjective needs analysis include 1) German learning activities, 2) German learning materials in skills, and 3) learning media to master German skills and assessment practices. Students answered 14 questions, of which 4 questions were required objectively and 10 questions were required subjectively with detailed information. The teacher answered 11 questions for subjective needs. Below is the questionnaire grid used in this study

Table 1
Needs Analysis Questionnaire Grid

Number	Aspects of Needs analysis	Data Type	Objek
1	Needs are objective Analysis: 1. German learning experience 2. Knowledge of German language learning applications and media	Questionnaire	Student
2	Needs are subjective Analysis: 1. German learning activities 2. German language learning materials on speaking skills 3. learning media for practice German	Interview Questionnaire	Student teacher

FINDINGS AND DISCUSSION

From the results of several questionnaires:

1. 100% of HKBP Pematangsiantar high school students have only studied German at school in that class.
2. Students without relatives and friends can practice speaking German
3. 21% of students know apps to learn German, and only 18% use them to practice speaking German.

Based on the results of the questionnaire, previously asked questions, 89% of students said their German language learning was going well. However, in the next question, it seems that 20% of the students indicated that the school provided enough study time for German subjects. The seventh question shows that school facilities such as language laboratories also do not support learning German. Only 20% of students use the lab.

Table 2
Results of Subjective Needs Analysis (Needs, Weaknesses, Desires)

No	Analysis Subjective Needs	Question	Yes (%)	No. (%)
1	Need	German learning process	89	11
2		German learning hours	20	80
3		Language laboratory facilities	20	80
4	Deficiency	Constraints in speaking skills	85	15
5		Ownership of teaching materials	10	90

6		The need for speaking teaching materials	95	5
7		Media gambar, animasi, audio, audiovisual	100	0
8	Desire	German vocabulary pronunciation	100	0
9		Self speaking practice	90	10
10		Smartphone use	100	0

The results seen from the above-mentioned questionnaires and interviews with German teachers indicate that the students have never learned German so far. This forces teachers to teach students to learn from the basics. Limited study time and non-optimal school facilities leave teachers limited in managing materials, so the main goal is to complete all topics. This makes it imperative for teachers to be able to find other sources of material and process them. The learning media used today are in addition to textbooks, namely videos and presentations made by German teachers.

Discussion

In the analysis of deficiencies and aspirations, according to the results of the questionnaire, the eighth question showed that 85% of the students indicated that there were still problems with speaking skills. The ninth question answers the question that 90% of students do not have a handbook. This was confirmed by the results of interviews with German teachers, that on the average score of all language skills, spoken language was in the lowest position among other language skills. In question 10, 95% of the students indicated that they need suitable textbooks to practice their German speaking skills, and 100% of the students wanted the textbooks to include pictures, animations, audio, audio-visual pronunciation of German vocabulary. In question 13, up to 90% of the students also wanted to provide textbooks for stand-alone German-speaking practice. All students indicated that the smartphone-based textbook was suitable for practicing spoken German. Requirements analysis is the initial stage of development research, as design in development is required at this stage.

Early identification of students is mandatory Nurohmah et al., (2020) In his research, he pointed out that the analysis results of objective and subjective needs are interrelated. The results of student identification and context are consistent with the gaps in the learning process and the expected demands of the learning activity. The needs analysis in this study yielded information about the characteristics of students, the process of learning German in the field, and the shortcomings and aspirations that both students and German teachers want to achieve. The information obtained in this needs analysis forms the basis for the development of technically oriented German teaching materials. Mastery of speaking skills must be supported by mastery of vocabulary

Based on research conducted by Mantasiah R et al., (2021) showed that students learning English through mobile devices can significantly increase their vocabulary. This also applies to German learners. Unlike the cases in this study that focused on speaking skills. According to the German teacher, the oral proficiency of the students in the SMA HKBP Pematangsiantar X class is still lacking compared to other language proficiencies because the students lack confidence in speaking German. The reason is the lack of oral practice by students because students can only learn German when they study at school. Students need more time outside of class to practice independently. When learning speaking skills, students need to study media with appropriate images, audio, visual and audiovisual media so that they can support skill improvement. Based on the experience of several researchers in the teaching of foreign languages such as French, they propose that ICT is an important means of teaching French as a foreign language (Français Langue Etrangère/FLE) to develop skills in French as a foreign language. This shows that learning a foreign language requires a medium that students can practice directly. In addition to Learning (2018) To investigate the effectiveness of a mobile reading aloud task focusing on English vocabulary and reading skills. The results showed that mobile-assisted reading aloud assignments had a positive effect, as they affected EFL students, especially in terms of interest, anxiety, and stress in learning English.

Based on the responses given by students and teachers, it is necessary to develop these teaching materials to improve speaking skills with innovative media such as Playstore-based mobile phones with German Conversation Practice applications.

The steps for using the application are as follows:

1. Select Playstore



2. Then type German Language Practice Hello



3. After downloading, click open, it will appear like this



CONCLUSION

Based on this study, it can be concluded that the results of an objective and subjective needs analysis are correlated. The results of this study suggest that high school students HKBP Pematangsiantar need German textbooks, especially to hone speaking skills that can be used for independent practice. The technology used is a Playstore-enabled mobile phone with a German Practice Hallo app that supports German-speaking skills including text, images, animations, audio, audiovisual and interactive teaching to practice spoken German independently.

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