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German Learning Media Application in Class X Senior High School

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Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan penggunaan media pembelajaran dalam pembelajaran bahasa Jerman di kelas X SMA Nommensen Kampus Pematangsiantar. Pengumpulan data dilakukan dengan metode observasi, wawancara, dan dokumentasi. Data penelitian akan dianalisis dengan menggunakan metode deskriptif kualitatif. Hasil penelitian menunjukkan bahwa (1) penggunaan media pembelajaran bahasa Jerman di kelas X SMA Nommensen Kampus Pematangsiantar yang telah dilaksanakan seperti media visual (powerpoint, laptop), media proyeksi diam (LCD projector), media visual sederhana (benda nyata dalam bentuk nyata). ruang kelas), papan tulis, kartu bergambar, kartu surat, buku teks), media audio (speaker)). (2) Kendala yang dihadapi guru dalam penggunaan media berasal dari teknik pemilihan media dan karakteristik siswa. Solusi guru dalam mengatasi kendala penggunaan media pembelajaran adalah dengan menyesuaikan media pembelajaran dengan materi dan menyesuaikan media pembelajaran yang digunakan dengan kondisi siswa.

Kata Kunci: media visual, media visual sederhana, media audio, media proyeksi senyap, kendala

Abstract

The purpose of this study was to describe the use of learning media in learning German in class X SMA Nommensen Pematangsiantar Campus. The data collection was carried out by the methods of observation, interviews, and documentation. The research data will be analyzed using a qualitative descriptive method. The results showed that (1) the use of German language learning media in class X SMA Nommensen Pematangsiantar Campus that had been implemented such as visual media (PowerPoint, laptop), silent projection media (LCD projector), simple visual media (real objects in the classroom), whiteboards, picture cards, letter cards, textbooks), audio media (speakers). (2) The obstacles faced by teachers in the use of media are derived from media selection techniques and student characteristics. The teacher's solution to overcoming obstacles to the use of learning media is to adjust the learning media to the material and adjust the learning media used to the conditions of the participants educate.

Keywords: visual media, simple visual media, audio media, silent projection media, constraints

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INTRODUCTION

Education as part of culture is a means of transmitting the values and ideas of everyone to be able to participate in the transformation of values in achieving the progress of the nation and state. To realize a quality education requires quality teachers Green, (2017); Challenges et al., (2018). Qualified teachers are teachers who can realize the goals of national education, namely those who have pedagogic competence, personality competence, social competence, and competence. Professional Pahrudin et al., (2016); Rusilowati & Wahyudi, (2020). One of the characteristics of professional teachers is that teachers have high creativity and the art of educating so that they can innovate learning so that in the end students feel comfortable and enjoy the learning process that occurs Sawyer, (2018); Sawyer, (2019). High creativity and artistic spirit can be directed at the results of teacher creativity and innovation in using learning media (Yulastri et al., 2017).

Learning media is part of the learning component and becomes an integral part of the learning process. The word media is the plural form of the word medium Sudarsana et al., (2020); Chun et al., (2016). The medium can be defined as an intermediary or introduction to the occurrence of communication from the sender to the receiver. The teaching and learning process is a communication process, delivering messages from the introduction to the recipient Ningsih & Jha, (2021); Murtiningsih et al., (2019). The message conveyed is in the form of content or teachings as outlined in communication symbols both verbally and non-verbally. Efforts to make learning more concrete by using learning media. Learning media is a teaching aid that can make it easier for students to receive material because they get concrete examples in the form of media (Setiyani et al., 2020). Another benefit of learning media for students is that the learning process is more interesting and fun. Meanwhile, the benefits of media for teachers are being able to use time efficiently using media, one of which is audio or audiovisual which can reach students in a wide range and large numbers Copley, (2017). In addition to audio or audiovisual, various other types of media can be used by teachers.

The use of learning media or teaching aids in learning activities will affect the way students learn and provide opportunities for students to learn better so that learning objectives will be more easily achieved Bakri et al., (2020); Bakri et al., (2021); Muliyati et al., (2021). The use of learning media has been widely applied in schools, one of which is in learning German. Judging from the explanation that has been described, a special study is needed in analyzing the use of media in learning German, namely regarding the use of learning media for German class X SMA Nommensen Campus. The reason for this research is only to focus on class X which is a beginner learning a foreign language, one of which is. If in the teaching and learning process the teacher makes use of the media, the students will have a good understanding of the material obtained so it is likely that by paying attention to the teaching media, the learning objectives will be achieved effectively and efficiently.

The research that has been mentioned above can be concluded that the learning media used plays an important role in the learning process. In other words, the presence of learning media is very helpful in achieving learning objectives. So the importance of learning media in achieving the success of the learning process. So in this research discussed, we want to know how the use of learning media is carried out in class X Senior High School Nommensen Campus, the obstacles faced by teachers in the use of German language learning media, and how to overcome these obstacles, so that later it will be able to further complement previous research.

METHOD

This study discusses the use of learning media in learning German in class X SMA Nommensen Campus. The approach used in this research is qualitative Hayashi Jr et al., (2019); Daniel, (2019). The subject of this study was a German teacher at the Nommensen High School Campus. The data collection

method used consisted of observation, interview, and documentation methods. Furthermore, the research data obtained will be analyzed using data analysis techniques, namely: Data Tabulation, Data Reduction, Data Description, Data Classification, Drawing Conclusions, and Checking Data Validity.

RESULTS AND DISCUSSION

The process of utilizing learning media is the implementation stage of the program that has been prepared. At this stage, the skills required are accuracy, and creativity of teachers in carrying out activities using learning media according to the plans that have been prepared. The use of learning media must be planned in a systematic manner that takes into account the objectives, procedures, targets, and types of existing media. From the presentation, it shows that what teachers do in utilizing learning media supports Ediyani et al., (2020); Simanihuruk et al., (2021) theory which says that in choosing media, it must be based on the suitability of the media and the teacher's skills in choosing and using media learning.

The implementation of German language learning media in class X SMA Nommensen Campus has been running according to the procedure. Through the use of German language learning media in general, the learning objectives can be achieved. Implementing the use of learning media can be useful to make it easier for teachers and students to be more active in learning, make the teaching and learning environment more lively and fun, improve teaching skills and improve student understanding. Utilization of learning media is following learning objectives, in the use of media types by considering time, learning materials, and student abilities. Sometimes in the implementation, the teacher uses more than one type of media if needed.

From the results of interviews and observations regarding the use of German language learning media in class X SMA Nommensen Campus, it can be seen that the use of learning media in this school is carried out routinely, which is seen in the first observation to the sixth observation, the media used by the teacher is visual media (*PowerPoint*), *laptops*), simple visual media (real objects in the classroom, blackboards, picture cards, letter cards, textbooks), audio media (*speakers*), silent projection media (*LCD projectors*).

Laptops are used by teachers to prepare and store learning materials which are then displayed in front of the class, using an *LCD projector*. The use of *LCD projectors* allows students in the classroom to see and observe learning materials. The media is used by the teacher to display and display examples of vocabulary, and examples of German sentence patterns related to learning materials.

The use of German language learning media in class X SMA Nommensen Campus is determined based on the material being taught. Teachers do not always use learning media in class because they have to condition the material and class situation, for class X it is attempted to use media because the learning material in class X is basic learning material. With the existence of learning media, it can make it easier for students to receive and understand learning material through the media compared to having to imagine without using the media.

Choosing the media must meet the aspects and elements that can make the learning process more effective. Therefore, in its use, of course, the media must have several criteria which must then be met to suit the learning process. This supports the theory of media selection criteria by Musqifon (2012) which states that choosing media must be based on the suitability of the media and the skills of the teacher in choosing and using media in learning. The following describes the use of media in learning German which includes:

The Suitability of Learning Media with Objectives of Learning

The media used in the first observation on learning German were a *laptop*, *PowerPoint*, *LCD*, and *speakers*. To learn students can mention the types of greetings in German (*der Gruess*), vocabulary about greetings in German, and example sentences. The media used are following the basic competencies that are generally defined. Media *PowerPoint*, *LCD*, and *speakers* have been able to involve students in their use and support one of the domains, namely the cognitive domain (students can use it). mention).

The media used in the second observation were *PowerPoint*, *LCD*, *speakers*, and picture cards. With the learning objectives, students can mention the types of greetings in German, able to mention vocabulary, and example sentences. The media used is following the learning objectives so that it can improve student responses in one of the domains, namely the cognitive domain.

The media used in the third observation were *the Deutsch 1* book and the blackboard. With the aim of learning, students can mention how to introduce themselves in German and make examples of sentence patterns. The media used is following the learning objectives.

The media used in the fourth observation were *native speakers*, whiteboards, and real objects in the classroom in the form of calendars. With the learning objective, students can name the date and month in German according to the correct and appropriate pronunciation. The learning objectives used are following the objectives of learning.

The media used in the fifth observation were blackboards and real objects in the classroom in the form of a calendar. With the aim of learning, students can make examples of sentence patterns with the theme of the day, date, and month in German. The media used is following the learning objectives, namely involving students in its use, such as using a calendar to train students in making sentences in German according to the date indicated by the teacher. teacher.

The media used in the sixth observation are *laptops*, *PowerPoint*, and *LCD*. With the aim of learning, students can name the types of subject names in German and how to mention the lesson schedule in German. The media used is following the learning objectives. This is supported by observation data, namely, the teacher displays a picture in the form of vocabulary on *PowerPoint*, then asks students to guess the meaning of the picture.

The Suitability of Learning Media with Theory

Powerpoint media, *LCD*, *speakers* used in the first observation (*der Gruess material*), the second observation (*sich kennenlernen material*), and the sixth observation (material types of subject names) have supported the learning materials presented because they are facts and concepts that make it easier for students to understand. understand the material with real examples in the form of media without having to imagine. The picture card media used in the second observation was also following the material presented. This is supported by observational data, which is seen when the teacher uses picture card media in delivering *der Gruess material*. The teacher shows the picture cards to the students and instructs the students to guess the vocabulary shown through the picture cards. The letter card media used by the teacher in the third observation was also following the material being taught, namely, the media was used to check students' understanding of writing in German. In learning, the teacher shows a letter card at random, then asks students to name the letter that showed.

In addition, the use of simple visual media in the form of real objects such as a calendar in class, a *native speaker* (a native German speaker), a blackboard, and a *Deutsch book*. Then invite students to read and understand the meaning of the sentence pattern. After that, the teacher trains students' understanding of the material explained using a calendar to ask students to make examples of sentence patterns according to the day, date, and month shown. The teacher also invites *native speakers* to teach students to practice saying the day, date, and month in German according to good pronunciation and correct.

The Suitability of the Learning Media with the Conditions of the Participants' Education

The media used has caused direct interaction between students and the media used. The media users have also taken into account the condition of the students. This can be seen from the first observation to the sixth observation, the media used are visual media (*PowerPoint*), simple visuals (whiteboards, textbooks, and real objects), audio media (*speakers*), and silent projection media (*LCD Projector*). Students enthusiastically pay attention to learning with these media, such as the use of simple visual media, namely real objects in the

form of a calendar in discussing the day, date, and month material in the fourth observation and the fifth observation. Students are interested in practicing German sentence patterns according to the material being taught. Based on the media, students can see directly the name of the day, date, and month and mention it in German. So that this media is following the child's thinking stage, namely operational concrete, the media used also awaken interest and motivation students to learn.

There are three steps taken by the teacher during the process of utilizing learning media, namely: (1) preparatory steps. In this step, the teacher ensures that the media used for teaching can function properly and the teacher ensures that electric power is available in the classroom to display learning media. (2) implementation steps. In this step, the teacher explains to the students about the type of material discussed and the learning objectives to be achieved and the teacher strives for the atmosphere in the classroom to remain calm and conducive during the use of media. (3) follow-up steps. In this step, the teacher asks students to ask about various things that are considered poorly understood (related to the subject matter learned through the use of media) and the teacher gives a test to measure the level of success of students in participating in learning through the use of media. media.

In addition, the things that underlie the use and selection of media include choosing media that is adapted to teaching materials. When learning vocabulary, the teacher uses a simple type of visual media, namely the form of picture card media which is suitable for use because the media is easy to make and easy to apply to students. You do this by showing the picture card in the form of an example of vocabulary, then the teacher instructs the students to guess the meaning of the picture shown. This can train students' thinking ability by observing an object directly in finding and knowing new information. Utilization of visual media types such as *PowerPoint media* can also display examples of vocabulary with attractive picture displays to motivate students to stay focused in the following learning, can present text, images, photos or animations, and videos so that they are more interesting. The tempo and presentation can be adjusted and can be used repeatedly. Furthermore, the audio media (*speakers*) used by the teacher in conveying examples of vocabulary and sentence patterns through audio is displayed so that students can hear and listen to the audio displayed by the teacher and practice pronunciation of good German vocabulary and sentence patterns. correct.

Based on the description described above, supports the theory of Asyhar (2012) regarding the media selection procedure, which states that effective learning requires good planning if a variety of media is used. So in its use, it must be based on a systematic procedure, which is based on several factors, namely studying the learning objectives. Learning objectives are a factor of consideration in the selection of media because the type of competence that is expected to be achieved is closely related to the type of media used. In addition, the factor of the characteristics of teaching materials also determines the selection of media in learning according to the characteristics of different students, which requires teacher creativity and innovation in determining the choice of what type of media to use. Furthermore, the factor of "determining the selection of media" related to student characteristics, teaching materials and objectives to be achieved in learning, taking into account other criteria such as policies, available facilities, and production capabilities.

The obstacles experienced by teachers during the process of using learning media and how to overcome these obstacles are obstacles that are often experienced by teachers, namely from the "preparatory aspect of media selection", initially the selected media is right with the material, sometimes the perception of images made by teachers with responses The images seen by students are different. In addition, when I had prepared an *LCD Projector* and *Powerpoint*, suddenly the electricity at the school went out. The way to overcome this is to teach potlucks or use blackboards and textbooks. Furthermore, the obstacle seen in terms of "media selection" is when using *full color* on the *PowerPoint display*, students become less focused on the material presented, and students turn their attention to the many color variations seen on the *PowerPoint screen*. The teacher's way of dealing with it is trying to divert students' attention to refocus on the material explained and

for further learning the media is replaced with a new *PowerPoint display*. Constraints that occur in terms of student characteristics, namely students have different characteristics, teachers often encounter some students who are difficult to manage. It is difficult to manage in the sense that when the teacher has tried to reprimand and tell the student that he is still behaving inappropriately. The way to overcome this is that the teacher must pay attention to the students, if there are students who behave inappropriately and do not pay attention to the teacher, the student is given questions about the material that has been taught and is designated individually. spontaneous.

Constraints that occur in the process of using German language learning media are seen based on "student acceptance" which is seen from the characteristics of different students, from the number of students in one class no one has the same personality, different traits, and attitudes. Some students pay attention to the teacher when teaching and some students behave beyond reasonable limits, such as disrespectful speaking ethics who often imitate and respond to the teacher's conversation in delivering the material explained, before the teacher gives orders to imitate or practice pronunciation, for example. such as learning vocabulary and sentence patterns, there are still students who imitate the teacher's way of saying or *hatsuon* from the teacher. So to overcome this, the teacher usually asks questions and asks the student to answer, if he cannot answer, the teacher asks the student to come to the front of the class and stand until the lesson is over. The action taken by the teacher is to give a deterrent effect to students to be more polite toward students teacher.

When in the process of using learning media, the teacher found several obstacles based on the factors of preparation for media selection, terms of media selection, and student characteristics. The obstacles faced by the teacher are following the theory expressed by Piskurich, (2015); Reichenberg & Seligman, (2016) that effective learning requires good planning, if the media used varies then its use must be based on systematic procedures. The obstacle that is often experienced by teachers is from the "preparatory aspect of media selection", initially the selected media is right with the material, but sometimes the perception of images made by teachers with image responses seen by students is different. In addition, when I had prepared an *LCD projector* and *PowerPoint*, suddenly the electricity at the school went out. The way to overcome this is to teach potluck or manually using blackboards and books lessons.

Furthermore, the obstacle seen in terms of "media selection" is when using *full color* on the *PowerPoint display*, but students are less focused on the material presented, students turn their attention to the many colors seen in *PowerPoint*. The teacher's way of dealing with it is trying to divert students' attention to refocus on the material explained and for further learning the media is no longer used and replaced with a new *PowerPoint display*. Constraints that occur in terms of student characteristics, namely students have different characteristics, teachers often encounter some students who are difficult to manage. It is difficult to manage in the sense that when the teacher has tried to reprimand and tell the student that he is still behaving inappropriately. If at a stage that is difficult to control, the teacher submits the student to the wakabid for student affairs for follow-up. Before that, the teacher usually gave a firm threat such as "if it's still noisy like this, it's better if you don't like the lesson I just get out of this classroom". That way, students will usually return to being obedient to the teacher, the actions taken by the teacher are in line with Ibáñez & Delgado-Kloos, (2018); Mahfud et al., (2020) theory that special characteristics such as the initial attitude of students will influence in carrying out activities. The way to overcome this is that the teacher must pay attention to the students, if there are students who behave inappropriately and do not pay attention to the teacher, the student is given questions about the material that has been taught and is designated individually. spontaneous.

Constraints that occur in the process of using German learning media are seen based on "student acceptance", namely considering that the characteristics of students are diverse, there must be things that are not desirable that occur in the delivery of material in class, from the number of students in one class do not all have the same personality, traits and attitudes are different. Some students pay attention to the teacher when teaching and some students behave beyond reasonable limits, such as disrespectful speaking ethics who often

imitate and respond to the teacher's conversation in delivering the material explained, before the teacher gives orders to imitate or practice pronunciation, for example. such as learning vocabulary and sentence patterns, there are still students who imitate the way the teacher pronounces or *the accent* of the teacher. So to overcome this, the teacher usually asks questions and asks the student to answer, if they still can't answer, the student is ordered to come to the front of the class and stand until the lesson is over. The action taken by the teacher is to give a deterrent effect to students to be more polite toward students teacher.

CONCLUSIONS

Based on the results of research and discussion, the conclusions of this study are as follows. The use of media in learning German in class X SMA Nommensen Campus. It can be seen that the use of learning media in this school has been carried out routinely, which can be seen from the first observation to the sixth observation, the types of media used by the teacher are visual media (PowerPoint, laptop), simple visual media (real objects in the classroom). in the classroom, blackboards, picture cards, letter cards, textbooks in the form of Deutsch 1), audio media (speakers), silent projection media (LCD Projector).

The obstacles experienced by teachers during the process of using learning media and how to overcome these obstacles are obstacles that are often experienced by teachers, namely from the "preparatory aspect of media selection", initially the selected media is right with the material, sometimes the perception of the image on the *PowerPoint display* made by the teacher with the response different students see. The solution is to teach using improvised media such as blackboards and textbooks. The obstacle in terms of "media selection" is when using *full color* on the *PowerPoint display*, students become less focused on the material presented because they pay more attention to the color display on the *PowerPoint screen*. The solution is to make changes to the *PowerPoint display* in the next lesson. The obstacle that occurs in terms of "student characteristics" is that there are some students who are difficult to manage. The solution is that if there are students who behave inappropriately, the students are appointed spontaneously to answer questions from the teacher. Constraints that occur are seen based on "student acceptance" namely the attitude of students who pay attention to the teacher when teaching and there are also students who behave outside normal limits. The solution, the teacher asks questions about the material and asks the students to answer, if they cannot answer, they are ordered to come to the front of the class and stand until the lesson is over. This is done by the teacher to give a deterrent effect on students.

Based on the findings obtained in this study, the suggestions submitted are as follows:

For teachers of German subjects, the selection of learning media needs careful planning, because they have to consider many things, such as one of them must be following the material to be taught, and also considering that each class has a different learning style, possible media used same cannot be used in the same class.

Researchers, especially in the field of German, can use this research as a reference material to conduct similar research on the use of learning media with German-language material, for example, the use of learning media to increase the effectiveness of learning German.

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