

Development of Learning Media for Sprechen A2 Course Based on Traditional Games of North Sumatra


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ARTICLE INFO	ABSTRACT
<p>Article history Received May 22, 2023 Revised Dec 15, 2023 Accepted Dec 19, 2023</p> <p>Keywords Sprechen A2 Case method Team-based project Vocabulary mastery</p>	<p>The development of learning media in this research is part of developing Sprechen A2 learning tools based on the case method and team-based project. The Richey and Klein development model uses the development model with planning, development, and evaluation stages. This research produced five sets of vocabulary cards played in groups. This game trains vocabulary mastery according to the A2 theme and sentence formation. The development results were reviewed by experts and given input. The results of the expert review stated that the developed game cards are suitable for use with a score of 92 or with a category of excellent. This result indicates that the word game cards are suitable for use. I will get some expert input about adding vocabulary sets as we develop further. The game cards are then played alternately in the Sprechen A2 learning class according to the discussion theme. At the end of the learning process, a questionnaire was distributed to students to determine their response to the use of game cards. The questionnaire contains five questions, all answered with 100% agreement. This means that the student response is positive and worthy of further development.</p> <p style="text-align: right;">This is an open-access article under the CC-BY license.</p> 

I. Introduction

In German language acquisition, the four essential language skills reading, writing, listening, and speaking are inherently interconnected facets that collectively contribute to a comprehensive understanding of the language. As expounded by Litaly (2016), these skills are systematically integrated into language courses, albeit maintaining distinct designations to signify their specific focal points and objectives. Despite the discrete nomenclature, their integration remains pivotal in fostering a holistic proficiency in German (Rosa González et al., 2021).

Among these skills, speaking stands out as a paramount indicator of language mastery (Fathi et al., 2024). Proficiency in German is often gauged by one's ability to articulate thoughts and engage in verbal communication. As posited by Neuf Munkel (1991), as cited in Erikawaty (2014), the significance of speaking skills cannot be overstated in attaining language proficiency. According to this perspective, true mastery of German is contingent upon an individual's capacity to express themselves effectively through spoken communication (Deneault et al., 2023). Thus, integrating

speaking skills within the language curriculum aligns with the consensus that oral proficiency is a critical benchmark for language competence (Bers et al., 2023).

Within language acquisition, speaking proficiency emerges as a direct manifestation of adept mastery in both vocabulary and grammar (Tat Cheung et al., 2024). The assertion holds that without a robust command of vocabulary and a sound understanding of grammar, individuals will likely encounter challenges in expressing themselves effectively through spoken communication (Boone & De Wilde, 2023). Research undertaken by Purwanto et al. provides empirical evidence supporting the pivotal role of vocabulary mastery in enhancing speaking skills. The study underscores that a comprehensive grasp of vocabulary positively influences and forms the bedrock for constructing coherent and articulate sentences (Nuraina & Saleh, 2017; Selviana et al., 2020).

Delving deeper into the intricacies of speaking proficiency, Kurniawati (2017) contributes an insightful perspective by emphasizing the importance of quantity and quality in one's vocabulary repertoire. According to Kurniawati, speaking a language fluently is contingent upon possessing ample words and a nuanced understanding of their contextual and semantic nuances.

This assertion underscores the multifaceted nature of vocabulary acquisition and its direct correlation with the development of speaking skills, reinforcing the notion that linguistic competence encompasses not only grammatical structures but also an expansive and nuanced vocabulary (Finlayson et al., 2023).

To determine the interest of third-semester students in the German language education program at Universitas Negeri Medan regarding the most favored learning medium, four options were given to the students to choose from. The four learning media options were animated videos, picture-guessing games, traditional games, and crossword puzzles. There was a total of forty third-semester students. Out of these 40 students, 9 chose animated videos, 9 chose picture-guessing games, 8 chose crossword puzzles, and 14 chose traditional games. Therefore, the results of the student's choices are illustrated in Figure 1.

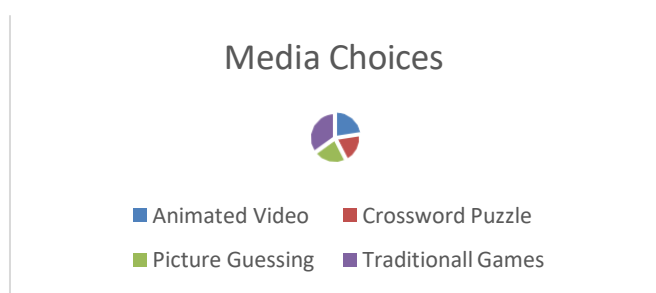


Fig. 1. Students' Media Choices

In addition to the options provided, observations and interviews were conducted regarding the most popular traditional game. According to observations within the student community, the game "Joker" is the most frequently played by students. This game is typically played during leisure time or as part of family gatherings, recreational activities, and even within the student boarding house environment.

Therefore, the author has chosen the game "Joker" to be implemented in the *Sprechen A2* learning process. However, modifications are needed to make this game relevant to the vocabulary learning materials that support speaking skills. The author has decided to develop the traditional game of "Joker" for *Sprechen A2* learning. This article presents the results of this development.

A. Development Model

The development model used in this research is Richey and Klein's (2014), which establishes three steps in the development process: Design, development, and evaluation. This model was chosen because the media being developed already has an original design, namely the joker cards. Therefore, the initial step used is appropriate, directly proceeding to the design based on the learning objectives.

According to Richey and Klein, the design step involves designing the product to be produced. This means that the initial step identifies (1) what will be developed, (2) for what purpose or what its objectives are, and (3) how the design will be. The type of research conducted is a development that modifies existing products. The approach taken is to modify the existing product according to the learning objectives. Based on the second step, the expected product is designed to be in line with the language proficiency level of German at the A2 level (Biermann et al., 2015).

The second step, Development, involves refining the product design according to the design outcomes. Development in this context refers to a product that is ready for validation. The final step is validation, including design expert and material validation. Experts in this context are qualified as per the qualifications set, meaning that media design experts and material experts in German language learning, at least with a proficiency level of B1, one level above A2, are involved. The development steps according to the Richey and Klein model are depicted in Figure 2.



Fig. 2. Design of Sprechen A2 Learning Media Development

B. Learning Media

Learning media are supportive materials for learning materials. Learning media are tools and materials that can be used in the learning process as aids that facilitate teachers in delivering materials to support the achievement of learning objectives (Audie, 2019; Haidir et al., 2021;

Hasan et al., 2021). Learning media can take the form of print media, audio, video, radio, and television, as well as paper and other aids. According to Kemp and Dayton (1985), instructional media can fulfill three main functions when used for individuals, groups, or large audiences: 1) motivating interest or action, 2) presenting information, and 3) providing instruction.

C. Sprechen A2

The *Sprechen A2* course is a course that teaches speaking skills at the A2 level. This course requires students to be able to recognize and understand sentences directly related to the topics discussed (e.g., information about someone and their family, shopping habits, occupation, and immediate environment). They should be able to communicate in routine daily situations, characterized by the ability to exchange information directly about common daily encounters. They can express, in simple sentences, their origins, education, immediate environment, and things related to primary needs (Goethe Institute: A2 Level Explanation). This explanation is simplified as the Learning Outcomes of the *Sprechen A2* Course, modified from the Profile Deutsch (Glaboniat et al., 2013), which means students can speak and communicate orally with simple sentences related to specific themes at the A2 level and combine and connect sentences appropriately and correctly to form a sequence of stories or information that can be understood.

As for the themes set in the Profile Deutsch at level A2, they include *Leben und lernen in Europa, Familiengeschichten, Unterwegs, Freizeit und Hobbys, Medien im Alltag, Ausgehen, Leute treffen, Vom Land in die Stadt, Kultur erleben, Arbeitswelten, and Feste und Feiern* (Studio Express A2). In this Joker game, the developed cards consist of 5 sets: *Familiengeschichten, Freizeit und Hobbys, Ausgehen, Vom Land in die Stadt, and Feste und Feiern*. These five themes are obtained alternately so that the developed themes are also alternating.

D. Traditional Games

Traditional games have recently become increasingly popular in learning environments. Although digital games are trending, traditional games are preferred in the learning process because they foster closeness among students and can create shared joy in the learning process.

One of the traditional games in North Sumatra that people of all ages commonly play is the game Joker. The Joker game consists of 54 cards containing 4 cards with different symbols, and each card consists of 13 different cards, including numbers 2 to 10 and the letters J, Q, K, A. This game involves arranging or finding matching numbers and arranging or finding matching letters. The number of identical cards is 4-3-3, whether they are numbers or letters. This game is played by 3 to 5 people who try to find 4, 3, and 3 matching cards.

II. Method

This research adopts the development model proposed by Richey and Klein as the steps in the instructional media development process. The research method used is qualitative descriptive, but it incorporates quantitative elements to express research findings. Therefore, this research employs a mixed-methods research design (Creswell, 2012) that combines qualitative and quantitative approaches (Jusslin et al., 2022). The selection of this mixed-methods design is necessary because a combination of approaches is needed to express the validation results of experts and student responses quantitatively to demonstrate the quality of the developed product. Qualitative methods are used to describe the product development process (Dainty, 2024). Below is an overview of the research methodology applied.

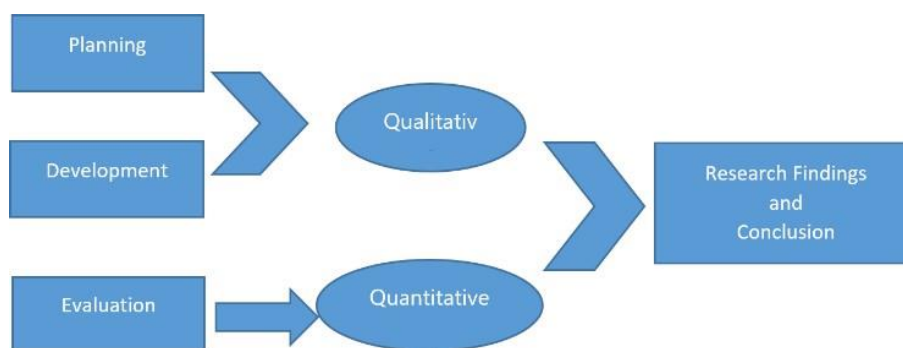


Fig. 3. Research Methodology of Learning Media Development.

III. Results and Discussion

This section explains the process of developing and the quality of the resulting learning media. The development process follows the steps outlined by Richey and Klein, starting from planning and development. Meanwhile, the quality of the learning media is obtained from the evaluation results, which include expert testing and student responses.

A. Planning

The first activity in this step is to identify the questionnaire and interview results, then identify traditional games from North Sumatra that can be adapted to meet the identified needs through the questionnaire and interviews. Then, ensure that the selected games can provide a solution to the problem. What's more important is that the selected traditional games have elements that support the development of speaking skills. The next activity is to adjust the rules and elements of the game to the needs of German language learning at the A2 level

(Kosel et al., 2021). In this case, it is ensured that the selected traditional games support the use of vocabulary suitable for the A2 level (Gay, 2022). Another important aspect is to integrate relevant speaking tasks with the game, such as creating example sentences according to the vocabulary being learned. All of this refers to the learning objectives (Nami & Asadnia, 2024).

The initial activity also identifies the joker cards that will be modified. Then, designs suitable for the number of joker cards and the game technique are prepared. After identification, there are several design changes. The changes are shown in Table 1. As indicated in Table 1, there were several changes made, which were then integrated with vocabulary related to the theme in the German A2 language material (Ramachers & Willems, 2024). The amount of theme-related vocabulary was then reduced by identifying word groups according to the A2 level. For example, the word "erledigen" is no longer "fertig machen". The design produced includes (1) a design for the first theme, which is "Familiengeschichte", (2) an initial draft in the form of a plain paper box, (3) without any images, as images could lead to the meaning of the word.

Table 1. Development of Traditional Card Game

Original Joker	Modified Result	Reason for Change
Number of Cards 52	Number of Cards 70	To accommodate up to 5 players and follow new game rules
Player Card Collection 4-3-3	Player Card Collection 4-4-4	To have more vocabulary in one round
Only played by a maximum of 4 people	Played by 3-5 people	Students can play with a more significant number

Original Joker	Modified Result	Reason for Change
Symbols and numbers present	Symbols and numbers were removed. Replaced with vocabulary related to the theme	of players in one round The binding factor for cards is the theme, not numbers or letters
Limited to numbers if it is numbers being arranged. Alternatively, letters if it is letters being arranged.	Can be combined between verbs or nouns or adjectives and other words, but must be the same theme as the <u>chosen words</u>	To train students to master vocabulary better. The limitation of verbs will not be a barrier

B. Development

The draft development is carried out by considering the generated designs. The cards produced for one set amount to 70. This means 70 words are variations of verbs, nouns, and adjectives relevant to five themes. The first theme generated is the "Familiengeschichten" theme. The words related to this theme are Familie, Angehörige, Vater, Mutter, Opa, Oma, Großvater, Großmutter, Ururgroßvater, Ururgroßmutter, Urgroßvater, Urgroßmutter, verliebt, geschieden, Verlobte, verheiratet, Kind, Baby, Mädchen, Junge, Sohn, Tochter, Jugendliche, adoptiert, alleinerziehend, Eltern, Großeltern, leben, wachsen, alt, jung, geboren, Bruder, Schwester, Neffe, Nichte, Schwäger, Schwägerin, Schwiegereltern, Schwiegervater, Schwiegermutter, Ehemann, Ehefrau, Ehering, Nachwuchs, gebären. From all these words, some are reduced to produce words that are appropriate for level A2. Then, to fit the modified traditional card game, these words are made into cards as Figure 4.



Fig. 4. Game Cards with the theme "Familiengeschichte"



Fig. 5. Game Cards with the theme "Freizeit".

This activity resulted in the development of 5 sets of cards with 5 different themes. These five sets were then divided into five so that each theme had 14 cards. In one set, there are 70 cards consisting of 14 cards for the "Familiengeschichte" theme, 14 cards for the "Freizeit und Hobbys" theme, 14 cards for the "Ausgehen" theme, 14 cards for the "Vom Land in die Stadt" theme, and 14 cards for the "Feste und Feiern" theme.

Once the cards were completed, game instructions were designed and inserted into the box of each set. The resulting game instructions are as follows:

- 3-5 players can play the game.
- Players sit in a circle.
- The cards are played clockwise.
- Unneeded cards are passed to the player on the right.
- The player on the right can take discarded cards from the player on the left. And so on.
- Each player receives 12 cards.
- The remaining cards are placed in the middle.
- However, the first player receives 13 cards.
- The first card must be placed on the right side.
- If the discarded card on the left is not needed, the player can draw from the middle pile.
- This continues until a winner is found.
- The winner is the first player to collect four cards with the same theme.

C. Evaluation

The evaluation activity involves validation or expert testing. Experts invited to validate are subject matter experts and media design experts. The media expert is provided with an instrument containing questions regarding (1) card size, (2) card design, (3) card color, (4) attractiveness, and (5) font size.

This result is then analyzed using the percentage technique, which involves dividing the total score by the

maximum score and multiplying by 100%, or it can be depicted as follows:

No.	Category	Score	Feasibility
1	Card Size	5	Very decent
2	Card Design	4	Feasible
3	Card Colour	5	Very Decent
4	Attractiveness	5	Very Decent
5	Font Size	4	Feasible

This result is then analyzed using the percentage technique, which involves dividing the total score by the maximum score and multiplying by 100%, or it can be depicted as follows:

Feasibility Percentage =

$$\frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

The Feasibility Percentage =

$$\frac{23}{25} \times 100\%$$

Feasibility Percentage =

$$0,92 \text{ or } 92\%$$

This result indicates that the media design is categorized as very feasible.

The subject matter expert was provided with an assessment instrument consisting of 5 questions: (1) suitability of vocabulary for A2 level, (2) accuracy of word usage, (3) suitability of vocabulary for the theme, (4) suitability of vocabulary for learning objectives, (5) clarity of word boundaries according to the theme.

The validation results from subject matter experts are presented as follows: Feasibility Percentage = (Total Score) / (Maximum Score) x 100% Thus, the feasibility value is obtained as follows:

Feasibility Percentage =

$$\frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

So that the feasibility value is obtained as follows:

Feasibility Percentage =

$$\frac{23}{25} \times 100\%$$

Feasibility Percentage =

0.92 or 92%

It means that 40 students, or 100% of the students, responded positively to the instructional media, namely traditional playing cards used in the *Sprechen* A2 learning. The development process conducted in this research follows the development process outlined in (Richey & Klein, 2014). This model is efficient, especially for development based on existing products. The practicality is evident from the 100% positive response of students to the questions asked. The findings of this research represent a novelty in German language learning within the German Language Education Program at Universitas Negeri Medan. Being based on tradition and played directly can enhance students' enthusiasm for learning.

IV. Conclusion

This research resulted in a learning media based on traditional games used for *Sprechen* A2 learning. The content of the media consists of vocabulary cards containing five themes and is played in groups. Validation results or expert testing indicate that the developed media is of high quality. This is evidenced by the assessments given by content experts with a score of 92, categorizing it as highly suitable. Similarly, the instructional media expert also rated it 92 with the same category, indicating it is highly suitable. The students' response was very encouraging, with 100% of the students giving a positive response. Out of a total of 40 students, all answered yes to all the questions.

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