

SONGS AS LEARNING MEDIA TO IMPROVE GERMAN VERB CONJUGATION MASTERY OF SENIOR HIGH SCHOOL STUDENTS

Mariyanti Pabibak¹, Sjuul J. Lendo², Johanna Rimbing³

Program Studi Pendidikan Bahasa Jerman, Fakultas Bahasa dan Seni

Universitas Negeri Manado, Tondano, Indonesia

Email: mpabibak@gmail.com

Abstract : This study is a Classroom Action Research aimed at investigating the use of songs as a learning media to improve high school students' mastery of verb conjugation at SMA Negeri 2 Tondano. This research adopts Kurt Lewin's Classroom Action Research model, which consists of planning, action, observation, and reflection. The study was conducted at SMA Negeri 2 Tondano, specifically in the XI IPS class comprising 15 students. The research was carried out from March to May 2023. The activities were conducted in two cycles over a period of three months. In the first cycle, it was observed that the students were not accustomed to the teaching and learning process that utilized songs as a learning media. This significantly affected the students' level of mastery in verb conjugation for each taught topic. In the second cycle, there was an improvement as both the teacher and students began to familiarize themselves with using songs as a learning media. This was evident from the achievement results, which showed an increase from an average of only 49.9% in the first cycle to 70.8% in the second cycle.

Keywords : *Learning Media, Verb Conjugation, Songs, Learning*

INTRODUCTION

Foreign language learning, including German, is increasingly urgent to be taught after English (Moris & Pfeiffer, 2003). This is due to the amount of information and knowledge that comes from foreign language books. German language learning has been introduced in various countries, both developing and developed countries. In Indonesia, German language learning has been included in the curriculum at various levels of education, ranging from Senior High School (SMA), Vocational High School (SMK), Madrasah Aliyah (MA), to universities. For example, SMA Negeri 2 Tondano has adopted German language learning. In the learning process at school, students are expected to be able to master several aspects of language skills, such as listening skills (Hörverstehen), reading skills

(Leseverstehen), speaking skills (Sprechfertigkeit), and writing skills (Schreibfertigkeit). In addition to the four aspects of these skills, mastery of German verbs (Verben) also has an important role.

Mastery of verbs in learning has a very important role, in line with Crystal's opinion in Hasmawati (2014) which emphasizes that verbs are the most important element in verse or sentence construction. Verbs usually become predicates in a phrase or sentence. With a good mastery of verbs, one will be able to make perfect sentences and speak German fluently. However, based on the results of the author's observations at SMA Negeri 2 Tondano, it appears that students still lack the ability to master German verbs. This can be caused by several factors, including: (1) students' low interest in reading, (2) monotonous learning that

makes students quickly bored and less interested, and (3) lack of learning support facilities such as Tape Recorders, dictionaries, and supporting books in learning German.

To develop verb mastery, there are many methods that can be used by teachers, especially in today's era of increasingly widespread globalization (National Research Council, 2012). In this case, German language learning needs to be presented in a fun and interesting form of learning, so that students become more active in learning. One way that can be used is to use songs that are in accordance with the learning material. Unfortunately, the use of songs is rarely applied by teachers in presenting German-language materials, including at SMA Negeri 2 Tondano. In fact, the use of songs in learning is quite effective because it can make students more focused, and active, and create a fun and interesting classroom atmosphere.

Based on these reasons, this study aims to use songs as an effective learning media in improving the mastery of verb conjugation of SMA Negeri 2 Tondano students in learning German. In this study, the author used children's songs (Kinderlieder) as a fun and interesting learning tool for students. The main objective of the research is to improve the students' level of understanding of verb conjugation in German through the use of songs as an interactive learning tool. Thus, this study is expected to contribute to improving the quality of German language learning at SMA Negeri 2 Tondano and provide a new alternative in teaching German by utilizing songs as an effective learning medium.

RESEARCH METHODOLOGY

The research method used is descriptive qualitative. The type of research applied in this research is Classroom Action research. This class action research uses the Kurt Lewin class

action research model which implements four components, namely:

Planning

- Analyzing the curriculum to find out the basic competencies that students must have by using German songs as learning media.
- Conduct direct observation as an initial step and take documentation.
- Making lesson plans that are in accordance with the current material using German songs as a learning medium.
- Making the first evaluation to students (pre-test) to measure the extent of students' mastery of German verbs.
- Making student worksheets
- Make research instruments that will be used in the implementation of CAR from each cycle as well as other supporting media such as laptops, materials, tape recorders and other supporting tools.
- Developing learning evaluation tools using German songs.

Action

- Prepare the objectives to be achieved, inform the background of the learning material, the importance of the learning material and motivate students.
- Before the song is played, students are given information about the steps of the process.
- German songs are played as a sound recognition stage through audio media / tape recorder
- students are given the opportunity to hear the song, then on the worksheet containing the lyrics of the song that is overlapping, then students are directed to complete each lyric of the song that is listened to.

Observation

In every activity the researcher observes and takes documentation of all actions taken in the classroom. This

observation activity is a monitoring of learning activities.

Reflection

Activities can be seen as an effort to understand and interpret the process and results which include activities. Remembering and reflecting back on what actions need to be taken and eliminated/improved. After that the researcher will reflect on the process and results of the actions taken. Data analysis is taken entirely at the research location. All the data generated through song media, observations, and interviews were collected and analyzed descriptively as well as test results, to determine students' mastery of German verbs through song media. Descriptive analysis used to determine the ability to master verbs. Each cycle was analyzed descriptively using the percentage technique of student learning completeness based on the 2013 Curriculum assessment format.

FINDINGS AND DISCUSSIONS

This Classroom Action Research was conducted at SMA N 2 Tondano in class XI IPS semester 2 (two) of the 2023/2024 academic year with *Alltagsleben* material.

First Cycle

This first cycle consisted of 4 stages, namely planning, implementation, observation, and reflection.

Planning/Planning

1. Researchers conducted a curriculum analysis to find out the competency standards and basic competencies that students will achieve when using German songs as a learning medium in improving students' mastery of verb conjugation.
2. The researcher designs a learning design that contains theory and practice on the mastery of German verb conjugations adapted to the theme of daily life (*Alltagsleben*), methods and learning media that will be used,

time allocations and assessments that will be given to students.

- a. Making lesson plans using song media.
- b. Preparing learning media in this case preparing German songs that are adapted to the learning theme and have been approved. There are two songs used as research instruments such as (1) *Nudeltag* (2) *Einkaufen* downloaded from Youtube. In the first cycle the song used was *Nudeltag*. The learning tools such as LKS (students' work sheet), Syllabus, making learning evaluation tools, research instruments, and media (German songs, laptops, and Tape Recorders).

Action Stage

1. The researcher implemented the lesson plan that had been made and approved. Researchers explain the indicators that students must master with subject matter about *Alltagsleben*.
2. Researchers explain the material to be taught and the media used. In this case, to improve students' mastery of German verb conjugation in accordance with the material by using songs.
3. After the core *Alltagsleben* material about daily life is explained in this case food and drinks. Then students get keywords such as *essen, ist, trinken, mogen, schmecken* etc. that match the subject matter.
4. Teaching and learning activities using songs are still rarely used in schools. Therefore, researchers provide the song *Nudeltag* as a medium for mastering verb conjugation and also train students' listening skills or recognize the sound of native speakers.
5. After the students listened to the song carefully, they were then assigned to write each word they heard carefully.
6. The researcher listened to the song *Nudeltag* to the students and the students listened to each lyric of the

song three times. The song was played to the students twice and sang together.

7. When the song was played for the third time, the researcher assigned students to fill in the missing lyrics on the distributed worksheet.
8. After the specified time had been completed, the worksheets were collected for inspection.
9. Then the researcher and students discussed what they had heard and practiced conjugating the verbs in the song lyrics.
10. The researcher together with the observer checked the students' answers and recorded all the results achieved for analysis.
11. Before the end of the teaching and learning process, students were interviewed about their opinions on the learning activities that had just been carried out.

Observation Stage

1. After carrying out the action, the researcher assisted by an observer/peer observes the learning process using the German Song media.
2. In this First Cycle, researchers have not been accustomed or maximized in using song media in learning. So that collaborators / peers motivate researchers to get used to using songs in the learning process.
3. The researcher's activity in this first cycle is still relatively low and too fast so that students do not capture what is being taught.
4. The students are not yet accustomed to completing the lyrics of German songs on the LKS (students' work sheet) provided.
5. In addition, some students have not been able to complete the tasks given until the specified time limit. This was due to students who were not serious, left the class for various reasons, busy talking with friends, and playing cellphones.

Reflection

1. The students have not been maximized in listening to every word spoken by native speakers.
2. Students' mastery of German verb conjugations on the theme of daily life in this case about food and drinks is still relatively low. This can be seen from the work obtained by students through the First Cycle test.
3. Some students have not been serious in participating in German language learning
4. After the researchers and observers analyzed the results of the work and assessment, it was seen that the learning process that had taken place was not optimal, both on the part of the researchers and the students. Therefore, it was decided to repeat the action and planning better, so that students' mastery of verb conjugation could improve.

This First Cycle using the *Nudeltag* song is used to improve students' mastery of German conjugations through the material of daily life (*Essen und Trinken*). This *Nudeltag* song consists of six stanzas given a point of 16.6 so that the whole reaches an ideal score of 100. The results of the score achievement of students' German Verb Conjugation mastery skills in the teaching and learning process in the first cycle are presented in the table as follows.

Table 1. Students' mastery fo the german verb conjugation in the first cycle

No	Students	Actual Score	Ideal Score	Percentage
1	A U	40	100	40
2	B L	61	100	61
3	B N	66	100	66
4	D S	46	100	46

5	E K	35	100	35
6	E M	58	100	58
7	K W	40	100	40
8	L M	41	100	41
9	M M	46	100	46
10	P M	55	100	55
11	S S	66	100	66
12	T W	45	100	45
13	V M	30	100	30
14	V R	70	100	70
15	Y K	50	100	50
Max. Score		70		
Min. Score		30		
Average		49,9		

Description:

Ideal score : The Ideal score in this study is 15 (100%)

Acquisition Score : The score obtained by the student

Percentage : The score obtained by students in the form of a percentage by means of the acquisition score divided by the ideal score multiplied by one hundred.

Second Cycle

Still the same as First Cycle, researchers used the Kurt Lewin model of CAR research consisting of planning, implementation, observation, and reflection.

Planning

Planning in this second cycle is a replanning of the first cycle, namely:

1. Rearrangement of devices in the learning process of German language song media that is more interesting so that learning takes place more optimally.
2. Determining the basic competency standards of basic competencies that will be obtained by students using German song media
3. Learning media is prepared again. In this case, German songs are prepared again in accordance with the learning theme, namely Einkaufen. Where

adapted to the material of everyday life. Learning activities in the first cycle are the same as the process in the second cycle. Students are assigned to complete the overlapping lyrics.

4. Redesigning learning tools such as LKS (students' work sheet), research instruments, learning evaluation tools and German songs that are more interesting.
5. Motivating students to be more active in teaching and learning activities

Action

1. Based on the lesson plan that had been made and approved, the researcher began by explaining the indicators that students should master through the material of daily life in this case Einkaufen.
2. The researcher explained the material and wrote the learning material in front of the blackboard
3. After explaining the material, students were directed to listen to the Einkaufen song which was in accordance with the learning material and students were reassigned to complete the lyrics of the song.
4. The researcher distributed LKS (students' work sheet) in the form of Einkaufen song lyrics, where students were assigned to complete the overlapping lyrics.
5. After students do the task, it is collected. And the results obtained are discussed together to see the level of mastery of student verb conjugation.

Observation

1. In this second cycle, researchers and observers observed the learning process and collected data through the assessment format. To see students' mastery of vocabulary on the subject matter through German songs performed in class.

2. Students have begun to maximize in listening to every word spoken by native speakers.
3. In this second cycle, students' mastery of German conjugation has increased from the previous first cycle.
4. The observer sees that the researcher has been able to maximize the teaching and learning process.

Reflection

1. The plan that was prepared was well implemented. Researchers are accustomed to using song media in teaching and learning activities.
2. Students have improved in terms of mastery of verb conjugations in each material. Students are more active in participating in learning.
3. Students are more enthusiastic and serious in enjoying the song during the learning process
4. The improvement of students' mastery of German verb conjugations through songs has progressed. This can be seen from the results that students have obtained through tests.
5. Researchers are getting better at teaching so that students easily understand the explanations given and the results achieved are maximized.

The material in this second cycle is about daily life, which discusses *Einkaufen*. The song used as learning media is *Einkaufen*. The learning process and assessment are still the same, using an ideal score of 100. The results of the score achievement of German verb conjugation mastery skills in the teaching and learning process in this second cycle are presented in the form of the following table.

Table 2. Students' mastery fo the german verb conjugation in the Second cycle

No	Students	Actual Score	Ideal Score	Percentage
1	A U	70	100	70
2	B L	79	100	79
3	B N	75	100	75
4	D S	68	100	68
5	E K	65	100	65
6	E M	68	100	68
7	K W	63	100	63
8	L M	67	100	67
9	M M	73	100	73
10	P M	68	100	68
11	S S	76	100	76
12	T W	70	100	70
13	V M	62	100	62
14	V R	86	100	86
15	Y K	58	100	58
Max. Score		70	86	
Min. Score		30	62	
Average		49,9	70,8	

Description:

Ideal score : The Ideal score in this study is 15 (100%)

Acquisition Score : The score obtained by the student

Percentage : The score obtained by students in the form of a percentage by means of the acquisition score divided by the ideal score multiplied by one hundred.

The application of Song Media is proven to be able to improve the mastery of verb conjugation of students in class XI IPS SMA Negeri 2 Tondano. In terms of conjugation mastery, students understand better after using Song media, they interact more with their friends to solve existing problems, they are also more intensive in asking and answering questions. Their habit of playing gadgets, being lazy and doing other tasks besides German has been reduced. Song media makes students happier and more relaxed in understanding the material because the use of song media can make the atmosphere more fun and

students can easily capture the material provided, especially German verb conjugations. The increase in mastery of student verb conjugations can be seen from the results of existing actions. It can be seen in the percentage increase in students' mastery of verb conjugation from cycle I is 49.9%. Then experienced a percentage increase in cycle II of 70.8%. Then the average increase in student activeness score is 20.9%. Song Media can help students in improving their mastery of German verb conjugations. The media can create a fun classroom atmosphere and can make students more relaxed but serious in the teaching and learning process.

The use of song media is proven to be able to improve the mastery of verb conjugation of students in class XI IPS SMA Negeri 2 Tondano. Based on the data that has been presented, the use of song media is proven to be able to improve the achievement of students' mastery of German verb conjugation. This can be seen from the results of the actions taken. In 1st cycle amounted to 49.9%. Then in the second cycle, it increased by 70.8%. The use of song media is proven to be able to improve students' mastery of verb conjugation. Songs can make students more enthusiastic and happier in participating in classroom learning because students learn in a relaxed but serious atmosphere so they are not bored in learning. This song media can create a pleasant classroom atmosphere. Students argue that Song Media can make them happy in learning and create a pleasant atmosphere. In addition, the positive impact can improve student grades and mastery of student German verb conjugations. Each stage of song media demands the involvement of each individual student. Thus, students can explore their skills both individually and in groups in utilizing song media.

CONCLUSION

Learning using German songs that are adapted to learning materials is one of the innovative and creative ways to improve students' mastery of verb conjugation. Based on the observation results, the level of mastery of students' German conjugations shows an increase. This can be seen from the results of student acquisition when learning by using German songs (1) Nudeltag (2) Einkaufen. By using German language learning songs in the classroom becomes fun, students are happy, relaxed but serious. Based on the results of the research conducted, it proves that using song media can improve students' mastery of German verb conjugation. In teaching and learning activities, especially German, teachers are expected to make song media as one of the alternatives used in learning German. In teaching and learning activities, teachers should more often use creative and innovative learning models and be able to motivate students in order to create a pleasant learning atmosphere and the desired results can be achieved optimally. Teachers should try to motivate and encourage students to continue to apply language skills. As well as motivating students so that students are more active and there is a willingness to develop language skills including in verb conjugation.

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