The Training on Developing Teaching Materials for German Language Teachers in Ambon

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Abstract. The results of the first phase of this study indicate that the low results of the German Language teacher competency test (UKG) in Ambon City. This is caused by the material scope and level of difficulty of the material UKG much above average abilities German language teacher. In addition the frequency of teacher participation in training courses or German language is very low though has been teaching for years. The essence of the findings of previous studies is that the German language teacher in Ambon city still has a low linguistic competence, in some extreme cases there are teachers at level A1 and A2. The reason why can be clearly be seen from the low frequency of teachers' involvement in the activities of self-development, both individually and collectively through training and courses. On the basis of these findings there should be training for German language teachers. It required training materials as a means of supporting the implementation of the German language teacher training. This research aims to develop teaching materials training includes listening skills, speaking, reading and writing and supported by grammatical components at A2 level.

Writing materials this training is based on the procedure of research and development developed by Plomp in Ratumanan et al (2013), that phase, namely (1) preliminary investigation, (2) design, (3) realization / construction, (4) test, evaluation , and revision, and (5) implementation. First to the third phase were implemented in the first phase of the research so that this phase followed by a phase of testing and revision of the well based on the observation and note validator to get the final product. The end product of this study showed that the level of training teaching materials A2 German language teachers include reading and listening skills, speaking and writing. The development of teaching materials have been fulfil several factors such as validity, practicality, and effectiveness, and has fulfilled the principles of development of teaching materials, namely the principles of relevance, consistency principle, the principle of material sufficiency, the principle of conformity with the material in trainees maturity and principles of legibility. Thus the final product of this study declared eligible to be used as teaching materials for German
language teacher training in the city of Ambon, even by students who are preparing to take a test at A2 level.

**Keywords:** Teaching Materials, Training, German Language Teachers, Level A2

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1. **Introduction**

In a previous publication the results of the first stage of analysis of this study showed that (a) the average value of the overall German UKG (pedagogic and professional competence combined) reached 62.33. While the average score on the professional competence (linguistic) reached 58.27. The highest score of 93.53 was obtained from 1 teacher, 4 earned a score of 90.70. The lowest score is in the range of 20-29, which is achieved by five teachers. The highest frequency is in range of scores 30-39 achieved by 10 teachers. (B) the average of the test results online at B1 level is 58.61. The highest score of 85 achieved by 1 teacher, 3 teachers achieve a score of 70. The score UKG Acquisition and Online test score at level B1 show differences between individuals and it was quite large. These results illustrate two things, not all German language teachers at the level of B1 and the second is German language teachers’ competence in Ambon city is still relatively low. (C) from 53 German language teachers who taught in the city of Ambon 11 (20.75%) of teachers who attended a German language course in Germany either with scholarships from the German Government as well as self-funded, 20 teachers (37.73%) had attended German language courses with frequency and a different level, while 22 teachers (41.50%) never deepening German language learning through courses.

The last six years of the involvement of Maluku students in competition activities, especially the German National Olympiad and the LKS competition in Jakarta, have not provided satisfactory results. This failure can also be used as an indicator of unpreparedness of German Language teachers in Maluku to prepare students. The teacher is not ready due to many factors. Moch. Bruri Triyono argues that most teachers feel that they have a certificate along with professionalism benefits provided by the government, and obtaining a certificate of profession is considered as the peak of performance achievement so that they no longer attempt to improve their performance [1]. Therefore teachers both individually and in groups must continue to strive to improve their competencies so that they can carry out their duties properly so as to achieve the expected performance or desired work performance.

Based on the results of the analysis above, it can be concluded that the German language teacher in Ambon city still has low linguistic competence, even though some are at levels A1 and A2. This can be caused also by the low frequency of teacher involvement in self-development activities, both individually and collectively through...
training and courses. The low average UKG results correlated with the UKG test material at level B1, while the ability of German language teachers who reached level B1 was only 14 (26.41%) teachers, and 73.59% were still at levels A1 and A2. If referring to the competency standards of the German language teachers set by KEMDIKBUD through the PPPPTK, the German language teacher should be at level B1.

Thus it is necessary to conduct training for German language teachers, especially in Ambon city as an effort to improve teacher competence, especially professional competence related to mastering German language skills, because involving German teachers in various self-development activities, such as courses or training and workshops is a must so that the German language knowledge and skills that are possessed in college are maintained and continue to develop, so that it can contribute to students. The better the teacher's ability, both in mastering German language and the ability to teach it, will have an impact on the skills of students.

As a supporter of the implementation of training for German language teachers, it is necessary to develop comprehensive materials or teaching materials, which cover the four German language skills mentioned above.

**DEFINITION OF TEACHING MATERIALS**

In UU No. 20 of 2003 concerning the National Education System stated that Education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills himself, society, nation and state. As a follow up to the Law above, it is necessary to take concrete steps, among others through the preparation of teaching materials with reference to the elements mentioned in the Law.

According to Saputro et al. (2008) on its website there are three meanings of teaching materials, namely:

1. Teaching materials are information, tools and texts needed by the teacher / instructor for planning and reviewing the implementation of learning;
2. Teaching materials are all forms of materials used to assist teachers / instructors in carrying out teaching and learning activities in the classroom. The material in question can be in the form of written material or unwritten material;
3. Teaching materials are a set of materials that are systematically arranged both written and not, so as to create an environment / atmosphere that allows students to learn. Besides that a teaching material contains skills, and attitudes or moral values.
Principles for Choosing Teaching Materials

There are several principles that need to be considered in the preparation of teaching materials. These principles include:

a. The principle of relevance, namely the relationship or presence or absence of a relationship between the material and the standard of competence and basic competencies. For example if the competencies expected to be mastered by students are in the form of facts, the learning material taught must be in the form of facts.

b. Principle of consistency. For example, if the expected competence is mastering all four language skills, then the teaching material must contain / train four skills and consistently refer to the competencies and indicators that have been set.

c. Principle of sufficiency or adequate. This principle relates to the amount or amount of material provided according to the time and competencies that must be achieved.

d. The principle of material suitability with student maturity. This principle needs to be considered in developing teaching materials because it relates to students' motivation and interests. Determination of teaching materials that are in accordance with the level of maturity of students, allows teaching and learning activities to be more productive and efficient. Teaching materials that are not in accordance with the maturity of students, will reduce interest and motivation to learn because students will experience difficulties in obtaining a general description of the content of teaching materials, such as the case raised by Robeck and Wilson that children who always fail in understanding the lesson will consider learning activities as a punishment so that he always leaves the classroom and hides during class hours [2].

In connection with the principles above, Effendy (2005) explained that communicative-based language teaching materials have the following characteristics:

a. Significance: the form of language presented must be clear in context, participants, and the situation;

b. Utility: the teaching material presented is emphasized on the use of language, not in language knowledge. So the emphasis on Performance is not competence.

c. Attractiveness: the teaching material presented must vary, stimulate interest, and the needs of students.

German Knowledge Level A2

In relation to the mastery of the substance of the field of study, the professional German teacher must have the knowledge, skills and positive attitude towards the rules and functional utterances in German, without neglecting other competencies. Previously described that German language skills include listening skills, speaking skills, reading skills and writing skills, which are supported by grammatical knowledge and vocabulary. German language knowledge and skills in Indonesia refer to the Gemeinsamer Europäischer Referenzrahmen (GER) standard. GER is an agreement of European Union countries relating to the level of language mastery. In accordance with GER, mastery of the German language is grouped based on the level of mastery, namely level A1, A2 (Basic level) B1, B2 (Level of advanced basic skills that can use language independently), C1, and C2 (skill level with advanced level mastery).
Especially for teachers of German as a foreign language, a minimum of B1 and B2 is required for teachers at school and C1 and C2 for lecturers. Especially for German language teachers who have German language skills at level B1 and B2, they must have the sub-competencies required through GER as follows:

1. Receptive skills
   (a) Hören (Listening)
   - Ich kann die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit und soweiter geht.
   - Ich kann Radio- oder Fernsehsendungen über aktuelle Ereignisse und über Themen aus meinem Berufs oder Interessegebiet die Haupt-information entnehmen, wenn relativ langsamer und deutlich gesprochen wird.
   (b) Lesen (Reading)
   - Ich kann Texte verstehen in denen vor allem sehr gebräuchliche Alltags- oder Berufssprache vorkommt.
   - Ich kann private Briefe verstehen, in denen von Ereignissen, Gefühlen und Wünschen berichtet wird.

2. Keterampilan Produktif
   (c) Sprechen (Speaking)
   - Ich kann die meisten Situationen bewältigen, denen man auf Reisen im Sprachgebiet begegnet
   - Ich kann ohne Vorbereitung an Gespräche über Themen teilnehmen, die mir vertraut sind, die mich persönlich interessieren, oder die sich auf Themen des Alltags, wie Familie, Hobbys, Arbeit, Reisen, aktuelle Ereignisse usw beziehen.
   - Ich kann einfache zusammenhängenden Sätze sprechen und Erahrungen, Ereignisse oder meine Träume, Hoffnungen und Ziele zu beschreiben.
   - Ich kann kurz Meinungen und Pläne erklären und begründen.
   (d) Schreiben (Writing)
   - Ich kann über Themen, die mir vertraut sind, oder die mich persönlich interessieren, einfache zusammenhängende Texte schreiben.
   - Ich kann persönliche Briefe schreiben, und darin von Erfahrungen und Eindrucke berichten.

The GER A2 competency description above addresses the skills that language teachers must possess. For teacher listening skills must have the ability to capture the core of a conversation about everyday themes delivered using standard language, besides that teachers are expected to understand radio or television broadcasts about actual events or about themes that are familiar in the teacher's environment delivered slowly or with a low speaking speed. For teacher reading skills it is expected to be able to understand simple German texts and understand private letters written in German, in addition to reading and listening, the teacher is also expected to speak and write to
convey a series of events, messages, opinions, feelings accompanied by arguments or reasons the reason.
Thus theoretically, German language teaching materials at A2 level must be developed taking into account the principles of selecting teaching materials, the scope and order and the integrity of language skills established through GER.

2. Methods

Writing of this training material is based on research and development procedures developed by Plomp in Ratumanan et al (2013), phase, namely (1) preliminary investigation, (2) design, (3) realization / construction, (4) test, evaluation, and revision, and (5) implementation. The first to third phase was carried out in the first phase of the research so that this phase was continued with a trial and revision phase both based on the results of observation and validator records to get the final product. The draft teaching materials were validated and then limited to German teachers in Ambon city.

3. Results and Discussion

The purpose of this research stage is to produce teaching materials that can support the implementation of German language teacher training, especially at A2 level, by referring to the question "how is the A2 level teaching material appropriate to the training needs of German language teachers?"

Validation notes, product trials and reflection tests show that (1) the A2 training instructional materials produced are in accordance with the validity aspects because of the suitability of GER sub-competencies with the designed material and the consistent connection of one skill with skills. Others because it is theme based. (2) the material can be used in German language teacher training especially on A2 level (practicality / practicable), (3) while for the aspect of effectiveness it can be seen that the material volume must still be adjusted to the speed of the participant, especially productive skills such as speaking and writing, good content as well as work orders.

The results of the validation and trials described above show that the instructional material designed can be used in German teacher training at A2 level. From the aspect of validity, the teaching material has shown a consistent link between the material designed with sub-competencies in reading, listening, speaking and writing skills. This finding shows the application of the principles of development of teaching materials such as (a) the principle of relevance, namely the relationship between the material designed with the competence or sub-competencies. (b) The principle of consistency or constancy can be seen in the content of teaching materials containing / training four skills and consistently referring to the specified competencies and indicators (c) The principle of material adequacy. This principle relates to the adequacy of the material provided according to the duration of the training and the complexity of the competencies that must be achieved. Example: there were a few changes made by
reducing the volume of reading and listening material and adding to speaking and writing skills. The addition of volume to productive skills is based on the consideration of the results of preliminary research that German language teachers still experience difficulties in developing productive skills such as speaking and writing (d) the principle of material suitability with the maturity of trainees.

In terms of legibility, the training materials developed and work instructions in training each skill are clear enough to be easily understood and implemented.

Based on the findings and discussion above, it can be stated that this teaching material is suitable for use in German teacher training especially at A2 level.

4. Conclusion

Starting from the results of the analysis above, some conclusions can be drawn. The German language teacher level A2 training teaching material developed in this training can be used in the A2 level German teacher training. This conclusion is based on the findings that; (1) A2 training instructional material produced has shown the suitability of the sub-competencies established by GER with the designed material. (2) the material has met the criteria of practicality (practical / practicable), (3) the volume of the material has been adjusted to the speed of the participant, especially productive skills such as speaking and writing, both the contents and work orders (4) the application of the principles of the development of teaching materials such as (a) the principle of relevance is the relationship between the material that is designed with the competencies or sub-competencies. (b) The principle of consistency or constancy can be seen in the content of teaching materials containing / training four skills and consistently referring to the specified competencies and indicators (c) The principle of material adequacy. This principle relates to the adequacy of the material provided according to the duration of the training and the complexity of the competencies that must be achieved. (d) the principle of material suitability with the maturity of the trainees (e) the readability of the developed training materials which can be seen from the work instructions in training each clear skill so that it is easily understood and implemented.

5. Reference


[10] National Education Minister Decree number 044 / U / 2002 on school committees


[12] Law No.20 of 2003 on National Education System.