

Development of Student Worksheet Based on HOTS Question for The Level A1 German Grammar Course

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Abstract: The aim of this research is to create a worksheet based on HOTS questions for the subject German Grammar For level A1. This Study is a creation by Richey und Klein. The build phase consists of three phases. The phases are (1) planning, (2) creation, and (3) evaluation. The data of this study are words, sentences and idioms at level A1 in German grammar courses. The data source for creating worksheets in the grammar course is from the book Studio Express A1 (Funk et al., 2018). This research is carried out in the Language Laboratory of the Foreign Languages Department of the Faculty of Language and Arts at the Universitas Negeri Medan. This worksheet consists of 6 topics. They are (1) Kaffee oder Tee, (2) Sprache im Kurs, (3) Städte Länder Sprachen, (4) Menschen und Häuser, (5) Termine, and (6) Orientierung. There are 35 multiple selections for each topic and hint context, fill text, mark context, form sentences and underline context. There are a few variations of practice questions in this worksheet. The result of this investigation is a worksheet based on HOTS questions for the subject Grammar A1. This worksheet consists of 75 pages containing the materials, exercises, solutions, and information provided by the author. Experts rated the quality of the worksheets based on HOTS questions for Grammar A1 as very good.

Keywords: creation; worksheet; HOTS Questions; Grammar A1

Introduction

Language never escapes human life and always follows the times. In addition to the development of time, foreign languages play an important role in digging up information. One of the most popular foreign languages is German. German is one of the languages used in international communication. According to Ammon (2019:76-77) German is also the mother tongue of Austria and parts of Switzerland. There are four language skills when learning German, namely listening, speaking, reading and writing. The four skills are interrelated and equally important. In order to master these four skills, it is necessary to understand and master German grammar. Grammar plays a very important role in learning German. In order to improve understanding of the German language, especially the grammar, a learning device is required to support learning success.

In the 1st semester, students of the German program in 2020 take grammar at level A1. Based on the curriculum, it was determined that the objectives of the course were to understand theories, concepts, structures and grammatical features of German in oral and written communication in such a way that the students are able to communicate in German in writing and orally to be communicated (RPS/Lehrplan Grammatik 2020). For grammatical learning, students have received worksheets in the form of assignments and exercises, but there are no printed student worksheets. The worksheets available are only in the form of assignments and practice questions, so the students have trouble learning the grammar. The worksheet given does not take into account the needs of the students, so they have not explored the thinking skills of the higher order students.

The results of the questionnaire, which was distributed to the students of the German program class 2020 on November 20, 2021, show that students have problems learning grammar. There are no printed worksheets as support learning resources that contain grammar material and practice questions. It was also known from the questionnaire that the students still did not get enough grammar exercises.

Based on the achieved results, it is necessary to have supporting learning resources to optimally design and facilitate the learning activities. Worksheets are print media that can be used as teaching materials. The worksheets that are created contain material, instructions for completing

tasks, and HOTS exercises to help students master the effort of mastering study materials and higher thinking skills.

The worksheets to be developed will be supplemented with interesting pictures according to the developed material and HOTS questions to build the thinking skills of the higher-order students. Ariyana (2018) explains that HOTS exercises are a measurement tool used to measure higher-order thinking skills, namely thinking skills that do not just remember actions to repeat.

In this research, teaching materials at A1 level are developed according to the curriculum regulations for grammar courses at A1 level. In this investigation, 6 themes are developed from the Studio Express A1 book, with the themes being (i) kaffee oder Tee? (ii) Sprache im Kurs (iii) Städte Länder Sprachen (iv) Menschen und Häuser (v) Datum (vi) Orientierung. The author has chosen these six topics for reasons of time and cost so that the results of this study can be used as teaching material at the A1.1 level. The worksheet is printed with B5 paper size in consideration of practicability, which is designed to be easy to carry, so that students can study anywhere outside of class hours, and easy to take anywhere. This worksheet is presented in German with A1 standard to make the language easier to understand. These exercises are designed to enable students to complete the A1 grammar exercises and understand the material. The form of the practice questions in this worksheet is in the form of multiple choice and note context, fill text, highlight context, make sentences, and underline context.

From the above description, the author is interested in making a study entitled “Developing of student worksheets based on HOTS questions for the level A1 German Grammar course”. It is hoped that this worksheet can be useful for students in learning grammar and as a learning material for educators.

Theoretical and conceptual basis

The concept of creation

This investigation is developmental investigation. According to Richey and Klein in Sugiyono (2016:39), design and development research can focus on front-end analysis planning, production and evaluation (PPE).

The concept of learning material

Teaching materials are all forms of materials used in carrying out teaching and learning activities Majid (2008:173). In this sense, Majid focuses on the form of the teaching materials used. According to Ika (2013:1) teaching materials a set of learning tools or tools containing learning materials, methods, constraints and assessment methods that are designed in a systematic and attractive way to achieve the expected goals, namely the achievement of competences or partial competence in their entirety Complexity. This understanding makes it clear that teaching material should be organized according to existing rules, as it supports the learning process. Prastowo (2015:7) argues that teaching materials are systematically ordered materials or topics used by teachers and students in the learning process.

From the above understanding of some experts, it can be concluded that teaching materials are all forms of materials, both written and unwritten, that are arranged systematically and in accordance with the rules that support learning in achieving the expected competences or partial competences.

The concept of worksheet

The worksheet is the ideal tool to meet the needs of the students, but if it is produced and well designed, as the students need a structured task (Röken, 2015). According to Trianto (2010) LKM is a student guide used to conduct research or problem-solving activities. Prastowo in Aini (2021) argues that are sheets of paper containing materials, summaries and instructions for carrying out learning tasks, which students need both theoretically and practically in terms of the competences to be achieved by students and their use depends on to pass them on to the students,

other teaching materials. Schmiedeberg (2016) explains that the worksheet is considered a literary learning aid or a learning instrument and can be counted among the non-technical teaching media.

Steps to writing HOTS questions by Kementrian Pendidikan dan Kebudayaan (Kemendikbud) : (1) KD analysis which HOTS questions can be asked, (2) Assemble a question grid, (3) Choose an interesting and contextual stimulus, (4) The Write questions according to the question grid on the question card, (5) create scoring guidelines or answer keys.

The concept of HOTS

According to the Kementrian Pendidikan dan Kebudayaan (Kemendikbud), High Order Thinking Skills (HOTS) are logical, critical, creative thinking and independent problem solving. Logical thinking is the ability to think rationally or be accepted by common sense. Critical thinking is reflective thinking using the knowledge present in the analysis. Creative thinking is the ability to come up with new or different ideas to innovate. NS Rajendra (2008) explains that HOTS means that students are asked to think critically, evaluate information, draw conclusions and make generalizations. According to Lewy in Dermawan (2021), higher-order reasoning constitutes the basis of Bloom's taxonomic reasoning. Consistent with this, Zulkardi & Putri (2020) Curriculum 2013 Edition revision emphasizes the use of questions requiring high level reasoning (HOTS) in collaborative learning. From the above expert opinion, the authors conclude that HOTS thinks at a higher cognitive level with the ability to analyse, evaluate and create.

The HOTS presented by Bloom's Taxonomy include student skills in Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6). The HOTS questions include the ability to analyze (C4), evaluate (C5), and create (C6).

The essence of German grammar

Grammar A1 is the key to successfully learning German. According to Christanti (2018:9) that grammar is an important part of language skills and most fundamental for listening, speaking, reading and writing. According to Sitanggang (2018) when studying grammar, especially German grammar, it takes effort and hard study and want to know taste high to master grammar, because every grammar has rules.

The language level is divided according to the *Gemeinsamen Europäischen Referenzrahme (GER)* into six levels from A1 (beginners) to C2 (experts), namely level A1, A2, B1, B2, C1, and C2. Level A1 is beginner level Can understand and use familiar, everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself and others and ask other people questions about themselves, e.g. where they live, what kind of people they know or what kind of things they have and can give answers to questions of this kind. Can interact in a simple way, provided the other person speaks slowly and clearly and is prepared to help.

Conceptual Basis

Students have difficulty learning grammar and cannot yet master A1 grammar and lack of printed worksheets with grammar exercises at A1 level. It is the cause of the students' low grammatical skills. Therefore, the author wants to create a worksheet based on HOTS questions, hoping that the worksheet can improve the grammar knowledge of the students at the A1 level with the developmental model of Richey and Klein.

In this study, the worksheets or LKM are used as student guides and contain materials, summaries and instructions on how to implement learning tasks. Grammar is a basic rule or key to learning German, which consists of 6 levels, namely a1, a2, b1, b2, c1 and c2. So, creating the A1 grammar worksheets in this research means creating an A1 level grammar worksheet with good proficiency standards so that they can improve the grammatical knowledge of the students.

The worksheets to be created must correspond to the indicators of the feasibility of a teaching or learning medium so that the worksheet can be used to facilitate teaching and learning activities. Feasibility indicators include aspects of the quality of content and objectives as seen from the adequacy and accuracy of the material with the learning objectives and benefits. The teaching

quality aspect highlights the worksheet's functions and utility to facilitate teaching and learning activities. From the technical quality aspect of the worksheet, one can tell from the appearance or how attractive the worksheet is to the students' learning motivation.

Research Method

This research is a creation research aimed at creating a product that can be used as teaching material and learning resources in the A1 grammar learning process. In this investigation, a learning resource for the grammar course A1 is created, namely the worksheets. This research is a qualitative descriptive study and uses the theory of Richey and Klein (Sugiyono 2016:39). The data of this study are words and sentences at level A1 in German grammar courses. The words used are taken from the book Studio Express A1 by Funk and Kuhn (2018), and sentences are created for each word. The data source for creating worksheets in the grammar course is from the book Studio Express A1 (Funk et al., 2018).

Result of the Research

In this chapter, the research results of the creation of worksheets based on HOTS questions for the subject Grammar A1 are discussed. The steps and the results of the investigation are explained in this chapter. In this study, Richey and Klein's theory is used, which consists of three steps, they are 1) planning, 2) production, and 3) evaluation.

The result of creating the worksheets based on HOTS questions for Grammar A1. The worksheets consist of 75 pages that go beyond the author's materials, exercises, and information. This worksheet includes dialogues, phrases, grammar, vocabulary, exercises, reflection, solutions and describing people.

The exercises are Multiple choice and Hint context, Fill text, Highlight context, Sentences and Underline context, and the exercises consists of Grammar A1 exercises based on HOTS questions. This worksheet consists of six topics, each containing material, exercises, and solutions. This worksheet can help students to improve their knowledge of grammar for improving higher-order reasoning skills that are done in the form of exercises. This worksheet has a solution so students can check their own answers and gauge their level of understanding. The students can learn independently, work on the exercises and check the answers. There is a reflection in this worksheet for students to reflect on themselves. The Result of the research is research is also the creation of the worksheets based on HOTS questions for the subject Grammar A1.

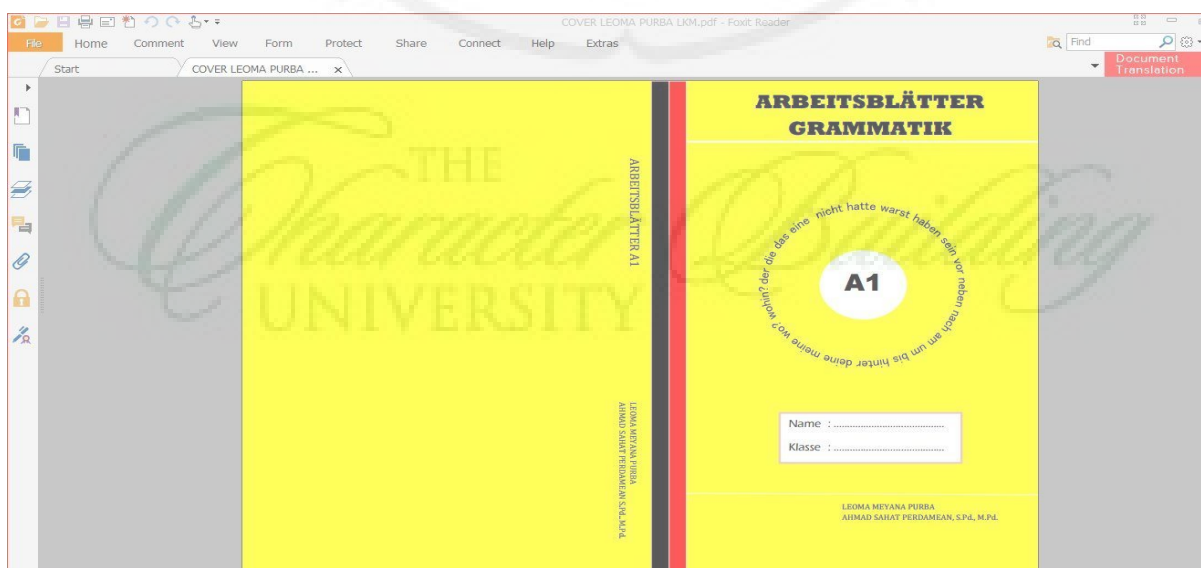


Figure 1 Cover of student worksheets for German grammar courses at level A1

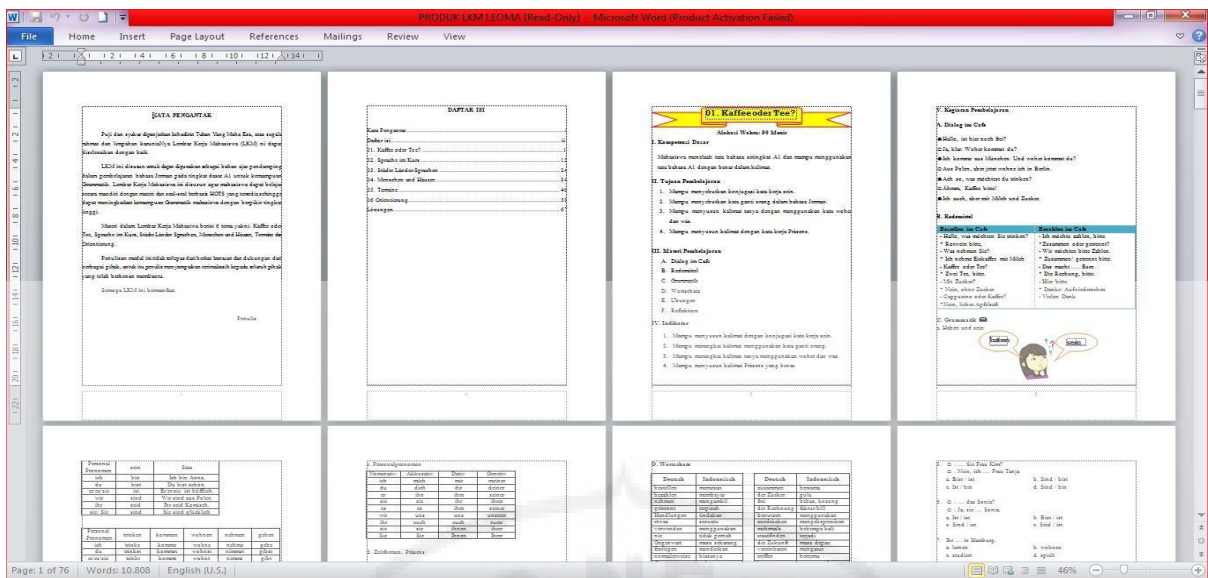


Figure 2 Display of student worksheets on German grammar course level A1

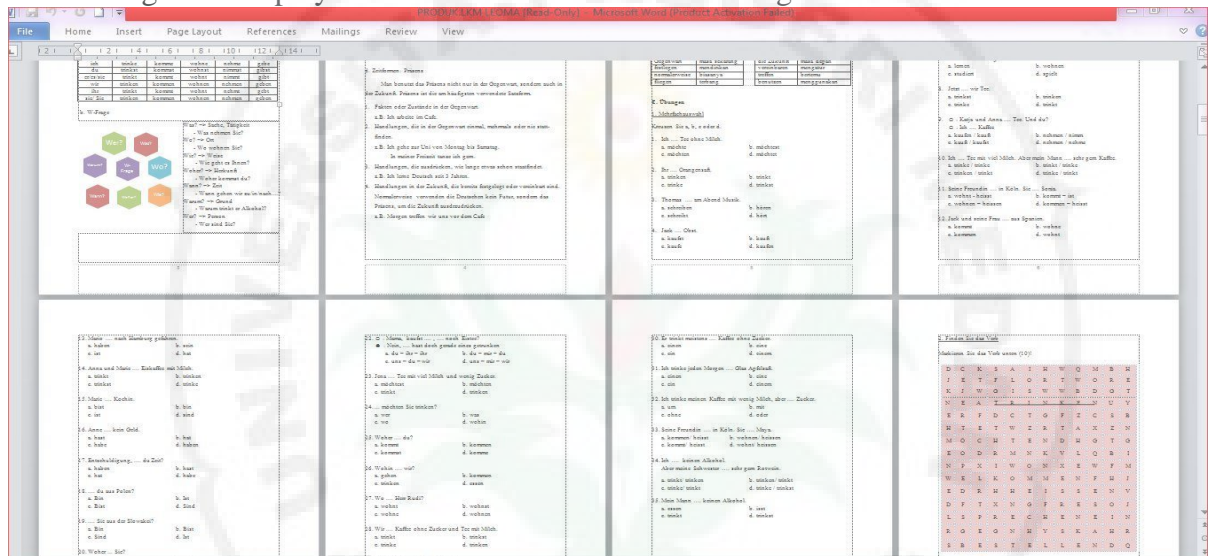


Figure 2 Display of student worksheets on German grammar course level A1

The Discussion

The research, entitled “Developing of student worksheets based on HOTS questions for the level A1 German Grammar course” is a qualitative research using the theory of Richey and Klein. This theory consists of three phases. They are; 1) planning, 2) production, and 3) evaluation. This chapter describes each phase and the results. The first phase is the planning phase, in this phase a needs analysis, materials are analyzed and the worksheet to be created is planned. The second phase is the production phase, in this phase we will create a worksheet according to the plan and the last phase is the evaluation phase, the last phase is the evaluation of worksheet by material and media experts.

Results Based on research, it can be stated that the results of the study are similar to the findings of the study by Falah (2020). The similarities are: Falah (2020) develops a HOTS type worksheet. Differences Falah's (2020) study uses a 4D development model, while this study uses Richey and Klein's theory. HOTS Questions are asked by paying attention to the operating verb HOTS C4 through C6. During this research, the author encountered obstacles such as: the difficulty of creating HOTS practice questions with different question forms and corresponding to each topic.

Conclusion

Based on the results of the study, the conclusions are as follows:

- In the process of creating the worksheets based on HOTS Grammar A1 questions, the steps of the Richey and Klein model are explained, they are: (a) The planning. The investigation begins with the planning phase, in which the author first carries out a needs analysis and

literature research. In this phase, a questionnaire is collected with the students about their needs in the grammar course A1. After that, the preparation of all means and materials for the creation of a worksheet based on HOTS questions for the subject Grammar A1. (b) The production. In this phase, the worksheets based on HOTS questions for the subject Grammar A1 are created according to plan. (c) The Evaluation. In this phase, the worksheets based on HOTS questions for the subject Grammar A1 of materials and media are validated.

- The result of creating the worksheets based on HOTS questions for Grammar A1. (a) The worksheet consists of 75 pages containing the author's materials, exercises, and information. This worksheet includes dialogues, phrases, grammar, vocabulary, exercises, reflection, solutions and describing people. (b) The material is evaluated through the seven categories and gets the grade very good (89.3). The media is evaluated in seven categories and gets the grade very good (89.3). Based on the above opinions, the writer hopes this worksheet is good, effective, interesting, practical and efficient.

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