

The Development of German Songs For Grammar A1 With The Application 'Walk Band'

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Abstract: The aim of this study was to create German songs for grammar A1 with the application 'Walk Band'. In this study, the descriptive qualitative method is applied. The process of creation consists of explaining the phases of theory Richey and Klein. These include (1) planning, (2) preparation, and (3) evaluation. The data of this study are words, sentences and means of speech on subject Grammar A1 and data source for the creation of the German songs for the subject Grammar A1 is vocabulary from three topics from the book Studio Express A1. This research was conducted in the Language Lab of the Department of Foreign Languages, Faculty of Language and Art, Medan State University. This worksheet consists of 3 topics. " Sprache im Kurs ", "Berufe" and "Berlin sehen". The result of the study is the German songs for the subject grammar A1 with the application 'Walk Band'. Validation is carried out by material experts and media experts. The material expert gives it a score of 91.7 and the media expert gives it a score of 90.

Keywords: Walk Band, Development, Learning Media, Songs, Grammar A1

Introduction

The learning of a foreign language, especially German in the teaching and learning process, usually takes place via learning media, for example with games, books, films, songs, social media, applications or learning media on the Internet. According to Schramm (in Putri, 2011:20) says that learning media are a news-carrying technology that can be used for learning purposes. Learning media are therefore a tool that can be used for learning. According to Sadiman (2006:14), educational media can overcome differences in learning styles, interests, intelligence, limited senses, bodily defects, or geographical, temporal, and other barriers. In addition, the media are no longer seen merely as a tool for teachers to teach, but as a channel for messages from the teacher as messengers to the students as news recipients. Moreover, the results of psychological research also show that nearly fifty percent of what is captured by our eyes can be recorded in our brains (Heyd in Warningsih, 2004).

To learn German, one must have four skills (listening comprehension), (speaking), (reading comprehension) and (writing skills). These four skills are classified according to the way they absorb language. The subject A1 here is grammar A1. Grammar A1 is learned in the first semester. In general, a lot of grammar is taught in grammar A1, but less attention is paid to language skills, namely listening, reading, writing and speaking. The subject Grammar A1 is a language acquisition promoter, which must be brought along by language learners in addition to the four other competences. The subject Grammar A1 in German must be mastered because the subject Grammar A1 affects a person's ability to communicate both orally and in writing. In fact, mastering grammar A1 has an important effect on mastering the four language skills correctly. This makes it clear that mastery of grammar A1 has an important influence on the mastery of a language. In order to develop self-confidence in speaking the German language, regular and targeted practice is necessary, because especially when learning German A1 subject grammar at level A1, many people find it difficult to speak German.

Subsequently, the investigator distributed questionnaires to determine the students' interests and attractiveness towards learning media and students' understanding of A1 grammar courses, which will be conducted on German students class A class 2021 on 28 January 2022. Based on the results of the questionnaire, it is known that 77.8% of

respondents had problems studying the A1 grammar course. 77.8% of respondents find learning media less attractive when studying A1 grammar courses. 61.1% of respondents find the learning media provided too monotonous at the moment, which means that their mastery of A1 grammar is still relatively weak, so that they learn German because it is value-oriented.

Therefore, the examiner tries to find a solution to the problem in A1 grammar skills, so the solution is to use song media with the "Walk Band" application as one of the options needed to motivate students and get students to focus more on A1 grammar skills. The use of song media as an alternative to learning to understand grammar material A1 in German. In addition, song media are faster to use, which can help students improve the German A1 grammar subjects. The use of song media for teachers has the advantage that teachers are more diverse when learning German, as it always relates to the curriculum. The advantage of using song media for students is that A1 grammar subjects are quickly memorized and stored for a long time.

From this it can be concluded that the media are an integral part of the teaching and learning process in order to achieve the learning objectives in general and the purpose of education in schools in particular. Based on the above considerations, the examiner is interested in making German songs for A1 subjects using the Walk Band application, since the creation song is a German song as a learning medium, it is expected that students will learn A1 grammar more easily.

Research Method

This method of investigation is a production research, the production research aims to create and test a product. In this study, a song learning medium for mastering grammar A1 was created. This study used a descriptive qualitative method. This creation model uses the theory of Rickey and Klein (Sugiono, 2019:27). Rickey and Klein divide the model into three parts. These include:

1. The first step is planning;
2. The second step is the development of song media as a learning medium for mastering the German language Grammar A1 with the application 'Walk Band';
3. The third step is evaluation (evaluation and improvement).

The data of the study are words, sentences and means of speech. The data source of the study is taken from the book Studio Express A1 by Hermann Funk and Christina Kuhn". This grammar, which in this study comes from three themes from the book Studio Express A1. The topics are Sprache im Kurs, Berufe and Berlin sehen. And this study was carried out on the third floor of the German Department by the Faculty of Languages and Arts Universitas Negeri Medan.

Result

1. Planning

This planning is the first phase. This planning has steps that are analysis and concept. An analysis is made through observations and literature studies in order to obtain the information about the media needed to improve vocabulary. And the concept is made, for example the concept of the design of the German song. The song is developed based on the grammar of three themes. The three topics are language in the course, professions and seeing Berlin.

- The analysis to create learning materials for " Nouns in the singular and plural" with the topic "Sprache im Kurs", "Possessive articles in the accusative" with the topic "Berufe" and "Preposition with accusative" with the topic "Berlin sehen". In the observation phase, information about the learning of German learners, their needs and

the learning media are collected in the "noun in singular and plural" with the topic "Sprache im Kurs", "possessive articles in the accusative" with the topic "Berufe" and "preposition with accusative" with the topic "Berlin sehen" lessons. First, a survey is made. The result of the survey was that the needs of German learners is what the media finds that German learners need a learning medium for "nouns in singular and plural" with the topic "Sprache im Kurs", "possessive articles in the accusative" with the topic "Berufe" and "preposition with accusative" with the topic "Berlin sehen". That is why it is very important to create a learning medium. The data in this study are words and sentences in the noun singular and plural, possessive articles in the accusative and preposition with accusative in the book Studio Express A1 (pages 140 to 146).

- The created concept is, for example, the design concept of a German song. The song was composed with the theme of language in the course, professions and Berlin. Language in the course: Nouns in singular and plural: This song tells of a person and his friend who have objects of different amounts. The meaning of this song is "noun in singular and plural." Possessive articles in the accusative case: The song tells about the professions of the father of a person and his various friends. The meaning of this song is "professions". Preposition with accusative: This song tells of the many leisure destinations in Germany. The meaning of the song is "a word that is syntactically present before a noun, adjective or adverb and semantically marks the different relationships of meaning between the components before and after the preposition".

2. Development

In this phase, the creation of learning media on these three topics is explained. And in this phase German songs were created. Below are the steps to create German songs.

- First makes the texts;
- After that, determine the basic tone, beats and create a tone;
- Then create a companion instrument using the keyboard in the Walk Band app;
- Then record the sound together with the accompanying instrument with the same application, namely Walk Band;
- And save the song to a save file.

3. Evaluation

Evaluation is a process to find out if a learning system has gone well. This is the last step to create a good learning medium with German songs. Validation takes place in this phase. Someone wants to know if the training is good or needs improvement. These learning media are expert-based. Two validations were carried out, consisting of:

- **Material validation:** The material for this song has been validated by a lecturer. She is Mrs. Indah Aini, S.Pd., M.A. She German teaching German at the Universitas Negeri Medan. She gave comments: the idea is interesting, only the spelling still needs to be improved here and there (see my comments in your text), and the expert of the materials gives a score of 91.7.
- **Media validation:** The media of this song has been validated by a teacher. He is Mr. Michael Cevy Pasaribu, S.Pd.. Now he was gearbaitet and used in Germany. He works as an event technician at Protones Lüneburg, Germany. He has made comments. These are, some articulations need to be improved, namely the dialect

when singing the song, so as not to lead to an easier comprehensibility of the words in the song, and the media expert awarded a score of 90.

The result of the creation is German songs. The songs consist of 3 themes, namely: "Nouns in the singular and plural" with the theme "Sprache im Kurs", "Possessive articles in the accusative" with the topic "Berufe" and "Preposition with accusative" with the theme "Berlin sehen". Learning with German songs to see the attraction of German language students who use German songs with titles to Berlin sehen, Sprache im Kurs, and Beruf, improve. In the future, this song can be used as learning, especially for German learners, and this can increase interest in listening learning for German learners.

Discussion

Based on the results of the study "Nouns in the singular and plural", "Possessive articles in the accusative" and "Preposition with accusative" German songs to increase the choleratic attractiveness of the German language, it was concluded that the data in this study were teaching materials. In this study, the research model of Rickey and Klein was used."

This chapter explains each phase with the results of (1) The Planning Phase. The analysis is carried out through observational and literature studies to obtain information about the media needed to improve vocabulary. The created concept is, for example, the design concept of a German song. The song was created with the theme "" Sprache im Kurs", "Berufe" and "Berlin sehen". (2) Development phase. The process of embodiment of the medium in reality. (3) Evaluation phase. The validation is done to find out if the German song is good and interesting or needs to be improved. Validation is carried out by linguists and media experts. Then the emergence of German songs as a learning medium.

Conclusion

According to the results of the investigation, the conclusions are as follows :

1. The process of creating the German songs for the subject grammar A1 with the application 'Walk Band' from the explanation of the phases of Rickey and Klein . These are phase :
 - The planning phase : In this planning phase, questionnaires are distributed to collect the interests and attractiveness of students towards learning media, need song media, materials for the subject grammar A1.
 - The creation phase : On this phase, instruments and melodies of German songs are created with the Walkband application.
 - The evaluation phase : In this phase, the result of the study is validated. The validation of the result of the investigation is made to the German songs is good or needs to be improved. Media expert gives grade 90.
2. The results of the creation of German songs for the subject grammar A1 with the application "Walk Band":
 - This research has created a song as a learning medium for grammar A1 with the application 'Walk Band' attached to this work.
 - The creation of song-based learning media for grammar A1 with the application "Walk Band" was evaluated by experts. The assessment includes the evaluation of words, texts and grammar. The expert gives it the grade 91, of the 3 topics of the evaluation aspect is the value, that is, the song with the application 'Walk Band' accepts the criterion "very good"

- There are 3 (three) themes in the song, namely "nouns in singular and plural", "possessive articles in accusative" and "preposition with accusative" and 3 song titles they are; Seeing Berlin, language in the course, and profession.

Based on the above opinions, it can be concluded that the learning medium of the songs is already good and more interesting to arouse the interest of the students, so that learning the German language is fun for the students.

Suggestion

Based on the results and conclusions of this study, several proposals were made:

1. The teachers can use the German songs as learning media for the subject grammar.
2. Students can use German songs to practice grammar.
3. The other compilation studies can make similar German songs.

Acknowledgements

I thank God because he has given him the health and the ability to complete this thesis under the title *Die Erstellung der deutschen Lieder für das Fach Grammar A1* with the application "Walk Band". This thesis is submitted to acquire the pedagogical title (S1). When writing this thesis, the author received the help and support from several sides. Here the author would like to thank is also delivered for Mrs. Linda Aruan, S.Pd., M.Hum., my consultant, who guided and motivated me from start to finish so that this thesis can be done. And big thank is also delivered for my dear family and my best friends who have given me the love and the spirit. The author realizes that this thesis is not perfect. This is due to the limitations of the author's skills. For this, the author needs suggestions and criticisms to improve this thesis, so that this research result can be useful for all of us.

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