

The Effectiveness and Efficiency of German Language Learning as a Foreign Language in Senior High School 1 Tondano

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Abstract- This study aims to analyze the learning of German as a foreign language in senior high school at SMA Negeri 1 Tondano effectively and efficiently. The research is expected to contribute positively to the success and quality of learning in high school in general. The method that used in this research is descriptive analysis method in the form of scientific decomposition of each finding that occurs in German language learning as well as strategies, approaches, and techniques used by the teacher in presenting learning material. This finding is conducted through field observations (field studies) and then predicts the problem and describes it. The research findings show that German language learning will be more effective and efficient if supported by adequate learning media, and professional teachers with an ability to provide learning motivation for students both internal (intrinsic) and external (extrinsic). This is evidenced by the existence of learning media through information technology (IT) conducted in German in high school. In addition, teachers also should have educator certificates that support the achievement of effective learning quality. The effectiveness and efficiency of learning German as a foreign language is determined by the teacher, students who are motivated, willingness, ability and the availability of learning media in the form of source books and pleasant learning situations. It is hoped that this research can be expanded, not just one high school, but further research will cover all high schools in regencies or cities in North Sulawesi.

Keywords-*German; Learning; Education.*

I. INTRODUCTION

Language is a tool that humans use to communicate. It can express their thoughts and feelings to others, both individually and in groups whether in a community of the same nation or with a different nation. German as a foreign language in Indonesia has long been taught in high schools. It has grown which the number of students continually increases year by year, not only in formal but non-formal education such as courses or privates. Learning German means knowing the culture. As the phrase "Deutschlernen, Deutschland kennenlernen", learning German means that we need to learn

the country itself. It is one of the famous nations in terms of science and technology. Although it was destroyed by the Second World War, German rose later with rapid progress and became a nation that had disciplined character, hard work and never gave up.

Besides knowing the country well, German language is one of the cultures that we need to learn deeply. In this case, German learning in Indonesia has been going on for a long time, however, until now it still has obstacles in the implementation of its learning, both teachers and students as well as supporting facilities for language learning activities. This is a problem that has become a concern for education providers in the regions, including in the Minahasa Regency.

Based on the observations of researchers, one problem that is concern is the ability of teachers to implement learning activities in order to teach German effectively and efficiently, with the limited number of hours of German subject as a foreign language in high school, as well as the other problem such as the uneven level of teachers' ability to manage teaching and learning activities. This will be the highlight of this research regarding the effectiveness and efficiency of learning German as a foreign language.

This research examines German language learning in senior high school especially at SMA N 1 Tondano through collaborative research between students and researchers.

A. Characteristics of German Subjects

Basically, language is a tool to convey ideas, thoughts, opinions, and feelings. German language, as well as other foreign languages, is considered important for the purpose of absorption and development of science and technology, cultural arts and fostering relations with other nations. It has been taught in senior high school which functions as students' personal development tools, broadens their knowledge in order to recognize findings in the fields of science, technology, and cultural arts. Moreover, teaching German can support the growth and development of students to be intelligent, skilled and kind in order to play an active role in national development.

Genealogically, German is included in the European language family which derives several languages including Sanskrit, roman, and Germanic[1]. In terms of the phonology of this language, it is more prominent in the German language,

with a greater number of phonemes compared to Indonesian. German is included in the Germania family and flexion language type: Indonesian includes the Malay-Polynesian family with morphological types of agglutination.

Flexion type language like German, its characteristics are often found grammatical expressions expressed in morphological and syntactic constructs indicated by grammatical expressions pinned on markers contained in the word in its function as constituents which are part of the phrase or clause. On the contrary, with very little expression of the grammatical function of the Indonesian Language, it is mostly done lexically. This certainly has implications for differences in surface structure between German and Indonesian. In the guidelines of German Language in Indonesian Curriculum at High School in 2004 are aware of the distinction between the two languages, so that in the preparation of German learning material teachers and learners should pay attention to aspects of these differences[2].

B. Functions and Objectives of German Learning

Learning German as a foreign language does not mean just learning and mastering vocabulary, structure and application of linguistic patterns, but also mastering subject matter in such a way that students are able to use it in social interactions according to the situation at hand. Learning German in high school in accordance with the nature of its function is consist of:

1. The function of cross-cultural communication means that what is learned is language as a communication tool. Thus students gain the ability to understand German and express themselves verbally and in writing based on the rules, terms, expressions, and utterances that are characteristic of German.
2. The function of developing a mutual understanding of cultural values means that learning German will establish mutual understanding so that at the same time the aspects of culture and ways of thinking of the nation contained in the language will be integrated.

C. Effectiveness and Efficiency

The learning process conducted in the classroom is expected to be effective and efficient. According to Kemp, stated that student learning effectiveness will be seen in the number of students who succeed in each test or the test subjects that are followed by daily observations of the teacher towards students who follow. In other words, it would be effective if the numbers of students are 30 students in one class, and there are 27 students succeed or 100 percent of students in total. Effective if indeed the success criteria are said to be 90 percent, not 100 percent. The same thing is stated by Diamond in Hardjanto criteria for effectiveness by using the following variables:

1. The number of students in the school is increasing.
2. Fewer numbers of students fail.
3. Better learning facilities.
4. The community increasingly trusts the school.

It can be concluded that the effectiveness of learning can be seen from the quality and quantity of input and output of students in each period of time and period, not only in class but also in school. While learning efficiency is calculated from the achievement index of each student whether the set goals can be achieved according to which has been previously determined. In other words, the higher student achievement, the more efficient the learning is [3]. Effective and efficient are greatly influenced by schools, teachers, students, and available learning facilities.

D. Theoretical Understanding

In the Indonesian curriculum, German language as a foreign language is an elective subject in science and social studies majors at senior high school, but it is required for students who choose tourism in vocational high school. German in Indonesia serves as a self-development tool, broadens the knowledge and for to recognize science and technology findings as well as the social culture of the German community.

Alwi and Sugono stated that foreign language teaching is intended to assist mastery and use of foreign languages especially for the use of science and technology in addressing free competition in the era of globalization so that more people use information in foreign languages including German [4].

In line with the above thoughts, Halim argues that foreign languages are intended as a means of connecting between nations, tourism, trades, political and military diplomacy and even be used as a source of input for the development and enrichment of Indonesian language. Good communication requires perseverance and enthusiasm of students in learning and supported by the quality of the teacher whether it is the teacher or instructor and also supported by a good learning infrastructure. Moreover, Hutabarat argues that a person will learn well if the learner directs all thoughts, energy and time.

In the book National Language Politics, it is said that teaching foreign languages in Indonesia is very necessary in order to spur science and technology, and strengthen relations between nations, and increase the country's foreign exchange income through tourism managers. Thus for the Indonesian nation, the teaching of foreign languages remains and continues to be carried out continuously as long as there are relations between nations.

E. Effectiveness and Efficiency of German Learning

In Langenscheidts Gro Bwörterbuch said "Effektivität = die Wirksamkeit oder die Wirkungskraft, sodass vorhandene Möglichkeiten gut ausgenutzt werden = wirksam erfolgreich. In Indonesian it is said to be effectiveness or effectiveness; intended influential or influential circumstances, things that impress success or results of use.

According to Diamond in Hardjanto stated that in each lesson teachers and students must see the efficiency aspects of learning outcomes. It is calculating the achievement index from the goal achieved in the time determined. For example, student A can reach 10 goals within 5 hours[3]. This means

that the achievement index of student A is $10/5 = 2$, while student B is only able to reach 5 goals within 5 hours. Then the achievement index B is $8/5 = 1.3 / 5$. This example gives a picture of the higher student pest index, the more efficient the performance of students[3].

The achievement index shows two possibilities, perhaps only reflecting the activities and intelligence of students, on the other hand, it is supported by good instructional design as well as adequate learning resources so that many help students are compared to others[5]. The technique of determining the effectiveness and efficiency of student learning outcomes sometimes contains elements of teacher subjectivity that are influenced by "hallo effect".

F. Materials Planning

Learning German as a foreign language requires professional educators or teachers. The teacher needs to plan the teaching materials. Hamalik suggests that aspects of learning material that must be considered by teachers are including concepts, principles, facts, processes, values, and skills in the form of the ability to do something right both physically and spiritually. In other words, the lesson plan is the first step in order to apply the materials to students by looking at the situation or condition of the class or school [6].

The things that must be observed by the teacher in planning materials or materials, among others, refer to the curriculum or syllabus. This includes programs, relevant learning media, adequate references, and taking into account the time and method used[7]. In ending each discussion an evaluation is carried out; whether teaching and learning are effective or not. The goal is not only measuring and assessing students but including teachers and the learning strategies that are applied.

II. RESEARCH METHODOLOGY

This research is a descriptive analysis which intends to analyze then the results of the analysis are described as being meticulous and meticulous, which will provide a systematic, factual description of the characteristics of the population. The research instruments were used test sheets and observations in the form of checklists, then described through indicators both literary literature and teaching and learning processes.

The research took place in senior high school at SMA N 1 Tondano. Specifically, students of class XII and at the same time as samples in taking research data (all Populations sampling). The research data is obtained by the following steps which are direct observation, test in the form of filling out a checklist and direct interview.

III. FINDINGS AND DISCUSSION

A. Effectiveness of German Learning

Learning German as a foreign language requires the ability and creativity of teachers and students who learn to measure whether learning is effective or not. The following is a description of the research finding on the effectiveness of

German language learning at senior high school at SMA N 1 Tondano.

The number of students in class XII Language which is the object of observation by 26 Language students is done when the learning process takes place.

Table 1: Data of effectiveness on German Language Learning.

N	Planning Aspects	Observation Indicators	P 1	P 2	P 3	P4	Level of Effectiveness
1.	Lesson Preparation	The individual abilities of students receive lessons	1	5	8	12	Good/Increasing
2.	Determination of subject matters	Follow four language skills	-	4	10	12	Good/Increasing
3.	Selection of appropriate of learning media	Raising enthusiasm on the subject		2	11	13	Good/Increasing
4.	Determination of the right method	Student's comprehension ability		4	9	13	Good/Increasing
5.	Acceptance of assignments	Applicative ability			7	19	Good
6.	Determination of study time	Review and discuss			6	20	Good
7.	Class communication and interaction	Creating a conducive learning atmosphere		3	7	16	Good
8.	Appropriate evaluation	Procedure and evaluation		2	8	16	Good
9.	Learning facilities available	Class and home	11			15	Good

Description: P1 = Low P3 = Good
P2 = Enough P4 = Very Good

From the 26 students of class XII observed during the teaching and learning process, observations took place from the available observation sheets.

B. The efficiency of Learning Results

The data about the efficiency of German language learning at SMA N 1 Tondano, obtained from interview researchers with the number of students who became the object of the respondents of this study were 26 students.

Data can be seen in Table 2.

	Questions	Yes	No	Note
1.	The number of available lesson hours is efficient	7	19	
2.	Facilities for teaching and learning are adequate and efficient	18	8	
3.	The professionalism of teachers who teach have skills	12	14	
4.	Conducive Atmosphere for Teaching and Communicative Learning	17	9	

The four questions raised by the researcher were further developed according to the topic of the students' discussion and the conclusions obtained would be explained in the following discussion:

1. When researchers ask questions about the number of German language lessons for students (respondents), yes = 7 students and no = 19 students. Based on the data above, it can be described as follows: the number of German language learning hours so far is only 2 x 45 minutes/week which is regulated in a curriculum. If there are no additional lessons, only a small level of understanding/mastery can be achieved in German as a foreign language. Therefore, it is necessary to take a special policy for learning foreign languages at SMA N I Tondano, adding one additional lesson for students majoring in Language.
2. Teaching and Learning Facilities
The data listed in table 2 above shows that the learning facilities at SMA N 1 Tondano are quite adequate and support the efficiency of the chase. It can be seen from the number of respondents 18: 8. From the 26 students as respondents, the size of the students' answers considered sufficient. 18 students answered yes and 8 other students answered no. The percentage of student answers is greater, which is very supportive of achieving maximum learning outcomes. And this is proven by the number of student input each year reaching 85-95% of graduates or output.
3. The Professionalism of German Teachers
At the next stage, the researcher proposes questions about the professionalism of the German language teacher including teaching style, ability to apply knowledge to students and teaching and learning strategies chosen by the teacher. When collecting data, 26 students responded, as follows: German Language Teacher Professionalism in SMA NI Tondano: 12 students answered professionally (yes) because the teacher was able to prepare a Learning Plan/syllabus every time he taught, and was skilled in using multi-media that helped students learn at school. Whereas the other 14 students answered no because of these students were less interested in learning German and choosing other foreign languages. On the other hand in this school there were three German teachers where each had different abilities and motivations, so sometimes there

were students compare them. However, based on the data above it shows that the existence of careful observation of students to the teachers who teach.

4. Communicative and conducive learning atmosphere
When researchers ask questions about the atmosphere of teaching and learning German both in class or outside the classroom, data is obtained from students that 17 students stated that it was very communicative and pleasant; while students who answered no = 9 people. This data shows that the communicative level between teachers and students is good, and it needs to be improved in order to emerge and develop an atmosphere of positive interaction communication in learning German, so the atmosphere of learning is more effective and efficient.

V. CONCLUSION

1. The effectiveness of learning German as a foreign language in high school requires good preparation of implementation plan and syllabus made by teachers so it can be applied both by teachers and students who study.
2. The efficiency of German language learning includes adequate learning facilities and professional skills of teachers in presenting and managing learning in the form of media, methods, and appropriate teaching materials.
3. Conducive and communicative teaching and learning situations will help achieve maximum learning outcomes and a pleasant learning atmosphere.
4. The effectiveness and efficiency of German language learning are carried out not only linguistic material but varies with literature or literature. This requires the teacher's creative ability to apply it.

SUGGESTIONS

To get more accurate research results, researchers recommend that this research be expanded at the district or city level with better research methods and techniques.

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