Hoerbuch–Deutsch: Maerchen on Youtube as Additional Material for Listening Skills for Students of the German Literature Study Program

Rr. Dyah Woroharsi Parnaningroem[1,*] Fahmi Wahyuningsih[1] Lutfi Saksono[1]

[1]*Faculty of Languages and Arts, Surabaya Universitas Negeri Surabaya, Indonesia*
[*]*Corresponding author. Email: dyahworoharsi@unesa.ac.id*

ABSTRACT

As is known, the Covid–19 pandemic has changed the way of teaching and learning. In learning listening skills, many teachers or lecturers use social media such as YouTube. This study discusses the exercises that can develop listening skills teaching materials obtained from audiobooks (Hoerbuch–Deutsch) on YouTube. The title of the fairy tale of the audio text in the audiobook is Rotkaeppchen. Some exercises can be given to students before, during, and after listening. The six forms of exercise being tested are: Associograms, Discussion of the topic, Multiple–choice, True or false, W-questions about the text, which statements are factual? To find out students' interest in the six forms of exercise given, students were given a questionnaire. The questionnaire was filled out by 37 fourth-semester students of the German Literatur Study Program at Universitas Negeri Surabaya. The questionnaire results showed that the students' very high interest was in the forms of exercise: Associograms (67%), Discussion of the topic (52%), and Which statements are true? (73%). Meanwhile, the exercises that make students uninterested are Multiple–choice (22%), True or false (45%), and W-question about the text (19%). The data of this research are the words and sentences that were heard from the audiobook. This descriptive qualitative research explains that the six exercises can be used in learning listening skills. The contribution of this research helps lecturers to use types of listening skills exercises based on the of Hoerbuch–Deutsch on Youtube.

Keywords: Hoerbuch, listening skill, exercise

1. INTRODUCTION

The way of human life in almost all countries since the beginning of 2020 has changed. We often call it the new order of life or the new normal. This is because the world has been infected with the Covid–19 virus. Since the announcement of the Covid–19 pandemic situation by the Indonesian government in March 2020, it can be said that all aspects of social life in Indonesia also have experienced adjustments to this situation. Various efforts have been made by the Indonesian government to prevent the spread of this virus. For example, (1) introducing the five health protocols that the community must adhere to, namely washing hands, wearing masks, keeping distance, staying away from crowds, reducing mobility, (2) implementing: Large–Scale Social Restrictions, Enforcement of Restriction on Community Activities, and the latest Enforcement of Restriction on Community level one to level four.

The Covid–19 pandemic situation also has an impact on various aspects of education in Indonesia. For more than three semesters, studying at school or college cannot be done face–to–face, especially in cities or areas with high and medium risk zones. The teaching and learning process in the classroom, which

is termed an offline learning system, has turned into an online learning system. Access to technology is a computer or laptop and the internet. Therefore, both teachers and students are required to be able to make maximum use of this technology.

Many social media services can help with online learning, such as Facebook, Twitter, Instagram, YouTube, Pinterest, and so on. Youtube, with its website, has provided a wide variety of videos and movies that users can enjoy. Based on the We Were Social survey in 2019, Youtube is the most active platform in Indonesia, which is accessed by 88% of the 150 million active users of social media.

To support lectures during online learning, most of the lecturers at the Department of German Language and Literature at the State University of Surabaya have used YouTube as the media. The reason for using YouTube is because they have difficulty getting supporting materials *(Zusatzmaterial)* while working from home. As is known to obtain original books from Germany takes a lot of time and money.

When related to the current condition, where almost all activities of human life involve digital roles, the role of social media facilities becomes dominant. For example, a person can practice their listening skills by listening and viewing or watching various

shows on YouTube. When they practice their listening skills they have also trained their other language skills, such as speaking, reading, and writing. The four language skills are taught at the Department of German Language and Literature, Surabaya State University. Students learn German in receptive (listening and reading) and productive (speaking and writing) skills. Constraints on this receptive aspect result in difficulties in the productive aspects of students. Based on that fact, we must try to raise awareness and pay attention to learners so that they think about language regularly and develop sensitivity to one or more languages so that it is useful for daily communication. Then this needs to be considered by teachers or lecturers that awareness and attention to learners can affect the learning process positively. Both of them are important, especially if they are related to online learning conditions during this Covid–19 pandemic.

Since 2017 the German language textbook used in Indonesia is Netzwerk. The Netzwerk book consists of Netzwerk 1, Netzwerk A2 and Netzwerk B1. Based on our observations and experiences, Netzwerk's book contains a lot of up-to-date information about the country and culture of Germany. However, texts in the form of literary works can be said to be very minimal in Netzwerk's books, including fairy tales. Therefore, the exercises provided to measure the level of understanding (*Verstehen*) of literary texts are not widely found there.

Many definitions describe the exercise in the context of learning. As described in [1] that *Uebungen dienen dazu, sprachliche Komponenten (Wortschatz, Grammatik, Aussprache) und Fertigkeiten zu ueben und ihren Gebrauch zu trainieren* (exercise serves to train linguistic components (vocabulary, grammar, pronunciation) and other language skills and to practice their use. Furthermore, it is also explained that there are receptive and productive exercises that are distinguished based on their linguistic activities. Therefore, to improve one's language skills, practice is necessary.

According to [2], ten things must be remembered when the lecturer will practice the listening skills of his students. Those ten things are (1) hearing and understanding are the basis for speaking, (2) the intention of the listener to understand is part of the speaker's intention to communicate, (3) hear what and understand only what we want to hear, that ist, we hear selectively, (4) hearing is not passive, but a very active process, (5) we can only interpret the linguistic signals that we already know, (6) understanding hearing means: recognizing loud sounds, activating knowledge, linking the known with the unknown, interpreting what is heard, (7) important strategies of understanding: focus on what is understood, differentiate between the important and the

unimportant, use previous knowledge, (8) a relaxed atmosphere opens all the senses, including the ears, (9) the listening objectives must be defined before the first listening, and (10) the degree of difficulty depends not only on the text but also on the task at hand. The ten opinions need to be considered in training learners' language skills so that learning objectives can be successful.

The level of understanding referred to is receptive language skills of listening and understanding German literary works. German literary works include novels, romances, poetry, short stories, ballads, fables, fairy tales. As students who are studying German in German Literature Study Program, these works must, of course, be known and studied more deeply, both receptively and productively.

To solve this problem in online learning conditions, lecturers try to find additional material *(Zusatzmaterial)* on YouTube according to the topic of material needed by students of the German Literature Study Program. Additional material in the form of German fairy tale texts was found in the form of an audiobook (*Hoerbuch*) on Youtube. In a *Hoerbuch*, there are many audio texts (*Hoertexte*). So that the teaching materials in *Hoerbuch* can be utilized optimally, it is necessary to use exercises that can be used to improve students' mastery and language skills. But unfortunately, some lecturers do not have enough time to prepare the exercises. In addition, technical problems can occur at any time due to the nature of online learning.

In accordance with the problems that arise during online learning in the field of listening skills for fourth-semester students in the German Literature Study Program, Universitas Negeri Surabaya, the questions posed in this study are (1) how about listening skills practice questions for fourth-semester students of the German Literature Study Program at Universitas Negeri Surabaya based on *Hoerbuch-Deutsch: Die Schoenstein Maerchen der Brueder Grimm fur Kinder und Erwachsene* on YouTube and (2) how are the student responses to the exercises given.

2. LITERATURE REVIEW

2.1 Language Skills: Listening

As written about the opinion of Gert Solmecke in the research of Danguole Satkauskeite in 2010 that 42% of daily human communication activities are listening. After that followed by speaking 32%, reading 15%, and writing 11%. It becomes interesting to study that listening is an important receptive aspect in social life. Based on this fact, language learners are expected to improve their listening skills to the maximum in the context of language learning. To achieve this, various

exercises are needed that function to develop one's language competence.

There are two different activities when a person engages in listening activities. In the listening activity, there are two different basic activities, namely face–to–face communication which is carried out directly (*die direkte face–to–face Kommunikation*), and there is indirect communication (*die interaktionslose, indirekte Kommunikation* [3]. At the same time, the first activity in the classroom is only possible to a limited extent between teacher and student and among the students themselves and can only take place outside the classroom in exceptional cases. The two activities offer numerous possibilities via audio and video cassettes, and in some countries, also via radio and television; the student can listen to spontaneous conversations, interviews, discussions, reports, news, radio plays, songs, and so on.

Furthermore, when we are listening to something, some situations support our understanding. In [3] characterized the listening situation in two ways. The first type is the spoken language that is heard can be spontaneous or non–spontaneous. Examples of spontaneously spoken language are free to dialogue, monologue, multilog. The second type is the language can be authentic or inauthentic. The following description will explain the forms of listening skills exercises.

2.2. Listening skills exercises

As we know, there are two types of aspects of language skills, namely receptive and productive aspects. Listening and reading are receptive activities; speaking and writing are productive aspects. As an aspect of receptive language activities, listening skills require three components: speakers, listeners, and language as a medium. Listeners will receive and process verbal input produced by one or more speakers. That includes listening activities are listening and understanding public announcements, seeing, hearing, and understanding information from the mass media. In addition, it is also the audience or listeners who understand performances and listen and understand conversations [1].

It has been explained above that to improve one's language skills, repeated practice is needed. There are three types of listening skills described in [4]. The three types are (1) *detailer Hoerstil: die Lernenden muessen den Inhalt des Hoertextes moeglichst vollstaendig erfassen* (learners must understand the text read as clearly as possible), (2) *cursorischer Hoerstil: die Lernenden muessen beim Hoeren nur erkennen, welche Themen ueberhaupt genannt werden. Sie muessen keine Details verstehen* (learners only have to know the theme, without understanding the text in detail), (3) *selektiver Hoerstil: die*

Lernenden muessen beim Hoeren nur bestimmte Information des Hoertextes erfassen (learners must understand certain information).

Furthermore, in [4], it is explained that the use of social media for language learning is also very useful. The benefits of using social media in learning, according to them, are (1) social media opens up new possibilities to promote co-written, to train listening and visual comprehension and oral communication, (2) social media can motivate learners to write interesting and easy–to–understand texts, (3) social media support mobile activities, which includes spoken texts, for example, conversation in cafes, interview, telephone calls, announcements, weather forecasts, news programs, discussions, lectures, songs or oral stories.

As language teachers, we are aware that we cannot only focus on one skill if we are going to arrange language skills exercises. What often happens, these exercises are interrelated with other skills; for example, listening skills can be integrated with speaking and writing skills. In this case,

According to [5], five forms of exercise can be used to improve students' listening skills. The exercises are explained as follows. The first ist exercises to identify hearing differences. Included in this exercise are (a) distinguishing similar phonemes, (b) differentiating between morphemes, (c) hearing morpheme differences, (d) distinguishing or defining intonation, (e) recognizing clauses boundaries or sentence boundaries, and (f) recognizing words. The second one is sanitization exercises. Included in this exercises are (a) hear elements that constitute meaning, (b) distinguish elements that constitute meaning), (c) recognize variants of meaning, (d) listen to word families and put them together, (e) recognize and compile keywords, (f) contextualize keywords, and (g) detect collocations. The next third is text structuring exercises. The exercises are (a) recognize clause or sentence boundaries, (b) recognize courses of action or arguments, (c) isolate core sentences, (d) recognize the reference structure, (e) look through the text structure, (f) recognize the structure of the text and the structure of the argument, and (g) recognize the type of text. The fourth type is exercises to determine the situation and intention. Included in this exercise are recognizing and distinguishing speech intentions, affective attitudes. And the fifth type is language knowledge exercises. The three types of exercises included are (a) recognizing structural features of the spoken language, (b) hearing lexical features of the spoken language, and (c) distinguishing between spoken and written language. Although in detail Bernd Kast classifies these listening skills exercises, he does not classify which exercises are trained at which stages of a listening skill learning

process. However, the lecturer can choose it based on the goals and needs in learning listening skills.

Students or learners need to have a good listening skill strategy. They need a listening comprehension strategy, so they can anticipate something if the listening process is difficult. According to [6], listening comprehension strategies are divided into two activities. The two activities are understanding strategies before listening and understanding strategies after listening. Activities that include understanding strategies before listening are: (1) use the heading to make hypotheses about the content of the text or film, (2) recognize and interpret special features of the text (e.g., headline, images, layout, numbers, etc.) to capture important information, (3) hear or watch the news on the radio or internet in English or the other foreign language. For activities that include understanding strategies after listening are: (1) identify specific internationalism in texts, (2) identify keywords in the text and use them to clarify the text content, (3) pay attention to certain orthographic similarities between German and English words and, through these similarities, to the meaning of words [6].

To carry out all of this, some steps need to be taken by students or learners more intensively. Steps to get them into the habit when their listening skills are tested. To carry out all of this, some steps need to be taken by students or learners more intensively. Steps to get them into the habit when their listening skills are tested. According to [6], the habits that should be done by students who are learning German are: examine words and expressions and thereby find out their meaning, take notes, summarize something, mark keywords in texts, visualize relationships (graphics and images), discover regularities (by collecting examples), compare sounds, words, and syntax in languages, apply rules and communicate between them.

To support the purpose of this research, a theory about the typology of listening practice written in [7] is suitable to be applied. According to him, assignment exercises for text and image can be used, for example, both before and after listening. To be able to arouse curiosity about the topic that the learners hear, keywords can be given during practice. These keywords will also be useful to provide additional linguistic knowledge for learners. Giving keywords can be done by reading them out and students listening.

The following is a typology of listening exercises according to [7]. There are three activities carried out in the process of teaching listening skills. The first is learning activities before listening. The second is learning activities during listening, and the third is learning activities after listening. The purpose of the first activity is the entrance to the theme, motivating the student, building up a hearing expectation, activation of prior knowledge by building up a hearing expectation. The second activity (while listening) is intensive listening, and extensive listening to the third activity (after listening) is controlling in listening activities.

Still, according to [7], as an expert in the field of learning German as a foreign language *(Deutsch als Fremdsprache)* describes the types of listening exercises.

- Exercises that can be done before listening. Included in this group are: (a) Associograms, (b) Visual impulse, (c) Acoustic, (d) Discussion of the topic in the mother tongue or a foreign language, (e) Working with sentence cards, (f) Working with sentence cards, (g) Assignment exercises, (h) Make the correct order, (i) Audition of linguistically simplified version of the audio text, (j) Discussion of a reading text with a similar topic, reading of a summary of the content, and (k) Make phonetics easier.
- Exercises that can be done during listening. Included in this group are intense listening and selective listening. Which includes intensive listening are (a) Write down individual pieces of information, (b) Read along the text, (c) Read the gap text and close the gaps, (d) Reading along the key words, (e) Working with word lists, (f) Answering global W–question, (g) Visual dictation, and (h) Make the correct order.
  Which includes selective listening are (a) Multiple-choice, (b) Tick true or false, (c) Tick yes or no, (d) Associate information, (e) Working with word lists, (f) Perform a specific task, (g) Answering global question, and (h) Enter the information in a grid.
- Exercises that can be done after listening. Included in this group are (a) Assignment exercises, (b) True–False, (c) Yes–No answer, (d) W–Questions about the text, (e) Make the correct order, (f) Fill in the grid, and (g) Which statements are true?

Based on the theory in [7], the researcher tried to apply some of the exercises described above in the process of learning listening skills. *Hoerbuch– Deutsch*: *Die schoensten Maerchen der Brueder Grimm fuer Kinder und Erwachsene* on YouTube was chosen as additional material in learning listening skills in the fourth semester of the German literature study program, State University of Surabaya. The exercises given to students are arranged according to the text heard by Youtube.

2.3. Hoerbuch (Audiobook)

Hoerbuch (German) in Indonesian means *Buku audio* or English is an audiobook. What exactly is *Hoerbuch*? *Hoerbuch* is a literary tool that contains recordings from textbooks, storybooks, or other written

materials. This recording is done by a person or group of voices that can be heard by anyone. In Indonesia, it seems that this audiobook has not been widely used by students. However, during the Covid-19 pandemic, audiobooks are starting to get a lot of attention.

In Germany, this audiobook or *Hoerbuch* has been used by many storytellers (including fairy tales) to liven up the atmosphere of stories that were originally written to become oral. Youtube as a social media is used by them to introduce German literary works that have existed for hundreds of years as German cultural heritage.

Many *Hoerbuch* titles are featured on YouTube. For example, we can get to know German fairy tales by typing the title like *Die schoensten Maerchen der Brueder Grimm fuer Kinder und Erwachsene.* In addition, *Hoerbuch* also provides fictional stories such as the example: *Krimi-Hoerbuch*: *Das Geheimnis von Greenshore Garden*.

What are the benefits of *Hoerbuch* for language learners or foreign language learners? In [8] it is stated that auditory-oriented learners feel comfortable when they are offered information acoustically (*Auditiv orientierte Lernende fühlen sich wohl, wenn sie Informationen auf akustischem Wege angeboten bekommen*). Thus, for learners who have an auditive type, audiobook (*Hoerbuch*) is very useful. However, in learning a (foreign) language, listening to something from an audiobook certainly needs to be trained to sharpen students' listening skills. Moreover, most students learn German when they are in college.

There are nine benefits of using audiobooks, as written by Muhammad Noer in his post on March 4, 2020. Those nine benefits are saving time, improving attention and focus, improving pronunciation and fluency, improving memory, building critical listening skills, developing empathy, improving mental health, gaining an interesting and lively storytelling experience, and being beneficial for people with visual disabilities. This post complements the opinion of Roland Engert, who posted on July 24, 2014, about the advantages and disadvantages of using audiobooks. The six advantages of using an audiobook are (1) we consume more literature (this also benefits the publisher and authors), (2) even if we haven't read the original, (3) we can listen to an audiobook in situations where reading is difficult or impossible, (4) certain content such as language learning audiobooks is also a pronunciation course, (5) an audiobook is immediately available as a download, and (6) novels heard are not on the bookshelf. The four disadvantages of using an audiobook are: (1) an audiobook is always a modified original, (2) concentration on the content wanes faster than when reading, (3) dependent on a technical player and electricity, and (4) sometimes not all parts of a

multi-part novel come onto the market as an audiobook due to a lack of success.

3. METHODOLOGY

This research is classified as qualitative research with a descriptive approach. This is in accordance with the opinion in [9] that qualitative research has a natural setting as the direct source of data dan research is the key instrument. Besides that, qualitative research is descriptive. The data collected is in the form of words or pictures rather than numbers. The primary data source of this research is the audio text of the German fairy tale in *Hoerbuch–Deutsch: Die schoensten Maerchen der Brueder Grimm fuer Kinder und Erwachsene*. Meanwhile, to find out the students' interest in the exercises given before, during, and after the listening process, they were asked to fill out the questionnaire given. It was used as supporting data. Questionnaires were sent via email and WhatsApp Group to 41 students of the German Literature Study Program at Universitas Negeri Surabaya in the fourth semester of 2021. This was done to fulfill the requirements of qualitative research procedures, namely by producing descriptive data in the form of the word both in written form. The questionnaire was conducted online to avoid face–to–face meetings during the Covid–19 pandemic.

4. RESULTS

There are three studies found that discuss the use of YouTube in learning (language) to improve listening skills. Those studies are (1) YouTube video in teaching basic listening by Rinny Rorimpandey, Universitas Negeri Manado (2019), (2) Utilization of YouTube as a learning media in improving the creativity of Mts Al–Insan English teachers by Diah Retno Anggraeni, Universitas Muhammadiyah Tangerang (2019), (3) Utilization of Youtube as a learning media for students in the midst of the Covid–19 pandemic by Ririn Puspita Tutiasri, Universitas Pembangunan Nasional Jawa Timur (2020).

Although many studies use YouTube as study material, research that discusses *Hoerbuch–Deutsch: Maerchen* has not been found. In the Departement of German Language and Literatur, Universitas Negeri Surabaya, no research has been found on the audiobook. Therefore, this research is interested in trying to see other factors that support the use of materials in *Hoerbuch–Deutsch: Die schoensten Maerchen der Brueder Grimm fuer Kinder und Erwachsene Maerchen* on YouTube.

4.1 Listening skills practice question

As explained in the previous section, to provide training in listening skills for language (foreign language) learners, three phases of training need to be prepared by lecturers. The three are activities before listening, during listening, and after listening. In

addition, it is necessary to determine what exercises are suitable for the material given to students. The audio text (*Hoertexte*) in *Hoerbuch–Deutsch* selected in this study was downloaded from YouTube. Hoerbuch's title is *Die schoensten Maerchen der Brueder Grimm fuer Kinder und Erwachsene*. Referring to [7], the exercises used in a *Maerchen*-themed listening skills learning process that is currently being done online are divided into activities before, during, and after listening. Teaching strategies need to be prepared as well as possible because the lecturer is not in the classroom but in the Zoom or Google meet room. The time for this teaching and learning activity is 150 minutes, so the lecturer must prepare the material to be taught to the maximum. The biggest obstacle that is often encountered in online learning is signal strength. Thus, obstacles like this must also be considered by lecturers so that they can immediately take solutions if they occur while they are teaching. For discussion activities, breakout rooms are used. Each room is filled with seven students. There are six rooms, but one room is only filled with six students. The discussion time is ten minutes.

Based on theory [7], the two exercises chosen to be given to students before listening are (1) Associograms and (2) Discussion of the topic in the mother tongue or a foreign. One exercise that was chosen to be given to students during listening was Multiple–choice. And then the three exercises given after listening are (1) True–False, (2) W–questions about the text, and (3) Which statements are true?. Considerations in choosing the forms of exercise are (1) activities before listening are filled with exercises that focus students' attention on the topic to be discussed. In this case, about the fairy tale *Rotkaeppchen*. In this activity, students can activate their initial knowledge, (2) lecturers can provide opportunities for students to develop their oral and written communication skills, (3) lecturers need to introduce many forms of language skills training, (4) available time allocation, (5) grammar and vocabulary that students have learned in the previous semester and in the fourth semester, and (6) online learning difficulties when zoom meeting is used. For example, discussion exercises are carried out between lecturers and students or students and students so that students focus on the topic or theme of the material discussed at the meeting. Because the students being taught are already in the fourth semester, the discussion on this theme is conducted in German. This is so done so that students are active in developing their language skills. They try to convey their opinion using correct German grammar. The questions prepared by the teacher have been well prepared in the form of PowerPoint. After the discussion of the topic in the mother tongue or a foreign (German) was done, it was continued by making the Associograms. To make this, students prepare a sheet of white A4 paper and the necessary stationery, such as

pens, markers. The lecturer has prepared the keywords in the core of the sociograms. Then the students continue according to the vocabulary they have. When all the prepared word networks have been filled, each student shows it in zoom.

For the activity during listening, one exercise was given to the students a multiple-choice exercise. This exercise includes extensive listening. For this reason, the lecturer prepares practice questions to determine the students' ability to understand the audio text that is heard. Lecturers can use Google Forms by involving students. Ten questions are provided here, and students choose one correct answer by clicking a button. These ten questions are adjusted to the conditions and time.

In this phase, if the student asks to play the audio text once again, the lecturer should grant it. Besides students who are not accustomed to listening to literary works (in the case, German fairy tales) through audio text from YouTube, they are also likely to have problems with vocabulary and the level of speed, pronunciation, and intonation of speakers in the audiobook.

During giving the exercises, the lecturer used interesting PowerPoint. As an example to give the exercises the W–questions about the text. The lecturer prepared ten questions in PowerPoint. Students are given the opportunity to answer orally. They can say their name or raise their hand on Zoom. If the student answer correctly, the lecturer gives a point that is stored as assignment scores. In order for students to be satisfied, the lecturer should have provided the answer shown in the PowerPoint. The type of exercise is a combination of listening and speaking skills. This is natural because in learning a language, there is always a link between one language skill and another. This listening skill is focused on students' ability to understand the content of the story that is read orally.

The last phase is the phase after listening. In this phase, the lecturer provides three types of exercises: True–false, W– questions about the text, and Which statements are true?. In these exercises, students are not only tested for their ability to remember the content of the story but also must understand who made the statement. In the PowerPoint that is shown on zoom, five to ten sentences are provided in the form of sentence fragments from the dialogues of the characters in the *Rotkaeppchen* audio text. Students are given time to guess who said the sentence. Here, it is hoped that students can have a sense of sensitivity to a literary work, especially German fairy tales, which are very well done.

1) Students' responses to the types of listening skills exercises

Based on the results of filling out the questionnaire that was sent to 41 students in the fourth semester of the German Literature Study Program at Universitas Negeri Surabaya, 37 students filled out the

questionnaire. From the amount collected, the results are then recapitulated. The questionnaire gave ten questions about the exercises that have been given while students study listening skills based on *Hoerbuch–Deutsch: Die Schoenstein Maerchen der Brueder Grimm fur Kinder und Erwachsene* on Youtube. The result of the study is the percent of 37 respondents showing their interest in the exercise before, during, and after listening are described below.

Table 1. Student interest in listening skills exercises

Listening Skills exercise:	Percentage of student interest in exercise questions:		
	very interested	*interested*	*not interested*
Associograms	67%	19%	14%
Discussion of the topic	52%	37%	11%
Multiple–choice	27%	51%	22%
True or false	14%	41%	45%
W–questions about the text	22%	59%	19%
Which statements are true?	73%	18%	9%

It can be concluded that students' interest in three listening skills exercises that are very interesting to them are: Associograms, Discussion of topics, and Which statement is true. While the exercises that did not interest students were: Multiple–choice, True or false, and W–questions about a text. The following are examples of listening skill exercises:

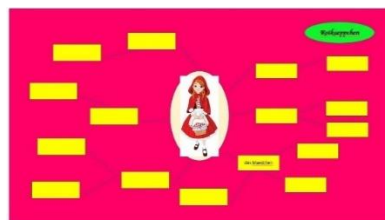**Figure 1.** Exercise: *Which statements are true?*

Figure 2. Exercise: *Associograms*

5. CONCLUSION AND SUGGESTION

As the conclusion of this study, many alternative listening skills exercises can be given to students even though learning is currently done online. The six types of exercises are: Associograms, Discussion of the topic, Multiple–choice, True–false, W–questions about the text, Which statements are true? It can be utilized optimally in the teaching and learning process of listening skills to texts (including literary texts) that have been made in the form of audiobooks in German. Dahlhaus's theory can be used by lecturers as a reference for preparing listening skills exercises by distinguishing activities before, during, and after listening. In addition, the exercises that have attracted students appear to be related to the learning experience, mastery of language and literature, as well as a supportive learning atmosphere.

Meanwhile, the reasons why students are very interested in the three listening skills exercises are: (a) they can develop ideas, (b) they can find new vocabulary, (c) they can develop writing and speaking skills, (d) they can discuss German fairy tales, (e) they can fantasize and imagine fairy tale characters, (f) they can understand what the discussion partner is thinking, (g) they don't feel bored with practice question, even though the learning is through zoom.

This research can be followed up with subsequent studies for other language skills, such as speaking skills, reading skills, and writing skills.

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