



The Urgency of Teaching Plan Product Development for German Language Class as DaF in UNESA

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Abstract. German language is taught both in formal and informal institutions in Indonesia as a foreign language, and it is known as *Deutsch als Fremdsprache* or (DaF), likewise in German Education Study Program at Universitas Negeri Surabaya. German language education students focused on becoming competent German teachers during the study. As a teacher, an adequate proficiency level in the German language is essential and supported by the competency of educational knowledge, such as the competence to prepare a good teaching plan. Furthermore, a good teaching process is inseparable from an appropriate teaching plan. Pre-observation and field investigation has been conducted and found that there is no specific teaching plan material for German language learners as *Deutsch als Fremdsprache* (DaF) or known as German as a Foreign Language test, especially for the learning process in the German Language Education study program. But in reality, the availability of representative teaching plan material for teacher in German language classes as a foreign language is required. This article describes the urgency of creating teaching plan material and how to develop it for German language classes. The methodology of this research, based on Mulyaningsih, was conducted by some steps: analysis, design, development or production, implementation and evaluation. The findings of this research are divided into four phases, they are: (1) The need analysis phase, (2) Product design phase, (3) Developing phase, and (4) Evaluation phase.

Keywords: Development, Teaching Plan, DaF, German Language Class.

1. Introduction

First of all, teaching is an activity to give a guidance to the students. Teaching can also be defined as an activity that involves exchanging knowledge and organizing the learner's environment. Arief [1] stated that the learning process is basically a communication process. This can be referred to as receiving several messages through a certain media to

the receiver. The teaching process is designed to encourage the students' talents and motivation to study. During the learning process, there are many factors that students need to achieve a good teaching process. The interaction between students and teachers, as well as the availability of a good teaching plan are two factors that could contribute to a good learning process. The availability of good teaching plan is important, so that the learning process can work properly and become a delightful activity. Besides those factors, another important factor is the presence of a good planning in the teaching process.

All those components will work effectively in teaching processes if they are supported by the teacher's experience to create a good teaching plan. The appropriate competencies of teachers can lead to the success of the teaching and learning process. According to HH. Stein [5], learning is a kind of process that encourages students to develop their capacities and continue their studies to a higher level. (*Lernen wird dabei als sein Prozess gesehen, an dessen Ende ein größeres Mass an Fähigkeiten und Fertigkeiten steht und somit ein größeres Ausmaß an Bildung.*)

The process of creating a teaching plan is important for the teacher, the teacher candidate, and the German lecturer in the University. The main task of the language teacher is to bring about a kind of activity and create language teaching. Stern [5] also stated that *language teaching can be defined as the activities intended to bring about language teaching.*

This is also a concern for German language lecturers in universities. German language lecturers should have the competence to plan an appropriate teaching plan. If the teacher follows a good teaching plan, it can be a major factor in the success of the teaching and learning process in the class. An appropriate German language teaching, as defined by Brand [12], is a teaching process that allows students to develop their skills in reading, writing, communicating, mastering media, and so on. He stated that "*Guter Deutschunterricht ist ein Unterricht zu welchem gegeben, ein Beitrag zur nachhaltigen Kompetenzentwicklung aller Schuellerinnen und Schueler in den Bereichen Sachkompetenz (insb. Lesekompetenz, Schreibkompetenz, Sprachkompetenz, und Kommunikationskompetenz) Methodenkompetenz, Sozialkompetenz und Selbstkompetenz geleistet und Sach-, Orientierungs- und Fachwissen vermittelt wird.*" [German lessons are lessons given that contribute to the sustainable development of all students' competencies in the areas of subject competence (especially reading competence, writing competence, language competence, and communication competence), methodological competence, social competence, and self-competence are provided and factual; orientation and specialist knowledge is conveyed.]

The German Language Education Study Program at State University of Surabaya (Universitas Negeri Surabaya) aims to create German language teachers from its students. The teacher candidates should be competent in planning effective German language teaching. Students could demonstrate this good ability by passing the educational courses during the study. The educational courses provide the students with the knowledge and skills they need to become good teachers, especially German language teachers. The

teacher candidates should pass all the educational courses to become a Bachelors of Education. The courses include principles of education, learning theory, syllabus design, learning media, developing learning material, microteaching, teaching evaluation process, and curriculum analysis.

The urgency of this study is also important, considering that the teaching plan is one of the crucial courses in the educational study program and also the foreign language classes. The observation and literature review of a product for teaching plan courses has not been founded. Kamila [9] stated that this problem has become an important urgency because the availability of teaching plan products at foreign language classes in higher education, especially in German language classes, is required. This article focuses on (1) the urgency of teaching plans for German language classes as foreign languages or DaF, and (2) the development process of learning material products for teaching plans for foreign language classes, especially German language as *DaF*.

2. Findings and Discussions

This section will describe the urgency of creating teaching plan and the process of developing a German language class teaching plan material. According to Mulyaningsih [10], the stages of developing teaching plan are analysis, design, development or production, implementation, and evaluation. This following part will explain the exigence and the teaching plan's learning material development process, which are:

2.1 How is the urgency of lesson plan for German Language Classes as Foreign Language or DaF

The urgency of planning a German language teaching plan is critical to provide representative teaching plan material in German Language class. German is taught as a foreign language in formal and informal institutes, such as *Deutsch als Fremdsprache* or DaF. This is also the same case in higher education, such as in universities, in the German Language Education study program at State University of Surabaya. The students must learn the language, as well as the culture, as set by the study program's curriculum. As students in the educational study program, they should complete the education field courses and expected to become German language teachers after their graduation. They will teach German as a foreign language in any institute, including formal and informal institutions. During their time as college students, they will receive the necessary competencies to be a teacher. Human resources such as lecturers and proper learning resources are needed to maximize the students' knowledge competency. In addition to those factors, a good lesson plan is required, which is created by the teacher. The learning process will be conducted precisely using a good lesson plan. This is also stated by Arief [1], who argues that those factors will lead the teacher candidate to achieve the

professional German language teacher level, which includes having good pedagogy competence and teaching the language as a foreign language.

However, the observation and literature review found that some references refer to lesson plan learning material for foreign language classes in general, but not specifically to German language teaching. By seeing this phenomenon, the availability of a well-planned teaching plan is essential for effective learning. Harjanto [4] argues that the positive impact of the availability of a teaching plan can lead to a coherent teaching process and well-achieved target.

Essentially, learning material development is a process of choosing, adapting, and creating the learning material based on certain framework. Learning material is also defined as a systematic description of training and techniques that can be used in teaching process in the class. This is also includes the competency that being taught, the material, exercise, and the assessment. In addition, the meaning of learning material refers to any kind of material that be used to help instructors during the teaching process. The textbook is an important part of the teaching and learning process. The textbook can help instructors to teach easily and help students acquire new knowledge. The textbook can be made into any form based on its need and the characteristics of the material that will be provided. This can also help to ensure that the teaching process is focused on the student, as argued by Cahya [2].

Fundamentally, teaching plan is an anticipated process where we should have an alternative option, decide on a choice, and develop a specific plan. At the end of lesson plan, this also has a function to reach maximized learning goals in the middle of inadequacy of human resources and materials. The lesson plan is always related to the quality and learning sequence that will be held. The succession of the teaching process is supported and affected by complex factors. The teachers, students, learning media, and so on. One important component that can support it is a good lesson plan. A good lesson plan will carry a positive impact on the learning flow, a perfect curriculum syllable organization, and also a perfect learning method.

2.2 How to Develop Lesson Plan Learning Material Product for German Language Class as DaF

In general, the process of developing learning material can be carried out and developed using several theories and R&D approaches, also known as research and development. There are many definitions of research and development (R&D) by experts. Mulyatiningsih [13] argues that R&D aims to create a new product through the development process. Amali in Maydiantoro [11] stated that R&D is a research method used to develop and examine products in the educational field. Sugiyono [14] also argues that R&D is a type of activity that obtains information about the users' needs or needs assessment, which then continues to the development stages to create a product and examine the effectiveness of the product that has been developed. Borg and Gall, in Sugiyono [14], also claimed that "research and development is a powerful strategy for

improving practice. It is a process used to develop and validate educational products." That means research and development is a perfect strategy to improve practice, develop, and validate educational products. Another applicable model is the ADDIE model which has an acronym to each stage: analysis, design, development, implementation, and evaluation. The ADDIE model is one of the learning system design models that can show the stages or steps of a basic learning system that are suitable for use.

Regarding the curriculum development of the German Language Education study program, students should master their competence in the syllabus design course. The description of this course is "a course that provides students with the skills to create teaching plans in class, especially in German language classes." The embryonic development of teaching product development plans is carried out in the following phases and stages:

Need Analysis. In this stage, the need analysis is conducted to identify any discrepancies in the teaching plan textbook for the German language class. This need analysis is conducted through a literature study and observation of the availability of all textbook products. The results of the analysis show that there is a lack of products, especially in German language teaching and learning. The available lesson plan products refer to several courses, as mentioned by Neni [7]. The second product refers to the learning system for elementary schools. The next product refers to the learning process for high schools, as mentioned by Ashari [8]. The last product refers to the lesson plan for the Islamic religion course, as mentioned by Neni [7].

Creating the Design Product. The stages of developing a lesson plan design product can be done by preparing the materials related to the need analysis and data collection in the first stage. After preparing the materials, the first step is to create the design sequence for the soft and hard copies of the lesson plan product. This step can be realized in the form of a textbook.

In this step, the competencies and learning materials are determined by the learners' demand to learn the language as a foreign language. Therefore, this determining process can be used as a benchmark to develop learning material in the lesson plan. There are some steps to prepare when designing the learning material, such as:

- a) Determine the aims and benefits of making the lesson plan's learning material. This study is determined by considering the curriculum and its learning goals during the German language learning process.
- b) Plan the order of the materials from the lesson plan product based on the classes' needs to teach German language.
- c) Design the embryo product of the lesson plan textbook product.

Develop. In this stage, the development of teaching materials can be conducted by reviewing the data to support the availability of the teaching lesson plan textbook product. The literature review is mostly performed in this step by identifying the teaching materials

that are relevant and needed in the teaching plan product. During this stage, the competencies and suitable learning materials correlated to the demand of German language learners as a foreign language are determined.

By understanding the outline, the order, and the needs of competency ability, such as: (a) The ideal concept of teaching, (b) The importance of competencies in teaching language, (c) The learning and teaching process in German language (d) The basics of planning, (e) Curriculum, (f) Lesson plan components, (h) Sharing strategies, techniques, and approaches in e-learning, (i) Teaching inside the German class as a foreign language (DaF), (f) Lesson plan in German language class, (g) The teaching materials can be developed by considering these factors.

Implementation. In this stage, the implementation is limited to the German language education study program, which involves lectures, students, and observation during the activity. The findings of the implementation stage are also used in the evaluation step in advance to improve this product.

Evaluation. In this last step, the early product of the teaching plan learning material, which includes around 10 themes, is prepared to be evaluated for its suitability with teaching experts. The findings of the advisability instrument that has been conducted shows that the teaching plan material is suitable for use in the language class with some improvement. This evaluation phase is carried out continuously to reach maximum results and continuous improvement and revision.

3. Conclusion

Developing teaching plans and learning material products are important for providing lesson plans. Developing a teaching plan for the German language is important to do based on the analysis and the stages that have been conducted. The results of this development created around 10 themes or studies. In conclusion, this is expected to guide the sequenced activity and good learning process in the teaching planning class for the German language, especially in the German Language Education study program.

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