



3-D Monopoly Media for A2 Level German Speaking Skills Based on GER

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Abstract. Results and discussion in this article are related to 3-D monopoly media as a result of the development of educational game media adapted from board games and developed in a three-dimensional form as a support for learning German speaking skills with the theme *Ferien und Reisen* level A2 based on GER. The purpose of this research is to determine the development process and the level of validity of the media development that has been made based on the validator's assessment. The method used is a qualitative descriptive method and refers to the theory of Research and Development (R & D) from Borg and Gall (1983) which was adapted into six stages namely (1) potentials and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial. The developed media was validated by material experts and media experts and tested on 36 research subjects. Data were obtained from the validation results of the material experts' questionnaire, media experts and the results of the trial. The results of the feasibility test from the media expert validator obtained a score of 82.6%, with very good qualifications, from the material expert validator obtained 82% results with very good qualifications and from the test results obtained 88% with very good qualifications. Based on the results obtained above, the development of 3-D monopoly media is included in the valid category and is suitable for use as a learning medium. The implication of this research is that the developed media can make it easier for students to master German speaking skills at level A2 on the *Ferien und Reisen* theme.

Keywords: Development, 3-D Monopoly, German Speaking Skills, Ger.

1 Introduction

Teaching and learning activities should be able to facilitate learners and fun. Especially when it comes to games. With a pleasant atmosphere, students will be excited and motivated to learn. However, in reality many students still experience difficulties in learning. Likewise learning German at school or at university. Many students still have difficulty learning the four language skills, (1) speaking skills, (2) listening

skills, (3) reading skills and (4) writing skills. Of the four skills, speaking skills are considered more difficult. According to Winarti [1] speaking skills are an important skill aspect in the field of language, so they require special attention from the teacher. This was revealed in a conversation with the German teacher at the German Language MGMP (Subject Teacher Deliberation) meeting which is held every 3 months. Based on the author's experience and observations as a lecturer, speaking German is not easy. Often there are factors that hinder learners to develop speaking skills, namely the delay in receiving teaching material, causing a lack of confidence. This feeling arises because German is a new language for them, resulting in students feeling afraid and losing motivation to speak.

This problem needs a solution, so that learning models can be applied along with concrete examples. One solution is the use of various learning media. The success of the learning process is influenced by the accuracy of the teacher in choosing learning media. Media according to Roesler, Dietmar, Nicola [2] is defined as follows: "Medien sind Mittel, mit denen Inhalte, Aufgaben usw. transportiert werden, um so den Erwerb von Wissen und Fertigkeiten zu unterstützen" (media as a tool to help acquire knowledge and skills).

In line with Roesler, Dietmar, Nicola [2], Pribadi [3] states that in teaching and learning activities, the media helps convey messages or information. So by choosing the right learning aids, learning can be carried out optimally, thus helping teachers and students achieve the goals set. The use of learning media is a solution to create more active learning activities and improve learning outcomes. Therefore, as stated by Nana, Sudjana, Ahmad [4] this matter must adapt to the characteristics of the learner, so that it is expected to improve the learning process, as evidenced by the increased performance of learning outcomes from students.

Furthermore, according to Roesler, Dietmar, Nicola [2] there are four criteria for selecting instructional media: (1) Wissen über Medien, (2) Fähigkeit zur Medienkritik, (3) Fähigkeit zur Mediennutzung, (4) Fähigkeit zur Mediengestaltung (to be able to choose media one must first understand selected media, can criticize the media, have used the media, can use it, and design the media).

Learning media is one thing that is very important and needed in the learning process. However, as stated by Ramli [5], it turns out that there are still many teachers who have not been able to utilize and develop it, which results in students feeling bored while learning. There are already many learning media nowadays, but to find or create a suitable, effective, efficient, interactive and interesting and fun learning methods is not easy. Even though e-learning based media have been developed and many applications can be accessed online, students still need printed learning media as a learning tool. Printed learning media is one of the media that has been around for the longest time and is still being maintained today. In Guraru [6] it is stated that the advantage of print learning media is that it is familiar to everyone anywhere and can be enjoyed by any generation. In addition to its advantages, this printed learning media has disadvantages. Some of the disadvantages of printed learning media are that apart from requiring costs to manufacture, the manufacturing process often takes a long time.

Due to the complexity of making printed learning media, these learning media are often not made by teachers, because time is often up for teaching.

Therefore, in an effort to help teachers obtain printed learning media, this research developed printed learning media. One alternative media that can be used is monopoly game. Monopoly is one of the most popular board games in the world. According to Arif [7] monopoly games can be used as learning media because students are familiar with the game, so that later learning activities will be more interesting and the atmosphere will be fun. In addition they also gain knowledge, for example knowledge about the country and culture of the country whose language is being studied. Knowledge of this country and culture is very important, so students will get to know the language and culture of the country being studied.

In this era of technological advances, three-dimensional media is increasingly preferred, because it describes more real objects and situations. This three-dimensional monopoly media is the learning media developed in this study. This media is actually the same as monopoly games in general, but the difference is the form, the learning materials are arranged based on GER criteria, and how to play them. According to Daryanto [8], three-dimensional media is a group of media without projections whose visual presentation is three-dimensional.

For this reason, monopoly media was developed as a medium for learning speaking skills for the A2 level, which was modified and developed in a three-dimensional form.

Level A2 is the basic level of European Union language skills (Gemeinsamer Europäischer Referenzrahmen). According to Trim, Norht, Coste [9] at this level, students are required to be able to recognize and understand sentences that are directly related to subjects related to everyday life (eg family, holidays, work and the environment).

Burg [10] states that for level A2 the criteria that need to be considered in speaking skills are divided into two, namely *Textmerkmale (productive)* and *Textmerkmale (rezeptiv)*. *Textmerkmale* criteria (productive) are *Thema, Wortgebrauch und Wortschatz, Grammatikalische Korrektheit, Interaktion, Flüssigkeit, Kohären and Aussprache*, while for *Textmerkmale (rezeptiv)* are *Thema, Wortgebrauch und Satzbau, Tempo und Articulation and Hilfe*.

The ability to speak German at the A2 level at the high school level and at the university, apart from referring to the curriculum, is also based on the GER (Gemeinsamen Europäischer Referenzrahmen) standard.

In uni hamburg [11] stated "der GER (Gemeinsamer Europäischer Referenzrahmen ist ein System, das Lernen und Lehren von Sprachen und das Beurteilen von Sprachkompetenzen nach gemeinsamen Kriterien beschreibt und vergleichbar macht (is a system created to allow for the existence of the same and uniform criteria for learning) and teaching language and its assessment, and allowing comparisons to be made).

In Glaboniat, Mueller [12] as a curriculum guide for teaching German at both high school and university levels, it is stated that level A2 includes the ability to use simple expressions that are commonly used in everyday life and the ability to use simple sentences to explain concrete things. Furthermore, in learning German both at the level High schools and universities adopt and adjust to learning materials in Indonesia.

Based on the background of the problems above, the problems in this study are (1) what is the process for developing 3-D monopoly media and (2) how is the feasibility of 3-D monopoly media as learning media for the Ferien und Reisen theme level A2.

The aims of this research are (1) to find out the process of developing 3-D monopoly media as learning media, (2) to find out the feasibility results of 3-D media as learning media. This kind of research was carried out by Cahyani, Sjaifuddin, Nestiadi [13]. The similarity of this research with previous research is that are both research on developing monopoly media, but the difference is in terms of the theme and theory of its development.

2 Method

2.1 Types of Research

This type of research is the development of Research and Development (R&D). According to Sugiono [14], in this development model there are 10 steps for implementing the strategy or stages, but in implementing this research it only reached the sixth step due limited research time. The next four steps need to be made a research again.

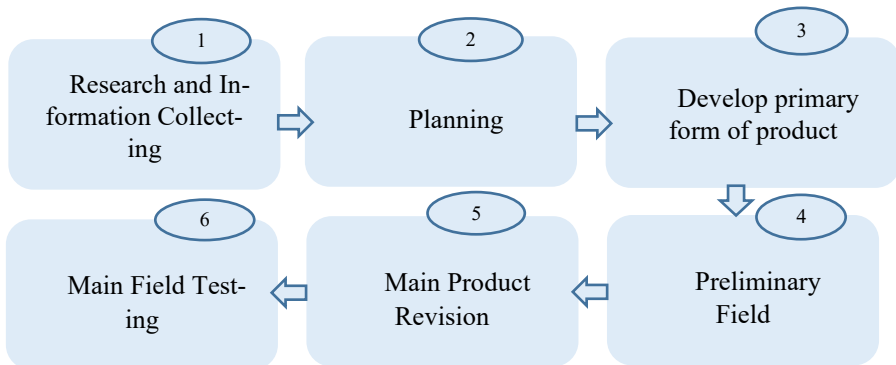


Fig 1. Research and Development Steps

2.2 Data

The data in this study were in the form of a validation questionnaire for media experts and material experts as well as a test results questionnaire from the research subjects. There are two types of data, namely quantitative and qualitative data. Quantitative

data is in the form of assessment scores on the results of the validity test questionnaire, while qualitative data is an evaluation of the validator contained in the questionnaire and is used as a consideration in revising the product.

The data source is in the form of questionnaire validation results from material experts as material test validators, media experts as media test validators, and from product trial subjects. Data collection technique used in this study was a questionnaire.

2.3 Data Analysis Technique

The data analysis technique in this study is a qualitative descriptive analysis. Descriptive analysis is used in the qualitative data of this study to describe or describe the data without making generally accepted conclusions. The analytical technique used to analyze the validation data is calculating the average value. The determination of this technique is based on the opinion of Arikunto [15]. After knowing the percentage of the results of the assessment or validation carried out, the next step is to compare the percentages obtained with the eligibility criteria for media and teaching materials. The eligibility criteria are as follows:

Table 1. Eligibility Percentage Table

Percentage (%)	Eligibility Criteria
90 – 100	Very decent, no revision needed
75 – 89	Decent, no revision needed
65 – 74	Decent enough, needs revision
55 – 64	Less decent, needs revision
0 - 54	Not decent, total revision

3 Result and Discussion

Product development in this study resulted in a 3-D (three-dimensional) monopoly game educational media that adopted the development model of Borg and Gall. The following are the six stages of the learning media development process carried out as well as the results of the research discussion.

3.1 Research and Information Collecting Stage

The results of observations, experiences and discussions with the MGMP obtained data that it is necessary to develop monopoly media for learning German at the A2 level based on the Ferien und Reisen GER theme to develop interest and motivation in learning.

3.2 Planning Stage

The development of 3-D monopoly media begins with determining the material and Redemittel for learning German speaking skills at level A2. The material and Redemittel chosen are of course adjusted to the theme used, which is related to the Ferien und Reisen theme.

3.3 Initial Product Development Stage

Initial product development for designing media that is made according to the GER curriculum and standards. Media development begins with making a story board for designing which is carried out in the following steps:

Product Design. The following is the design for making 3-dimensional monopoly learning media with the Ferien und Reisen theme:

Monopoly Board Framework Design. The material used for this 3D monopoly board is made of improboard with dimensions for the outside 60.5cmx 60.5cm, the middle part 33.5cmx 33.5cm, the bottom 18cmx18cm with the height of each part 4cm. For a drawer size of 42cmx 14 cm. Design the media sections using the Canva Premium app. Here are the designs:

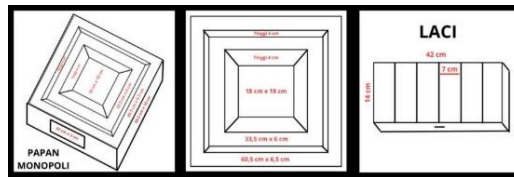


Fig 2. 3-D Monopoly Board Framework

Card Design. The image design uses glossy laminated vinyl stickers, so the color will not fade when exposed to water. The material used for cards is art paper.

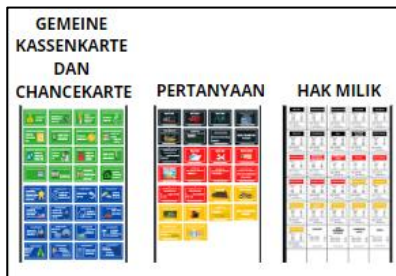


Fig 3. Card Design

Money Design. The money is designed as used in Germany, namely the Euro currency with a size of 5cm x 10cm, with the following design:

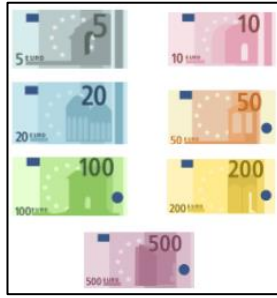


Fig 4. Money Design

Player Piece Design. Each piece is made with acrylic with a size of 7cm.



Fig 5. Player Piece Design

Product Results. The following is the result of the product design:



Fig 6. Product Design

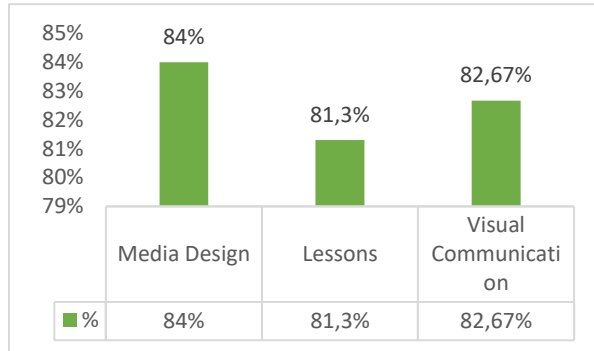
3.4 Media Revision Stage

Based on the validator’s suggestion, one revision to the pieces monopoly, namely the size of the player’s pieces is not large enough. Therefore revisions were made in accordance with the suggestions given by experts when evaluating monopoly educational materials and media by increasing the size of player pieces.

3.5 Validation Stage

Media Validation. Media validation is carried out by media experts covering three aspects, namely media design, learning design and visual communication. The following is a table of validation results obtained from the value of media experts:

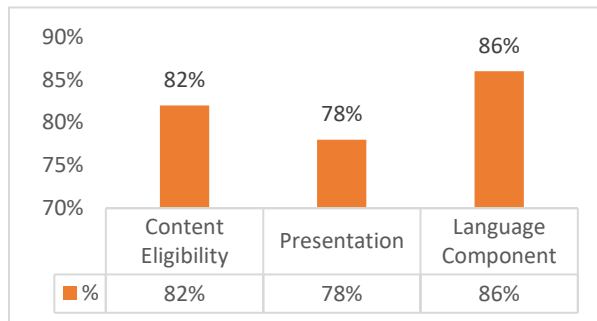
Table 2. Media Expert Validation Results



The validation result in table 2 show that or the media design aspect, a score of 84% was obtained, the learning aspect was 81.3%, and the visual communication aspect was 82.67%. The acquisition of this value is in the very valid category. Validation was carried out to determine the level of validity.

Material Expert Validation. Material expert validation includes three aspects, namely content feasibility, presentation and linguistic components. The aspect assessment can be seen in the following table:

Table 3. Material Expert Validation Results



Based on the results of material expert validation in the table above, it can be seen in the appropriate content 82% is obtained, the presentation aspect is 78% and the linguistic component aspect is 86%. The acquisition of this score can be categorized as very valid.

3.6 Trial Results.

Questionnaire assessment results of trials as many as 36 students at SMAN 12 Surabaya obtained 88% results, with very good qualifications.



Fig 7. Product Trials

4 Conclusion and Suggestion

Based on the results of research on the process of developing monopoly 3-D educational media which was carried out in six stages, the result of the media feasibility test was 82.6% with very good qualifications and from the validation of material experts the acquisition value obtained was 82% with very good qualifications, and trial results obtained a value of 88% with a very good qualification category. Based on the acquisition of these results, the development of media is valid and suitable for use as learning media. The implication of this research is that it can facilitate students in learning German speaking skills at the A2 level based on the Ferien und Reisen GER theme. Comments from the validator stated that the colors used in the media were quite good, the composition and color harmony in the media were appropriate. This statement is supported by Wibawanto [16] that applying the right shapes and colors to text, images or backgrounds can create an attractive presentation when viewed.

Author's Contribution

F. W. conceived the original idea. F.W., R.R.D.P, L.S., A.P, W.D, SR, D.A contributed to the implementation of the research, to the analysis of the results, data collection, data analysis and trials.

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