

The Impact of *Lerntagebuch* on Learning Outcome of German Writing Skills Through *Freizeit* Theme

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Abstract

This study aims to determine the effect of *Lerntagebuch* on learning outcomes of German writing skills using the *Freizeit* theme. The method used in this study is a quantitative method with a research design of Pretest Posttest Control Group Design. The research was conducted at a State Senior High School in Jakarta. A simple random sampling technique took the research sample. Data were collected through documents and writing tests. Validity tests were using Pearson Product Moment and reliability using Cronbach Alpha. In contrast, the data analysis technique used a t-test. The results showed that the t-count Pretest in the experimental and control classes was 1.108 with t-table at a significance level of $\alpha = 0.05$ and degrees of freedom (DK) = 34. While the results of the t-count Posttest in the experimental class and control class were 3,485. So, there is an effect of using *Lerntagebuch* on learning outcomes of German writing skills for class XII students related to the topic of Free Time Activities (*Freizeit*).

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh *Lerntagebuch* terhadap hasil belajar keterampilan menulis bahasa Jerman menggunakan tema *freizeit*. Metode yang digunakan pada penelitian ini yaitu metode kuantitatif dengan desain penelitian Pretest Posttest Control Group Design. Penelitian dilaksanakan di salah satu SMA Negeri Jakarta. sample penelitian diambil dengan teknik simple random sampling. Data dikumpulkan melalui dokumen dan tes menulis. Uji validitas menggunakan Pearson Product Moment dan reliabilitas menggunakan Alpa Cronbach. Sedangkan teknik analisis data menggunakan uji-t. Hasil penelitian diketahui bahwa t-hitung Pretest pada kelas eksperimen dan kelas kontrol sebesar 1,108 dengan t-tabel pada taraf signifikansi $\alpha = 0,05$ dan derajat kebebasan (dk) = 34. Sedangkan hasil t-hitung Posttest pada kelas eksperimen dan kelas kontrol sebesar 3,485. Jadi, terdapat pengaruh penggunaan *Lerntagebuch* terhadap hasil belajar keterampilan menulis bahasa Jerman siswa kelas XII terkait topik Kegiatan Waktu Senggang (*Freizeit*).

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INTRODUCTION

Writing in a foreign language is not an easy activity for students. Moreover, writing long essays requires the right grammatical accuracy (Liao, 2016). Learning writing skills is one of the skills that need to be considered to convey information using German indirectly in the written form correctly. One of the core competencies in learning to write German for high school students is to interpret the contents of short and simple oral and written descriptive texts related to leisure activities and travel/tourism, according to the context of their use, taking into account social functions, text structure, and elements. Correct language according to context. Basic Competencies in the 2013 Curriculum, students are asked to make simple sentences about free time activities (Freizeit) in German, based on the correct rules and linguistic elements according to the context.

The observations on the Teaching Skills Practice activity showed that students had difficulties when they were given exercises to write down information in German. The obstacles experienced by students in writing exercises are, it is difficult to find the right words and use sentence structures according to the rules of the German language, so it is difficult for students to make sentences using the correct German language. To overcome the difficulties experienced by students in practising writing German, teachers can use learning media to help students to produce simple texts in German. One of them is using games as a medium in practising writing German. The selection of media that is by the learning objectives and which can arouse students' motivation in writing skills can help students to make simple sentences in German.

The learning process based on the curriculum needs to be supported by learning media, electronic media such as disc/tape, video, interactive animation, etc. (Hidayati & Wuryandari, 2012). Writing activities can also involve using digital tools (Gillespie, 2014). So, media that involves technology can be appropriate for learning to write. Media by type consists of three types, namely auditive media (radio, cassette recorder, LPs), visual media (photos, images, prints) and audiovisual media (videocassette). The selection of the right type of learning media and under the learning objectives can help students to avoid difficulties experienced by students. One type of learning media that can be used as an alternative to learning German is visual media in the form of prints or diaries. Diary or Tagebuch, in general, is one of the printed media in the form of a book that everyone can use to narrate daily events or activities. This is done as personal documentation in writing. However, apart from being used as a personal documentation medium, Tagebuch can also be used as a medium for research.

Last studies have been conducted related to learning media for writing activities. Technology has also been widely used as a learning medium, such as blogs, that can be used to improve students' ability to make summaries (Kitchakarn, 2012). Digital stories can be a way for teachers to teach narrative texts (Jauharoh, 2017). Students have a high positive view of the use of Instagram in improving their writing skills (Akhiar, 2017; Avivi & Megawati, 2020). YouTube can also be an alternative medium in developing text (Alobaid, 2021).

Previous research has used a lot of media and technology to improve students' writing skills. However, this study uses *Lerntagebuch*, which is related to the student experience which focuses on the Freizeit theme by the basic competencies that students must achieve. The focus of this research has not yet been developed. The novelty value of *Lerntagebuch* becomes a new value that wants to be studied. *Lerntagebuch* is a study diary that tends to be personal, and the application of *Lerntagebuch* is expected to support and encourage students in learning. In particular, in expressing events that have occurred and experienced by students at school.

Lerntagebuch is a tool or media that contains the author's dialogue on something that can support students in learning because it can help students develop their learning reflections independently. The task-oriented dialogue system has received wide attention from academia (Zhang et al., 2021). Audio-Visual Scene-Aware Dialog (AVSD) is best understood as an extension of Visual Question Answering, the task of generating textual answers in response to textual questions on multimedia content (Palaskar et al., 2020). *Lerntagebuch* can be used as an alternative medium

for learning German for research which is expected to help students' German writing skills because *Lerntagebuch* provides opportunities for individual students to help students and practice writing about activities experienced at school. Writing the contents of *Lerntagebuch* refers to the vocabulary contained in the *Freizeit* topic, so that in this study, *Lerntagebuch* can help students practice vocabulary processing to make simple descriptive texts on the *Freizeit* topic. The topic of *Freizeit* was chosen in this study because there is vocabulary on the topic of *Freizeit* that is related to the vocabulary used in writing activities that occur at school in *Lerntagebuch*. Based on the textbooks *Deutsch ist einfach* and *Kontakte Deutsch*, examples of continuous vocabulary between the topics of *Freizeit* and *Lerntagebuch* are *lesen*, *schreiben* and *hören*. It can be implemented in German writing skills through serial media (Dalle, 2019). Learning media through the dialogue process can provide a lot of information to students in developing writing (Jesson et al., 2016)

So, this study aims to determine the effect of *Lerntagebuch* on learning outcomes of German writing skills using the *Freizeit* theme. The results of this study are expected to be input in understanding how to implement *Lerntagebuch* in writing activities. In addition, lecturers can also understand how to apply *Lerntagebuch* for German writing classes

METHOD

This research was carried out at State Senior High School 31 Jakarta, especially in class XII in the odd semester of the 2019/2020 school year. This research was conducted using quantitative methods with a research design of Pretest-Posttest Control Group Design which is one type of True Experimental Design. In this design, there is a control class and an experimental class which are determined randomly and given a pre-test and post-test, so that through this method it can be seen the course of the experiment and the results of the study can be compared between the results of the pre-test and post-test of the control class and the experimental class (Creswell, 2012). The sample in this study was determined by a simple random sampling technique of 70 students. Based on the results of the lottery, the samples in this study were students of class XII Language and class XII.

The instrument used in this research is the achievement test. So, this type of instrument will be used to measure the results of the Pretest and Posttest. The form of the achievement test given is by the 2013 Curriculum Basic Competencies. In this study, the guideline for assessing writing skills test results is using the *Goethe-Zertifikat A1-Fit in Deutsch 1 Modellsatz Schreiben* test assessment. The research guideline was chosen to assess the writing ability test because the Goethe Institute used this assessment criterion and has been recognized in Europe as a guide for assessing German language proficiency for level A1. In this assessment guide, two aspects are seen to measure the results of writing skills tests, namely *Kommunikative Gestaltung/Inhalt und Umfang* or assessment of texts in communicative form and fulfilment in answering questions according to the points provided in the questions and *Formale Richtigkeit* or assessment of errors according to the rules of procedure. German language Instrument validity used Pearson Product Moment. While the reliability test is the Cronbach alpha formula. The data that has been obtained from the pre-test and post-test scores in the experimental class will be analyzed. Score data analysis was conducted to determine the difference between the average results of the pre-test and post-test using the t-test formula.

FINDING AND DISCUSSION

The results of the data analysis showed that the *Lerntagebuch* learning media had a positive influence on writing skills in German with the theme of *Freizeit*. In this study, there were two data groups: data from the results of pre-test scores or data obtained before students were given treatment and data from post-test scores or data obtained after students were given treatment. The following is a description of the data obtained based on the results of the pre-test and post-test from the experimental class and control classes.

Table 1. Pretest of Experiment and Control Class

Data	Experiment Class	Control Class
Sum	35	35
Mean	84,3	81,5
Standard Deviation	10,5	9,5

Table 1 shows that the experimental class got a better average score. The highest score in the pre-test data obtained from the experimental class is 100 and the lowest score is 60. In addition, the results of the pre-test data calculation in the control class have the highest score of 100 and the lowest score of 59.

Table 2. Post-test of Experiment and Control Class

Data	Experiment Class	Control Class
Sum	35	35
Mean	89,7	78,8
Standard Deviation	10,6	13,3

After the experimental class was given treatment using *Lerntagebuch* media on the German writing skills of class XII students related to the *Freizeit* topic, post-test data were obtained from the experimental and control classes. Based on the results of calculating the post-test score in the experimental class, the highest score was 100 and the lowest score was 59. Meanwhile, the post-test value calculation in the control class obtained the highest score of 100 and the lowest score of 48. The post-test results gave a fairly good change from the pre-test results.

Table 3. Results of t-test Pretest Experiment Class and Control Class

Class	N	Mean	Standard deviation	t-count	t-tab	Conclusion
Experiment Class	35	84,29	10,54	1,108	1,69	Ho accepted
Control Class	35	81,49	9,50			

Testing the t-test hypothesis has obtained t-count of 1.108 and t-table of 1.69. From the results of the t-test, it can be seen that the class does not have a significant comparison, namely, t-count = 1.108 < 1.69092 = t-table, then Ho is accepted.

Table 4. Results of t-test Post-test Experiment Class and Control Class

Class	N	Mean	Standard deviation	t-count	t-tab	Conclusion
Experiment Class	35	89,77	10,64	3,485	1,69	Ho rejected
Control Class	35	78,83	13,34			

Based on the results of the t-test, it can be seen that the average results of the experimental class and control class obtained t-count = 3.485 and t-table = 1.69092. This shows that the results of the acquisition of t-count = 3.485 > t-table = 1.69092, namely the hypothesis Ho is rejected. So, based on the results of these calculations, it can be concluded that there is an effect of using *Lerntagebuch* on the learning outcomes of students' German writing skills in class XII related to the topic of *Freizeit*.

In this study, there are shortcomings and limitations, namely, at the time of the research, there was a delay in the application of *Lerntagebuch* because the Mid-Semester Examination took place for one week, so that the time gap between the Pre-test and the Application of *Lerntagebuch* was quite long. This makes students forget about the material that has been studied and the teacher needs to repeat the material that has been taught.

In this study, class XII students were asked to describe activities that took place at school in simple sentences using German systematically in *Lerntagebuch*. Through *Lerntagebuch*, students can get used to practising writing based on the learning material being studied, namely the topic of Free Time Activities (*Freizeit*), because *Lerntagebuch* writing consists of vocabulary about activities

at school that is continuous with the vocabulary taught on the topic Freizeit, examples of the same vocabulary based on the source of teaching materials Books Kontakte Deutsch and Deutsch ist einfach, such as Buch lesen, Sehen Video/Film, Trainieren and Schreiben.

Lerntagebuch can help students in pouring their work assignments individually. Lerntagebuch contains a learning experience accompanied by a work process that is reflected in the context of a learning biography. With Lerntagebuch, students can write down their experiences during the teaching and learning process at school. Lerntagebuch media assistance by students is used to write goals and lesson plans in the future and can be retrospective shows the path of student learning (Scheirich & Tiede, 2015). Lerntagebuch is a study diary unlike any other dairy in general. Lerntagebuch has a function as documentation, orientation and planning in learning German. Moreover, writing a foreign language activity is not easy for students, especially related to various themes. In addition, because an article must be made correctly according to the grammar used (Rahmalia, 2016). So, teaching staff must regulate the use of appropriate learning media. The use of mass media to teach language in an authentic context is a double challenge for language teachers. Although media give learners access to the authentic language used in real life, they convey a preconceived ideology with themselves (Oroujlou, 2012).

Moreover, teaching writing activities is not easy if it is not equipped with the right media. Lerntagebuch as a form of appropriate learning media for writing activities. Documents or diaries that provide information in developing writing. Various designs of learning media for writing are prepared to meet the needs of students. The digital era has become a very big impact on the use of learning media in the classroom (Sutisna et al., 2020; Alobaid, 2021). Current students who have become native in the use of technology also have the opportunity to be a force for teachers to take advantage of advances and applications from technology, such as social media that can be used to learn to write (Koh & Liew, 2020; Sohrabi & Iraj, 2016; Irmawan et al., 2021). These findings provide an understanding that appropriate learning media can influence student learning outcomes. In addition, teachers should also be able to read situations and technological advances that are relevant to learning activities in the classroom, especially for writing German for high school students. With the development of science and technology, computer multimedia has been widely used in every aspect, especially in foreign language teaching. With the combination of computer multimedia and foreign language teaching, classroom language teaching is no longer boring but full of fun (Guan et al., 2018).

CONCLUSION

From the results of the t-test on the pre-test data, it is known that the results of t-count < t-table are $1.108 < 1.69092$. The results of the t-test calculation on the pre-test data show that H_0 is accepted. However, in the post-test data calculation with the t-test, it can be it is known that the results of the t-count > t table are $3.485 > 1.69092$. It is proven that these results increase after students in the experimental class are given treatment using Lerntagebuch media on the German writing skills of class XII students. So, using Lerntagebuch media has an effect on students' learning outcomes of German writing skills related to the Freizeit topic.

The results of this study have implications for increasing the use of Lerntagebuch learning media, which can be seen from an increase in the average score of students' writing test results after students are given German writing practice using Lerntagebuch learning media. Lerntagebuch learning media can be combined with multimedia technology such as the use of interactive videos or audiovisuals that can provide information development for students to develop writing. Thus, the application of Lerntagebuch learning media can be used as an alternative to training students' German writing skills, especially writing simple sentences in German using vocabulary and grammar according to the correct German language rules. In addition, Lerntagebuch can also be used as a learning medium to increase students' interest in learning German. By applying Lerntagebuch learning media, students will understand learning materials more easily. This research is still limited

to the use of *Lerntagebuch* as a learning medium to write simple sentences with limited themes. So, the results of this study can still be developed on the use of digital learning media for learning to write German. Further researchers can develop research results such as the development of *Lerntagebuch* learning media related to current digital technology or implemented through smartphones.

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