

## Research Article

# Ability to Understand German Language Spoken Text Through Musik Media at the German Language Education Studi Program FKIP Unpatti Ambon

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**Abstract.**

Oral-text comprehension is one of the essential conditions that ensure interactive oral communication. Oral texts are not only understood as utterances delivered during oral communication but also in the form of announcements, notifications, discussions through audio media. In German language learning, Hörverstehen material is more focused on oral texts delivered through the media. This study aims to describe whether there is a difference in oral-text comprehension ability before and after using music media in learning. This research is an experiment involving 11 students who attended the B1 Preparation Course at the Pattimura University Language Study Center as participants. The activity began with a pretest and then continued with a treatment using music as a medium and then ended with a post-test. The results analysis show that the application of music as a medium in language learning, especially in understanding spoken text in German, contributes positively to the competence of understanding spoken text. The positive contribution is possible because the application of music in learning can condition two things at once, namely creating joyful learning and habituation of word sounds in song verses in students' hearing. The conclusion is based on the results of statistical calculations which show that the calculation value of  $t = (5.17)$  is greater than  $T_{tab} (1.81)$  at a significant level of 0.05. On the basis of this finding, it is hoped that this finding can be used as an alternative in improving the ability to understand German spoken text.

**Keywords:** Oral text comprehension skills, music media, language learning, listening skills

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## 1. Introduction

Mutual understanding in an oral or written interaction is one of the factors that determine the fluency of communication. This is possible if all parties involved in the communication use good and correct language. Therefore, language skills must be trained early by using methods and presentation techniques that make it easier for students



to understand and use the language they are learning. In German language learning, listening, speaking, reading and writing skills are known. Mastery of skills will be more productive if supported by vocabulary and grammatical knowledge as well as general knowledge related to the theme that is the topic of conversation. This research is driven by the fact that students' achievements in listening to German-spoken texts still cannot reach the B1 level according to the standard Common European Framework of Reference for Languages (CEFR). A research report shows that the overall German language competence of students of the Pattimura University German Language Education Study Programme has not yet reached level B1, The lowest student competence is reading (100% failure), where no student achieved a passing grade. Listening; 16% achieved a passing grade [1]. These findings indicate that the implementation of German language learning has not gone well so it needs to be improved. Improvement of German language learning begins with an analysis of the causes of student difficulties in understanding German spoken text. The preliminary analysis shows at least two factors, namely the inaccuracy of applying listening techniques and a learning atmosphere that is too monotonous and rigid.

Based on these findings it was decided to make new variations in listening learning with the principle of joyful learning, one of which uses music. we assume that the use of music in learning makes the atmosphere more varied and interesting so that students do not feel tense but are even encouraged to develop their potential. theoretically, it is stated that Music has characteristics that can create a joyful learning atmosphere and familiarize students with the sounds of the language heard through song verses [2].

Music also enables a combination of audio-visual and even kinesthetic strategies. The use of music in learning can integrate students' audio, visual and kinesthetic abilities, making learning more interesting and effective [3]. The combination of strategies as described above allows students to learn according to their preferred learning style so that students will be more innovative and active in learning. In this case, music can also motivate to be more active.

Active students in learning is one of the principles in the implementation of the Merdeka curriculum, namely student-oriented learning. In other words, The application of music in learning is in line with the principles of student-oriented learning (Lerner-Orientierung) and the independent learning curriculum [4]. On the other hand, music gives students the possibility to increase their vocabulary and form the habit of listening to the sound of words through the lyrics of the song accompanying the music, because music is not only an instrument that is played but also a 'tone or sound arranged in such a way that it contains rhythm, song, and harmony' [5]. Music can also be songs:

'Music experiences, such as songs, chants, musical games, songwriting activities are very useful for helping to improve listening skills, distinguishing sounds and auditory sequencing which are important factors in the development of receptive skills including listening [6]. The quotations above describe the nature of music, the function of music and even the scope of music. Thus, music in this study is a means of expression that contains rhythm, and songs (lyrics) that function as a medium to transfer information in a relaxed learning atmosphere support teaching and learning and as a medium to support teaching and learning process [7].

It should be added that in general, (foreign) language skills are divided into two, namely receptive and productive skills. Receptive language skills include listening and reading skills. It has been mentioned at the beginning of this paper that listening has an important role in processing language and information [8] even Clausnitzer [9] argued 'Ohne Hören und Verstehen kein Sprechen. This opinion shows that listening is the first channel of information processing, even babies get the first information through listening. Information obtained through the listening process will be stored in memory and can be reused as speech content or even in writing. The opinion above indicates that listening is a receptive skill because it receives incoming messages through the sense of hearing. However, the information received will be understood through a complicated cognitive process that begins with receiving and processing information and then interpreting and understanding the information [10]. On the one hand, listening comprehension is a linguistic activity that is closely related to speaking. In direct communication, it is part of the foreign language interaction process. On the other hand, listening comprehension can be an isolated activity: in indirect communication [11]. Foreign language teaching is therefore initially dominated by non-authentic listening situations (classroom discussion, realised textbook texts), which are presented to learners spontaneously or non-spontaneously (speaking/reading aloud) in direct or indirect communication (speaking aloud/playing from tape). and then authentic listening documents are increasingly used, which are usually only available spontaneously or non-spontaneously in indirect communication (tape/video) [12]. Bausch's argument is by the principle of action orientation that all learning activities in the learning process must be directed at strengthening students' competence so that they can use language in authentic communication situations. therefore, the language training tasks that must be completed in class must be adjusted to the real conditions or situations faced by students in everyday life both at school and in the community [13]. This principle is the basis for the development of learning materials, especially listening materials at level B1 used in this study [14].

Specifically, listening learning at level B1 information is focused on global understanding (experiencing what is meant as a whole), selective understanding (receiving complete information) and detailed understanding (understanding the conversation in detail, being able to draw conclusions, etc.) [15]. In general, the objectives of listening at this level are stated by Europarat as follows (a) learners can understand the main points when (a) about things commonly encountered at work, education or in leisure time, (b) they can understand short narratives and they can understand uncomplicated factual information about routine daily or work-related topics, recognise the main points and details, (c) can generally follow the main points of longer conversations conducted in front of them. For the above purpose, in preparation for the listening exam students are guided to understand Announcements, and instructions, As a participant or listener in public, understand how a lecture or guided tour, Understand informal conversations between native speakers, and understand audio tapes or discussions on the radio [16].

In the implementation, students practice (a) listening to short spoken texts, in the form of telephone answering machine recordings or announcements with the main purpose of understanding instructions or announcements in public areas, (b) listening to spoken texts about Guided tours in the museum or city tour, can understand short and uncomplicated lectures on familiar topics if spoken clearly and in the standard language [17]. The goal of this second activity is to be able to understand the text in short and easily comprehensible presentations on familiar topics when spoken clearly and in the standard language. The third exercise is aimed at understanding conversations between Native speakers, while the fourth exercise is aimed at understanding radio broadcasts in the form of interviews or talk shows. The development of learning materials and exercises as mentioned above is based on the fact that communication activities can occur in an interactive reciprocal manner, for example in daily conversations, but also in the form of unidirectional communication, such as announcements at train stations or airports or radio and television broadcasts, either in the form of announcements or also in the form of talk shows and others [18]. In a context like this good listening skills are needed. Therefore, listening skills must be trained early so that the habit of listening to language sounds is formed and the right strategy in understanding the contents of the oral message both globally and in detail.

Based on the description and quotations mentioned above, it can be stated that the ability to understand German-spoken text in this study refers to the ability of students to understand the information presented either in the form of conversations, talk shows or discussions on radio, television, as well as understanding the core information of an announcement either at the airport, station or in other public places [19]. This ability

can be obtained through listening tests which include global, selective and detailed understanding by referring to the question format used by the Goethe Institut and received international recognition [20].

## 2. Method

This research is classified as experimental research. The type of experiment used is a pre-experiment design type one group pretest-posttest design [21]. This program was attended by 11 students who attended the preparation course at level B1. In its implementation, students were given a pretest and then continued with the treatment. The treatment was carried out in stages. In the initial stage, the song and music material was presented using a video that combined audio and visuals accompanied by subtitles, then video and audio without subtitles and in the last four meetings the material was presented in audio only. This stage is based on the consideration that students gradually form an understanding through visuals and audio, then gradually reduce visuals. This stage is important for two things: vocabulary processing and pronunciation. The stages in the last meetings were adjusted to the B1 test situation so that the presentation of the material was done using audio only. The material used is adapted to the themes that are usually used in listening tests, including announcements in public service places such as airports, train stations and talk shows or interviews both on TV and radio. After the treatment, a posttest was conducted. The collected data is tabulated and presented in the form of descriptive statistics and parametric Inferential statistics using the t-test procedure for independent samples [22].

## 3. Result and Discussion

### 3.1. Pre-Test Results

The results of the pre-test of the ability to understand German-spoken text (Hörverstehen) reflect the observations and findings of previous research that students' ability to understand German-spoken text is still low. This statement is based on the pretest score which shows that the average pretest result of understanding German spoken text is 48.5. It should be noted that the minimum passing score for each language skill at the B1 level is 65. The average student achievement of 48.5 has not exceeded the minimum passing standard. The average student achievement on the first test is still far below the passing standard. However, individually there are still students who have

achieved scores above the passing threshold, including two students who achieved the highest score of 87 out of a maximum of 100. While four participants achieved a score of 67 and five other students achieved a score below 65, even the lowest score was 53 achieved by three students. The initial test results show that students' ability to understand German-spoken text is still heterogeneous. On the one hand, there are students who can be categorized as good but on the other hand, there are still students who still need to be encouraged to achieve better results. Data on the pretest results can be visualized in the following table.

TABLE 1: German Oral Text Comprehension Pre-Test Score.

No.	Responden	Pre -- Test(X1)
	A	67
	B	67
	C	53
	D	67
	E	53
	F	87
	G	53
	H	60
	L	67
	J	87
	K	60
		$\sum X1 = 534$

### 3.2. Posttest Results

Students' achievement scores in the post-test on understanding German spoken text (Hörverstehen) showed significant differences. The significance of the change is observed from the shift in the achievement numbers in the posttest. The initial test score shows that the average result is 48.5, while the average student achievement in the post-test is 81.4 This achievement exceeds the minimum passing standard. The average student achievement in the posttest was far above the passing standard. However, the configuration of the post-test scores still cannot be categorized as good, because there are still three students who do not exceed the passing standard. There were two people who reached a score of 60 and one person reached a score of 64.

these numbers are still below the passing grade score. The posttest results can be described in the following table.

TABLE 2: German Oral Text Comprehension Post-Test Score.

No	Code of Sample	Post -- Test (X2)
	A	100
	B	96
	C	80
	D	84
	E	60
	F	100
	G	60
	H	64
	L	72
	J	100
	K	80
		$\sum X2 = 896$

To get a clear depiction of the progress made by individual students, the following diagram shows the difference in individual scores on the pretest and posttest.

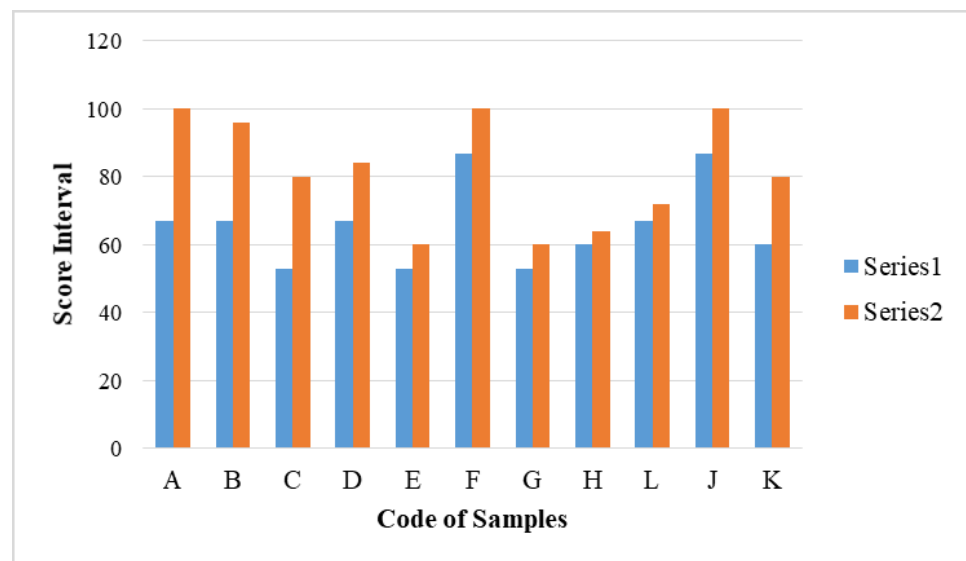


Figure 1: Difference in Individual Scores of Pretest and Posttest.

The data in the diagram above show that in general, all students made good progress because they managed to improve their listening skills. However, students who have low scores on the pretest have not shown significant progress. There are several aspects that are presumed to be the cause, among others, limited training time. In addition, the

presence of students in preparation activities is irregular in other words, they are still several times absent, another factor is that basically, these students are not interested in listening and learning. The last reason is the concern because even a good method will not be able to change the ability and motivation of students in a short time.

The descriptive explanation of student achievement above is also clarified by the results of statistical calculations to test the difference in student outcomes before and after applying the t-test for independent samples. The calculation results show that the  $t_{calc} = 5.17$ , while the  $t_{tab}$  value with a significance level of .05%, and  $df = 10$  is obtained at 1.812. Both numbers show a significant difference, with the explanation that the value of  $t_{calc}$  (5.17) is much more than the value of  $t_{tab}$ . The results of these calculations also explain that there is a difference in the ability to understand German spoken text in the phase before and after using music as a medium in listening learning. The difference shows that the application of music as a medium in learning to understand German spoken text (Hörverstehen) can contribute positively to improving the ability to understand German spoken text at the B1 level.

## 4. Discussions

It has been statistically proven that the use of music as a listening learning media can positively contribute to listening skills. This finding is certainly not a surprise, because it is in accordance with the initial assumption of this research based on theoretical studies, that music can create a joyful learning atmosphere so that students learn with full concentration. Learning with music can provide opportunities for students to habituate their hearing to the sounds of words both at the level of words and sentences through song lyrics repeatedly. This method can form a habit or habituation to sounds that were previously unknown. Thus, when involved in a conversation or hearing spoken text on a particular occasion, these sounds can be captured by the sense of hearing well and as far as possible can be understood.

Joyful learning with music in this experiment is supported by the selection of materials that are in accordance with the needs of students if one day they will continue their studies or careers in Germany. The selection of materials that are appropriate to the needs is one of the criteria that must be considered according to the principles of developing teaching materials. The development of teaching materials based on needs can motivate students to be more diligent and active in understanding the material [23]. In addition, music as a medium can make a positive contribution to learning outcomes



but must also be supported by teaching materials that are relevant to the needs of students, in line with the principles of action orientation [24].

Other than the positive results described above, there are still some aspects that need to be considered if a teacher intends to use music in learning. The first is the ability to select and process lyrics and music so that they are relevant to the learning objectives and themes. In this case, music is not as an introduction to learning but as learning content, the second is the ability of the teacher to direct learning needs attention because the phenomenon that often occurs is that learners focus more on the rhythm of music so that they ignore the lyric as content. Therefore, better preparation is needed, for example using music with song lyrics that are relevant to the theme and context of use. In addition, before learning to use music begins, students should be given tasks to do while listening to music. The task must be relevant to the content or lyrics of the song being accompanied by the music.

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