

The Use of Technology Media to Improve the Language Skills of German Students in Universitas Padjadjaran

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ABSTRACT

German technology still becomes one of the main reference for Indonesian people. Therefore, learning Germany is one of the motivations for those who want to study in Germany. The rapid development of technology media in various areas of human life has changed permanently the educational process. The SCL-learning models place the students at the center of the learning process. E-learning is one of the possible ways of independently Learning. These digital media give the students the opportunity to learn in the virtual world. It can bridge the distance between the German language and its learners and the students are able to get virtually a lot of information about this language. The respondents of this research are the second semester of bachelor degree student of German in Universitas Padjadjaran. The data were selected from materials of textbook *Netzwerk A1*. The result shows that the learning process using relevant e-learning concept can be integrated. Lastly, the most important thing is that the students who master IT can be easily learn German language skills by using these models.

INTRODUCTION

Globalization has demanded for people to be fluent not only in their mother language and English as the international language, but also other foreign languages, including German language. Various discoveries in science by German scientists has made a name for this country and given birth to the alias *Das Land der Denker* or The Land of The Thinkers. For this reason, Germany has become one of the destinations for Indonesians to continue their study. Globalization in almost all areas of human life has changed the academic education process of the 21st century. The lecturers are required to constantly develop learning methods that can enhance students' independent learning and place them in the center of the learning process. Therefore, using student-centered learning methods are very important in teaching and learning process and cannot be avoided. The application of SCL-methods can be maximized with the support of digital and technical media because the students have the opportunities to learn independently and their learning process is no longer depends on place and time. In foreign language learning, the student-centered learning (SCL) and the use of digital media has a special role and are essential and unavoidable. This two models can bridge the distance between the foreign language (German) and its learners and

enable them to find independently and virtually a lot of information about the language.

LITERATURE REVIEW

UNESCO (in Sailah et al., 2014:48) establishes four pillars of learning as fundamental principles for reshaping education: learning to know, learning to do, learning to be and learning to live together (with others). It is named "Learner-Oriented Learning" or Student-Centered Learning (SCL). Many other terms are used for this concept, such as "flexible learning" (Taylor, 2000, in O'Neill, Mc Mahon, p. 27) or "experiential learning" (Burnard, 1999, in O'Neill, Mc Mahon, p. 27). According to Rogers (1983, in O'Neill, Mc Mahon), this concept describes an interaction in teaching and learning process, where the students become active and independent subjects and have a full responsibility for their learning process.

There are many different spectrum of named approaches to teaching that fit the criteria for student-centered learning, like *Small Group Discussion, Role-Play and Simulation Small Group Discussion, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Instruction, Project Based Learning, Problem Based Learning* (Sailah, et al., 2014, p. 58-65). Fundamentally, the teaching models mentioned

above push students to solve problems. The teachers must choose carefully the models that will be used correspondingly to the matters that will be given.

Currently, teaching methods for all fields of science, whether it is exact or non-exact, are not only emphasizing on the transfer of knowledge to the students so they can understand, but also on the enhancement of reasoning ability, besides having proficiency in information technology. The rapid development of technology and digital media has significantly affected the education process in higher education. Learning processes based on digital media are known as e-learning. The 'e' stands for electronic and Mitschian (2010, p. 16-17) defines it as "not only digital but also all technical media that depend on a power supply". The e-learning concept is a teaching and learning format with online media that can be shared directly (face-to-face) and virtually (using computers). This concept spreads massively at the beginning of the 2000s. With the use of internet connection, teachers and learners can upload and download materials at any time. (Seufert et al., 2001, p. 13).

Many researchers have defined e-learning. Waterhouse (2003, in Soliman, 2014, p. 753) defines it as "medium of computer technology that could be utilized to develop the application of learning and teaching". The European Commission (2001, in Soliman, 2014, p. 753) defines e-learning as "the use of multimedia technologies and the internet to improve the quality learning by facilitating access to resources and services as well as remote exchanges and collaboration". According to Astleitner (2000) and Astleitner & Steinberg (2005), this learning methods are interactive (the learners can interact either with teacher or with internet), multimedial (the learning materials contain at least two interconnected media such as text, images, video, sound, or animation), open structure (the learners may use not only materials from the teachers but also other materials from the internet), computer-based (the learners can interact with others via e-mail, chat, forums, etc.), organized by human or computer (the learning process is regulated by the tutor or through a computer program), and not dependent on tool, place, and time (the learners are not dependent on special hardware or specified place and time).

As long as the learning process entails the students to work together in groups to solve a problem. They also design their own learning

processes and their evaluation. They also have time to discuss specific concepts or theories that are related to reality and do a field study or internship to review the given concepts and theories. The students have a chance to present their learning result. They should not only be occupied by learning through medias, but they also should have the ability to deliver their knowledge orally. The lecturers explain these theoretical concepts in the class and relate them to the reality and professional field. They also play the roles as motivators. They arrange assignments for the students before they do the field study or internship.

CONCLUSION

Based on the results of collecting, processing, and mapping of the e-learning exercises can be concluded that the four foreign language skills (listening, reading, writing, and speaking) can be achieved through these e-learning exercises. But most of the e-learning data are focused on speaking skill with additional knowledge in grammatical structure. Not all of SCL-methods can be applied into the e-learning exercises. Some methods that can support this exercises are contextual instruction and cooperative learning. However, the SCL-method that greatly supports the speaking skills is role-play and simulation. Other methods that can be integrated are discovery learning and collaborative learning.

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