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The Effectiveness of "Sprachlabor" to Media Skills (Hörvestehen) German Language Students of German Language Education

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Abstract

This study aims to describe the effectiveness of learning Sprachlabor media on listening skills (Horverstehen) in German education students of German language study program, Makassar State University. Sprach Labor Media is a learning media in the form of a video that has a variety of themes and is equipped with a list of words and worksheets. Videos with various themes of the German community that are interesting in the Audio and Visual. This learning media is then applied to students of the German language study program in the form of experimental research. The subject of this study was a student of the German language study UNM FBS program. Data collection was Carried out through tests that were Analyzed quantitatively descriptively. The results of the study were data on the effectiveness of Sprach Labor in German media learning listening skills in the German language study UNM FBS program. The results of the t-test analysis on students' post-test scores after the t-test on each group with the results of the data analysis is the significance value of paired sample test of 0003 so that it is smaller than 0:05 (sig <0,05) , Thus, at a 95% confidence level (α = 0.05), it was concluded that there were differences in listening skills in learning German in the experimental group (class B) items, namely the group given treatment. That is, by giving treatment in the form of the use of Sprachlabor learning media in the group there is an Increase in listening German skills for learning to students. This means that there are significant differences in the use of labor sprach media learning.

Keywords: Effectiveness, Labor Sprach media learning, listening skills in German.

I. PRELIMINARY

A. Background

In the current era of globalization, foreign languages, including German language occupies a strategic position in the improvement of human resources. Lots of information science in the fields of engineering, pure sciences, economics, psychology and arts and culture comes from the German language books. In addition, the German language is a means of communication in the world of tourism and business development. Therefore, in teaching a foreign language is required for the improvement efforts and policy reform, and is expected to drive the output quality of the learning process better.

Furthermore, through learning the German language can dikembang-kan learners skills in oral and written communication to understand and convey information, thoughts, and feelings. In connection with this, the standard of competence and basic competences are prepared for the attainment of the initial (basic) speak German which includes the four aspects of language skills are interrelated, namely listening and reading as receptive language skills as well as speaking and writing as a productive language skills. Fourth These basic skills should be controlled so that the learners have the simple ability to communicate both orally and in writing.

Learning a foreign language in Indonesia, especially learning the German language consists of four aspects that must be achieved by pesert teach. Four aspects, namely the ability to listen *(Hörverstehen)*, speaking skills *(Sprechfertigkeit),* the ability to read *(Leseverstehen),* and writing skills *(Schreibfertigkeit).* The fourth aspect is supported by the other two aspects, namely grammar *(Strukturen)* and vocabulary (Wortschatz). Each of these aspects has a close relationship between the skill with other skills. Of the four

aspects, listening skills is an interesting aspect to be investigated.

(Martini, 2005) at*www.digilib.upi.edu/pasca/available/etd/etd-1205105-094801 accessed December 12, 2017*stated that listening is one of the four language skills other language skills such as writing, reading, and speaking. Listening activities was instrumental in the development of a person's ability to speak, especially the students. However, learning to listen not merely the presentation of the material by listening to everything of information, but there is a process of understanding that must be developed.

German language learning curriculum that is used today is known as Unit Level Curriculum (SBC), which emphasizes the aspects of language skills. Government Regulation No.19 of 2005 on National Education Standards, requires each school to develop the curriculum based on competency standards-kan (SKL) and content standards (SI), and guided by the guidelines established by the National Education Standards Agency (BSNP). Each school is expected to prepare and develop the syllabus independently according to the characteristics of subjects, conditions and needs of each school, This means that every teacher is expected to present material or specific themes with different methods and techniques.

The use of media in teaching is the most prominent aspect in teaching methodology in addition to aspects of teaching methods. Media teaching can improve student learning in teaching which in turn is expected to improve learning outcomes are achieved.

Listening process requires serious attention from students. It differs with hearing or listening. In the opinion of Tarin (1994:27), "At the hearing may sipendengar not Understand the what was heard. At the listening activity has been the element of intent, but has not followed the

understanding because it is not a destination ". Listening activities include listening, listening and gathering accompanied by efforts to understand the material. Therefore in listening activities no intention, attention and understanding, which is a key element in any event listening. His judgment was always there in the event of listening, even overpowering the attention.

B. Formulation of the problem

Based on the background described above, the problem in this research is "What is the use of instructional media *Sprachlabor*" is effective in improving Listening Skills *(Horverstehen)* German students FBS UNM? ".

II. LITERATURE REVIEW
A. understanding Effectiveness

Effectiveness is a picture of the level of success or excellence in achieving the targets. In general, the effectiveness is also often associated with efficiency in achieving a goal. Whereas a destination or a suggestion that has been achieved in accordance with the plan can be said to be effective, but not necessarily efficient. This is in line with the notion of effectiveness proposed by Drucker in Sulistiyowati (2007:7), namely:

> *"Effektivität ist das Verhältnis von erreichtem Ziel Ziel zu definiertem. Ein Verhalten Effektiv ist dann, wenn es ein Ziel erreicht vorgegebenes. Es ist wenig Effektiv, wenn nicht das Ziel erreicht wird oder nur teilweise. Die vom unabhängig ist zur Zielerreichung nötigen Aufwand, der anhand des Kriteriums der effizient beurteilt werden kann ".*

Purpose of opinion, the effectiveness is the ratio of the target is achieved to target. An effective behavior when it reaches a certain purpose. It is less effective when the target is not or only partially fulfilled. It does not depend on the efforts required to achieve the objectives that can be assessed by the criterion of efficiency.

In general effectiveness is a success, the effect as a result of treatment of suatau utilization of resources, facilities, infrastructure or media to achieve certain goals. Effectiveness According to Slamet (2001:1) is a measure that states the extent to which goals/objectives (quantity, quality, time) has been reached. In equation form, the effectiveness is the same as the real result divided by the expected results. According to Prokopenko in Alhadza (2001:5) effectiveness is a state that shows the success rate of interest.

Of the few opinions on the above, it can be concluded that the effectiveness is a measure that states the results, quality, quantity, timing and magnitude of the benefits of the means or media used to the objectives achieved.

B. Listening

Listening is an attempt to memproleh understanding by using the sense of hearing and the ability of the mind to hold a news or interpretation of the received message, either orally or in writing, and through the process of capturing, understanding and remembering.

It self listen relates to hearing and listening, Subyantoro and Hartono (2003:1-2) states that the hearing is the sound stimuli capture events by the five senses of hearing that occurs when we are in a state of conscious presence of the stimulus, while listening is the hearing conducted deliberately, attentive to what is heard, while listening to the same understanding by listening, but in listening to the intensity of attention to what they listen to be emphasized.

Listening is listening to oral language activities are able to understand and listen to the message contained in that language. Listening is listening activities. These listening activities performed daily

human communicating and interacting socially. Without good listening skills, someone is certainly no difficulty in communicating that can lead to misunderstandings between fellow users of language, especially a foreign language.

Seild (2009:6) states:

"Verstehen ist die Fähigkeit, die Bedeutung von Wörter, Sätzen, Satzreihen, und gefügen, Textsorten von zu erfassen (semantische syntaktische Dimension und der Sprachaufnahmen) und mit Hilfe des Muttersprachlichen Vorwissens Intention des Sprechers situationsentsprachend die zu deuten (pragmatische Dimension)".

Listening is the ability to make sense of the words, phrases, sentences circuit, catch/understand the text content (semantically and syntactically original language) and understand the intent of the speaker of spoken discourse. ". Anderson (in Tarigan 1994:28) Listening is a big process listen to, know and interpret verbal symbols. Listening can also mean listening comprehension and attention and appreciation (Russell & Russell; Anderson in Tarigan 1994:28).

From the foregoing it can be concluded that the purpose of listening to someone is not the same and this is in accordance with what is required from information obtained through the troubleshooting.

C. Basic elements of Listening

Listening activity is an activity that is quite complex because it depends on various elements that support. Referred to the basic elements are constituents that cause communication in listening. Each element is an integral and inseparable from other elements. The basic elements are listening; (1) the speaker, (2) listeners, (3) material gathering, and (4) the material used orally.

1. Speaker

The speaker is the person delivering the message in the form of information required by the listeners. In oral communication, the speaker is a resource messenger, while the other person is the person who receives the message (listeners). With its activities, the listeners often do writing activities by noting important matters during listening activities. Note that the main points of the message delivered to the listeners speaker.

2. listeners

Good listeners are listeners who have the knowledge and experience are numerous and widespread. If listeners have the knowledge and experience are numerous and widespread, he can conduct a good listen. In addition, listeners are good listeners who can conduct intensive listening. Listeners as it will always get the message appropriately speaker. It would be perfect if he was in the review by knowledge and experience.

3. gathering material

Gathering materials is an important element in verbal communication, especially in listening. Referred to gathering material speaker is the message conveyed to the listeners. Gathering materials that can be concepts, ideas, or information. If the speaker can not convey gathering material well, the message can be absorbed by the listeners resulting in a failure in communication.

4. Spoken Languages Used

Languages spoken (primary) is a medium that is used to listen to the speaker to convey the idea to the spoken language. Oral language is the speech that the speaker and captured listeners with hearing aids. To convey ideas, the speaker can choose the words, sentences, songs, the most appropriate style to accommodate the idea, so that he can convey the idea.

D. Learning Media Usage Effectiveness

According to Slavin (2000) one indicator of the effectiveness of learning can be measured using the learning quality

(quality of insurance), ie how much the levels of the information presented so that participants can easily learn teaching or the smaller the degree of guilt. The smaller the rate of errors made increasingly effective means of learning. Determination of the effectiveness of learning depends on the achievement of mastery of specific teaching purposes, usually called mastery learning.

Furthermore Eggen and Kauchan (Mattoaliang, 2015) suggests that the effectiveness of learning characterized by the activity of learners, learning, particularly in organizing and information discovery. Therefore, the more active learners in the learning more effective the learning undertaken.

According to Surya (Agsha, 2015) that the effectiveness of learning programs on the mark with the following characteristics: 1) Successfully delivering learners, achieving instructional objectives that have been set; 2) Provide an attractive learning experience, involving learners actively thus support the achievement of instructional objectives; 3) Have the means to support the teaching and learning process.

From the above explanation can be concluded that a good learning model is how the teacher managed to deliver their students to gain knowledge and provide an attractive learning pangalaman.

1. Understanding Media Learning

Learning media is the medium to convey the message or information is needed in order to facilitate the learning process of teachers in the delivery of learning materials and easier for students to receive lessons.

Rebensburg (2010: 6) points out:
"Es gibt keine einheitliche Definition für Unterrichtsmedien-im folgenden auch genannt didaktische Medien-sie werden je nach subjektiv Betrachtung unterschiedlich definiert. Im Gegensatz zu dem allgemeinen

Medien dienen Unterrichtsmedien Unterrichtsinhalte dem Zweck die Schüler zugänglich zu machen. Beinhalten diese nicht nur "tote Gegenstände", sondern auch als den Lehrer didaktisches Medium ".

That is, there is no uniform definition of instructional media regarding hereinafter referred to as the media didactic, they subjectively defined differently depending on the display. Unlike the mainstream media teaching materials, the availability objectives, course content to students. Not only as an "inanimate", but also the teachers as a medium of instruction.

More Otto (1993:3) states that: "Medien interpretieren die Wirklichkeit, und die Rezipienten-Also Schülerinnen und Schüler, Lehrer-interpretieren Lehrerinnen und die Medien, die Botschaften der Medien". That is, the media interpret reality, students as recipients, and teachers interpret media messages. Otto (1993:109) adds that: *"Unterrichtsmedien sind und materielle didaktisch sprachliche-kommunikative Konstruktionen, die Lehrer-Schüler-Interaktion tragen, unterstützen verstärken oder auch korrigieren".* That is, the media is part of language learning and didactic-communicative structure materials that bring the teacher-student interaction, and to strengthen support for the correction.

Rebensburg (2010: 2) states that:
"Der Begriff Medium, Medium das im Singular, stammt heißt und aus dem lateinischen übersetzt Mitte, Zentrum bzw. Öffentlichkeit. Das heißt, Nahezu wörtlich übersetzt bezeichnen Medien etwas dazwischen, oder in der Mitte liegendes vermittelndes ".

That is, the media or medium singular comes from Latin and translates to the center, the center or the public. That is,

almost literally shows that the media is the medium of something, in the middle or a mediation.

Based on some of the above it is concluded that the learning is all forms of media channels as an intermediary or an introductory message from the sender to the receiver. Learning media can stimulate the interest of students to learn and to help teachers and students in the learning process to achieve the learning objectives.

2. Learning Media Sprach Labor

Language laboratory (Sprach Labor) is a tool to train students to hear and speak a foreign language by presenting the lessons delivered meteri previously (Asnawir, 2002: 93). Laboratories used in FBS is a multimedia language laboratory, called a multimedia language lab because the lab is not only using audio-only media but also audio-visual use. Herman (2014: 242) states that;

> "Multimedia language laboratory is a set of audio and video electronic equipment consisting of instructor console as the main engine, comes with repeatur language lerning machine, tape recorder, DVD player, video monitors, headsets and students booth".

Dan Reppe (2014: 2) argues that;

> "Ein wesentlicher Vorteil Sprachlabors war eines kontinuierliche Sprech- und die für Übungszeit Lernende, welche nicht wie im normalen Sprachunterricht werden auf alle Schüler aufgeteilt musste. Somites war es möglich dass alle Schüler gleichzeitig üben konnten ".

That is, the main advantage of the language laboratory is to train learners to keep talking, so that learners stay focused not split between pupils from one another as in a normal language learning. Thus,

there is the possibility of all the students can practice at the same time.

E. Hypothesis

The hypothesis proposed in this study are:
H0: The use of *Sprachlabor* learning media is not effective in German listening skills FBS UNM.
H1: The use of *Sprachlabor* learning media is effective in German listening skills at UNM FBS students

Statistical hypothesis can be formulated as follows:
H0 : 1 2$\mu \leq \mu$
H1 : 1 2 $\mu > \mu$
By Description:
μ_1 Skills listen to the German language students using instructional media *Sprachlabor*
μ_2 Skills listen to the German language students are not using instructional media *Sprachlabor*

III. RESEARCH METHODS
A. Types of research
1. Research variable

This study uses two variables, the independent variable (X) and the dependent variable (Y). The independent variable in question is the learning model Sprach Labordan dependent variable is the German language listening skills students Germany FBS UNM
2. Research design

The research design is quasi-experimental design (quasi-experimental) nonequivalent control group design. Research scheme is described as follows:

O1	X	O2
O3		O4

Information :
O1: Pre-test experimental class
O2: Post-test experimental class
O3: Pre-test control class
O4: Post-test control class
 X: Treatment.

(Sugiyono, 2015: 116)

B. Operational Definition of Variables

The variables used in this study is the use of learning media Sprach Labor as the independent variable (X) and listening skills in German language study program student as a dependent variable (Y). Sprach referred Laborsebagai independent variable in this study is a medium of learning. While listening to the German language skills as the dependent variable in this research is the students' ability to listen to the oral discourse German based videos with vocabulary (glosar) with some themes (Umwelt, schule, kleidung, music, usw) obtained by the students.

C. Population and Sample Research

The population in this study were all students of German language study program Semester IV (academic year 2017/2018), which consists of two classes with the sample used in this study is the total sample (total sampling). Of the two classes that are only programmed course Listening *(Horverstehen)* German language, then elected class A were 21 students as an experimental class and B class with 22 students as the control class through a lottery technique. Thus, the total sample was 43 students.

D. Data collection technique

The procedure of collecting data in this study are as follows:

1. Initial tests (pre-test), the test given to students at the beginning of research both experimental class and control class that aims to determine the level of initial ability of students to listen to the German language spoken discourse. In this test using the German language listening tests in accordance with the theme yag known.
2. Final test (post-test), the test given to students to know and see the

comparison to listen to the German language students after being taught by using learning media Sprach Labor with students who are not taught using instructional media *Sprachlabor*.

The shape of a given test is German language listening tests in accordance with the given theme. The assessment criteria used were listening skills assessment criteria based on elements of listening skills by Bolton (1995: 132-135). Furthermore, for the assessment of the overall results of the test, the researchers refer to the guidelines used by teachers to convert the scores obtained for the value of a hundred, using the formula:

$$NK = \frac{R}{SM} \times 100$$

(Purwanto, 2012: 102)

Information:
NK = Conversion Value
R = raw scores obtained
SM = Maximum Score

E. Data analysis technique

The collection of data obtained will be analyzed using statistical analysis to test the hypothesis interferential study using t-test. But earlier, first tested for normality using table-Z score and chi square and homogeneity test using the F test (Fisher), but before determining the data normality test, homogeneity and hypothesis testing first determine the value of the average (mean) simpangun raw, and variants. The respective formula as follows:

1. Normality test

Normality test is intended to determine whether the research data came from a normal distributed population or not. Testing normality performed using chi-square test with the following formula:

$$X^2 = \Sigma[\frac{(fo - fh)^2}{fh}]$$

Information:
X2 = value of chi squared
fo = frequency results

117

fe = the expected frequency

With the testing criteria as follows:

- Normal data if X2count <X2 table; and
- Data is not normal if X2count> X2 table

(Hadi, 2004: 383)

2. Homogeneity test

Data pre-test is needed to determine whether the control class and experimental class is homogeneous. Homogeneity test is performed to determine whether the data obtained are homogeneous or not. Testing homogeneity of variance using F (Fischer) was done using the formula:

$$\text{F } count = \frac{biggest\ varians}{smallest\ varians}$$

(Sugiyono, 2015: 275)

With the testing criteria as follows:

- Both variances homogeneous if Fcount <Ftabel; and
- Both variances are not homogeneous if F count> F table.

3. Hypothesis testing

T-test was performed to test the hypothesis that is then compared with the t distribution table to determine whether H0 is rejected or accepted and H1 accepted or rejected by the testing criteria as follows:

- Thank H1 if t> t table
- Reject H0 if t <t table the null hypothesis is accepted.

T-test formula used is as follows:

$$t = \frac{\bar{X}_A - \bar{X}_B}{S_{gab}\sqrt{\frac{1}{n_A}+\frac{1}{n_B}}}$$

Where : $S_{gab} = \sqrt{\frac{(n_A-1)S_A^2+(n_B-1)S_B^2}{n_A+n_B-2}}$

Information:

$\bar{X}_A$ = Mean score of the experimental group

$\bar{X}_B$ = Mean score of the control group

S_A^2 = Variant experiment kolompok

S_B^2 = Variant of the control group

n_A = Number of samples the experimental group

n_B = Number of samples of the control group

S_{gab} = Standard deviation of the combined

(Sugiyono, 2015: 181-182)

IV. PEMABAHASAN

Based on the results of homogeneity, the acquisition value Sig (significance) Based on Mean with a 95% confidence level (α = 0.05) test data obtained by the value of 0.064 (α> 0.05). It can be concluded variance with Post-Test group and the variance class A Post-Test group B is the same class or homogeneous. So as to fulfill the prerequisites of independet test sample T-test.

Normality Test showed that the acquisition value Sig (significance) with a 95% confidence level (α = 0.05) in the whole group of> 0.05 (sig> 0.05). Thus, all the data are normally distributed.

Test Results Paired Sample T-Test on the class A (control group), acquisition of unknown significance values paired sample test of 0586 that is greater than 0.05 (sig> 0.05). Thus, at the 95% confidence level (α = 0.05), concluded that there are no differences in the German language learning listening skills in the control group (class A) the group not given the treatment. That is, without giving any treatment in this group there is no increase in German language teaching listening skills in students. The treatment in question is the use of instructional media Sprach Labor.

Test Results Paired Sample T-Test on the class A (control group), Known to the acquisition of significant value 0.003 paired sample test so that less than 0.05 (sig> 0.05). Thus, at the 95% confidence level (α = 0.05), concluded that there are differences in learning the German language listening skills in the experimental group (class B) the group given the treatment. That is, by providing treatment in the form of instructional media use Sprach Labor in this group there is an increasing listening skills in students

learning the German language.

V. CONCLUSION

A. Conclusion

Based on the analysis of data that has been described in chapter IV above, it can be concluded thatLabor Sprach use of instructional media effective in improving Listening Skills *(Horverstehen)* German students Prodi German FBS UNM.

This is evidenced from the results of t-test analysis on the value of the post-test students after the t-test in each group with the results of data analysis that is paired sample test significance value 0.003 to less than 0.05 (sig> 0.05). Thus, at the 95% confidence level (α = 0.05), concluded that there are differences in learning the German language listening skills in the experimental group (class B) the group given the treatment. That is, by providing treatment in the form of instructional media use *Sprachlabor* in this group there is an increasing listening skills in students learning the German language. This means that there is a significant difference in the use *Sprachlabor* instructional media.

B. Suggestion

To improve listening skills in German it is recommended:

1. For teachers, in order to use instructional media sprach labor in listening skills that students can improve German language skills.
2. For students, to be more motivated in improving listening skills through the use of sprach media labor,
3. For further research is expected to develop and strengthen the results of this research by conducting advanced research related to the use of media in the German language listening skills.

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