

GERMAN LANGUAGE LEARNING THROUGH VIDEO TO IMPROVE STUDENTS' MOTIVATION AND INTRODUCE GERMAN CULTURE

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Abstract

Motivation is one of the important factors in second language learning. Motivation can be increased by conducting various learning activities in the classroom, for example, with the video so that the process of learning activity is not monotonous. Furthermore, the teacher can also combine the language and culture teaching so that the students can learn more about the cultures of the target language. The purpose of this research is to know how is the effect of the video towards the students' motivation in German learning process and how the video can be one of the effective media to increase the knowledge about German culture. The video that is used in the learning activity is a video taken from several videos to study German, especially for grade A2. This video can be seen on a website named www.dw.com. The research methodology that will be used is descriptive qualitative. The samples that are taken in this research are two college students who study German Studies at Universitas Indonesia. The data will be collected through interview and observation.

Keywords: motivation, video, language and culture teaching

Introduction

As we know, motivation is one of the important factors that can affect students in language learning process. In their theory named Self-Determination Theory, Ryan and Deci (1985) divided motivation into different types based on different reasons that will cause the action.¹³ The most basic distinction is between intrinsic motivation and extrinsic motivation.¹⁴ Intrinsic motivation is when someone wants to do an activity because he thinks that it is enjoyable or basically interesting, meanwhile extrinsic motivation is when someone does an activity because he wants to reach some separable outcome.¹⁵

Intrinsic motivation was first investigated through the behavior of animal. The experiment found that many organisms can engage in exploratory,

playful, and curiosity-driven behaviors even though there is not reinforcement or reward (White, 1959).¹⁶ The behavior was spontaneous and gave the positive experiences to the animal associating with exercising and extending ones capacities. Intrinsic motivation is very important in humans life even this motivation has raised since we were a child. When we were a child, we learned and explored everything without rewards or external pressure. Ryan and Deci stated that in another sense intrinsic motivation stands in the relation between individuals and activity. Some people may intrinsically motivated to do some activities or some particular tasks, but others not.¹⁷

Furthermore, in order to create an interesting learning activity in the classroom, the teacher can use several tools, like audio – visual material. According to Cruse (2006), educators have recognized the power of audio – visual materials to get learners attention, increase

¹³Richard M. Ryan and Edward L. Deci, *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions* Contemporary Educational Psychology 25, 54–67 (2000), page 55 in <https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>

¹⁴ Ibid.

¹⁵ Ibid. page 56.

¹⁶ Ibid.

¹⁷ Ibid.

students motivation and enhance their learning experience since filmstrips were first studied during World War II as a training tool for soldiers (Hovland, Lumsdaine & Sheffield, 1949).¹⁸The most recent study stated that learning by using educational video and television can make teaching more effectively and creatively (CPB, 1997).¹⁹ Another study investigated the value of multimedia tools in relation to the frequency of use and perceived student achievement and motivation. According to teachers who use TV or video for two or more hours per week, they reported that two – thirds found that students learn more when TV or video is used, and close to 70% found that students motivation increased. Besides, more than half of frequent users found that video enhanced students' vocabulary (Cruse, 2006).²⁰ In conclusion, we can say that learning activity by using educational television or video has several advantages according to Cruse (2006) : (1) reinforces reading and lecture material, (2) Aids in the development of a common base of knowledge among students, (3) enhances student comprehension and discussion, (4) provides greater accommodation of diverse learning styles, (5) increases students motivation and enthusiasm, (6) promotes teacher effectiveness (CPB, 2004).²¹

Methodology

1. The Design of The Study

First, the researcher identifies the research problem clearly. In this study the problem is, how can German teaching using a video enhance students learning motivation and how can the teacher teach the German culture from the video. Then, the researcher reviews and synthesizes the

previous literature associated with the research problem. Third, the researcher makes some hypotheses based on the research problem. In this study, the researcher thinks that a video can enhance students' motivation and can be an effective aid to teach German culture. After that, the researcher describes the data that has been collecting and explains how such data will be obtained. Finally, the researcher describes the methods of data analysis to determine whether the hypotheses true or false.²²

2. The Subject of Research

The subject of present study were two college students who learn German studies in Universitas Indonesia. These students are studying in second semester and learning German at A2 level. They come from Indonesia and their first language are Indonesian language.

The first subject is PS (her initial name). She is 19 years old and has been learning German for 4 years (since in Senior High School). She is studying German because she wants to continue her master in Germany. When she can speak German well, she hopes that she can communicate with German clearly and she can get the job that has a close relation to Germany, for example she works in a German company, and so forth.

The second subject is DN (her initial name). She is 18 years old and has been learning German for 1 year 6 months (when she was in Senior High School, she joined the German course). When she can already speak German well, she want to work in German embassy or in a German company. She also wants to teach German and continue her master in Germany.

3. Research Methods and Data Collection Procedures

¹⁸ Emilia Cruse, *Using Educational Video in the Classroom: Theory, Research and Practice* (2006), page 1 in

http://www.safarimontage.com/pdfs/training/using_educational_video_in_the_classroom.pdf

¹⁹ Ibid. page 2

²⁰ Ibid.

²¹ Ibid.

²² University of Southern California (USC) Libraries Research Guides in <http://libguides.usc.edu/writingguide/researchdesig>ns

This study is qualitative descriptive research. Descriptive research is a study that describes a phenomenon, fact, and an event that is happening now (Sunaja and Ibrahim, 1989, p. 65).²³ According to Sugiyono (2011), descriptive research is a study in order to give and describes a situation that happening right now with scientific procedures to answer the problem.²⁴ Meanwhile, qualitative research is a study that uses to describe and analyze a phenomenon, an event, social activity, attitude, belief, perception, and someone personally or as a group (Sukmadinata, 2009, pp. 53–60).²⁵

Data will be collected in two learning situations. In the first situation, students learned German as usual with the course and exercise book. In the second situation, the student learned German with a video about German culture and some tasks and at the end of this section, the researcher who is also the teacher in this study did an interview to the students about the comparison of German learning with book and video in relation to their learning motivation. Either in the first or second situation the teacher also did an observation to the students in their learning process.

4. Instruments

Instruments used in this study are interview about students' intrinsic motivation adapted from Ryan and Deci's theory, and observation in learning process.

5. Data Analysis Techniques

In this study, researcher used several steps to analyze the data based on Myles and Huberman (1992 : 15 – 19) : (1)

²³Tjuju Soendari, Metode Penelitian Deskriptif in [http://file.upi.edu/Direktori/FIP/JUR. PEND. LUA R_BIASA/195602141980032-TJUTJU_SOENDARI/Power_Point_Perkuliahan/Metode_PPKKh/Penelitian_Deskriptif.ppt_%5BCompatibility_Mode%5D.pdf](http://file.upi.edu/Direktori/FIP/JUR._PEND._LUA_R_BIASA/195602141980032-TJUTJU_SOENDARI/Power_Point_Perkuliahan/Metode_PPKKh/Penelitian_Deskriptif.ppt_%5BCompatibility_Mode%5D.pdf)

²⁴http://elib.unikom.ac.id/files/disk1/602/jbptunikom_pp-gdl-meiambarasa-30082-11-unikom_m-3.pdf
page 37

²⁵<http://eprints.uny.ac.id/14815/3/BAB%20III.pdf>
page 42

collecting data : the researcher collects the data with interview, or another collecting data strategy that she assumes as the best strategy, (2) data reduction : the researcher selects the data that is important and relevant to the research focus, (3) presenting data : the researcher presents the information that she got from the research, (4) making conclusion : the researcher makes the conclusion from her research findings.²⁶

6. Procedure of the Research

There are two learning situations in this study. In the first situation, the students learned German conversationally with the course and exercise book. In this learning situation, teacher and students used Studio D A2 book (including exercise book) and discussed the grammar, then the students did the exercise. Besides, the teacher gave also the material about German culture from the reading passage in the course book. The topic of the reading passage is about online shopping in Germany. This activity took about 90 minutes.

Furthermore, on the next week, the study for the second learning situation was conducted. The teacher taught the students about German culture, adjectives, and grammar with a video. This activity took also about 90 minutes. Before they watched the video, the students did some tasks about adjective that uses to describe someone's characters. This activity aims to prepare the students to do next activity. Then, the students watched the video and they had to answer the questions from the teacher on the worksheet. The video talked about the characteristics of German society. After that, the students did also the grammar exercise that has a relation to the video. It was about modal verbs.

²⁶Ali Sya,ban, *Teknik Analisis Data Penelitian Aplikasi program SPSS dan Teknik Menghitungnya*, in <https://www.google.com/search?q=teknik+analisis+data+penelitian+aplikasi+program+spss+dan+teknik+menghitungnya#>

Furthermore, the teacher led the students to discuss about the characteristics of German society and how is the contrast to our culture (Indonesian culture). Finally, at the last section, the teacher (the researcher) interviewed the students about the comparison of German learning with the book and video in relation to their learning motivation.

Findings and Discussion

In this research, we can investigate students' intrinsic motivation in relation to German teaching with book and video from several aspects, such as:

1. Enjoyment and Students' Interest in Learning in The Classroom

The activities that can enhance intrinsic motivation is the activity that is experienced as fun and enjoyable (Ryan, Williams, Patrick, Deci, 2009).²⁷ According to the interview, students said that they felt enjoy when they learned German either with book or video. But, they prefer learning with video because it was not monotonous so that they can more engage in the learning activities.

2. The Understanding of Lesson / Competence

According to CET theory (Cognitive Evaluation Theory) that was presented by Ryan and Deci (1985) stated that both feelings of autonomy and competence are important conditions for intrinsically motivated behavior.²⁸ From the interview, we can get some information about this aspect. The students told that either book or video can facilitate them to understand the lesson. They argued that book is more compatible for grammar

learning, meanwhile, the video is more compatible for culture learning. Both of students also admitted that they did not feel difficult to do the tasks during learning activity either with book or video. In addition, in relation to autonomy learning, both of students could participate in German learning activity either through the book or video. But, both of students told that they could more engage in learning activity through the video because the video gave more new information about the German culture, vocabulary and it stimulated them to be more active in the learning activity.

3. Affective Filter

Affective Filter Hypotheses was proposed by Dulay and Burt (1977) and reviewed in Krashen (1981). There are some affective variables that relate to success in second language acquisition²⁹ :

- a. Motivation: Students who have high motivation will generally do better in second language acquisition.
- b. Self-confidence: Students with self-confidence and a good self – image will do better in second language acquisition.
- c. Anxiety: Low anxiety can facilitate second language acquisition process, whether measured as personal or classroom anxiety.

So, we can say that affective filter has a close relation to intrinsic motivation. If the teacher can create the classroom activity with low affective filter, it will enhance the students' intrinsic motivation. According to the interview, both of students said that they did not feel nervous when they learned German either with book or video because they were interested in learning materials. Besides, as we knew from the previous explanation, the students argued that learning through video was fun

²⁷Ryan, Williams, Patrick, and Deci, *Self – Determination and Physical Activity : The Dynamics of Motivation in Development and Wellness* Hellenic Journal of Psychology Vol. 6 (2009), page 109 in https://selfdeterminationtheory.org/SDT/documents/2009_RyanWilliamsPatrickDeci_HJOP.pdf

²⁸ Ibid. Page 110

²⁹Krashen, *Principle and Practice in Second Language Acquisition* University of Southern California (1982) page 31 in http://www.sdkrashen.com/content/books/principles_and_practice.pdf

and not monotonous so that it can also create the low affective filter in the classroom.

Furthermore, the relation between the teacher and students can also affect the affective filter. Both of students (PS and DN) agreed that they have a good relation to the teachers and other students during learning activity process (either with book or video). The teacher can facilitate them to learn German and so did their friend.

4. Introducing German Culture through Video

Both of students agreed that culture will be more effective if learned through video. The students could see the German culture more clearly. By using the video, the students will be nearer to the objects that they learn. Besides, culture teaching through the video is also more effective because the students can build the imagination about the society of the target language that they learn. According to the teacher's observation, the students were more exciting when learned with the video. They asked many questions about German society characteristics and they seemed more engaged in language learning activity. From the teacher's perspective, video can be one of the media that helps the teacher to explain the lessons. Like the students said, that by using video, they can more understand the lessons, especially about the German culture and indeed, it can also enhance the students' learning motivation.

From the interview, German learning with book or video can make the students feel enjoy in language learning activity, especially with video because the video can entertain the students in language learning process when they feel bored. But, for grammar learning, it will be more effective if learned through the book because the students can see the structures and when they have not understood yet, they can read again. But, for the pronunciation learning, it will more helpful with the video because the students can hear directly some dialogues in the video.

Besides, both of students said that they did not feel nervous when they learned German either with book or video because they can understand the lesson well. DN also stated that the teacher is also friendly so that it can lead to the low affective filter in language learning classroom. So, we can say that the teacher has also an important role to enhance the students' learning motivation. The teacher must consider which media is the best choice to teach some materials so that the language learning activity can be effective.

Conclusion

In summary, the results of the present study indicate that German learning with video can enhance students' learning motivation because of some reasons:

1. The video can make the lesson more clearly for the students, for example, the pronunciation learning.
2. Learning through video is not monotonous and can create the low affective filter in the language learning activity in the classroom so that the students can feel more relax and enjoy during the learning activity.
3. The students can more engage in learning activity through the video because the video gave more new information about the German culture, vocabulary and it stimulated them to be more active in the learning activity.

However, the students also said that German learning either through the books or video each has its own advantages. They feel that grammar learning will be more effective if learned through the books, meanwhile culture and pronunciation learning will be more effective if learned through the video.

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