

Conference Paper

BeBieF mit der Technologie: The Learning of German Speaking

Primardiana Hermilia Wijayati^{1*}, Anggi Novitasari²

¹Universitas Negeri Malang

²SMA Negeri Taruna Nala Jawa Timur

*Corresponding author:

E-mail:

primardiana.hermilia.fs@um.ac.id

ABSTRACT

BeBieF mit der Technologie is learning that integrates technology and utilizes virtual space to prepare learners for metaverse learning. Virtual space combines high-level communication by utilizing internet applications with several types of technology to complete tasks. The technology integration in this study uses *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note* which are applied in the form of monologue and dialogue assignments related to the topic of *Hobby/Freizeitbeschäftigung*. This article aims to describe the implementation of *BeBieF mit der Technologie* as innovative German language learning in developing learners' speaking skills. Data were collected through speaking assignments and questionnaires. The data were then analyzed using descriptive quantitative method. The research subjects were 54 learners of class XII semester I. The results of the data analysis showed that 77% of learners had very good task fulfillment/completion and 60% of learners had very good pronunciation. The application of *BeBieF mit der Technologie* reveals the strengths and weaknesses of students in speaking skills. The application of *BeBieF mit der Technologie* is fun and interesting so that learners can understand and use everyday expressions with simple sentences based on the topic.

Keywords: Speaking skills, BeBieF mit der Technologie, learners, German

Introduction

BeBieF mit der Technologie is learning with technology integration through the use of virtual space that can be applied to speaking skills. *BeBieF mit der Technologie* is a combination of *Lernen mit Spaß* and *Technologie*. According to Looks (2021), *Lernen mit Spaß* comprises *Beste* (curiosity), *Bialecki* (enthusiasm), and *Felten* (excitement in discovering something). The three concepts are important to create a positive mood in learning. The rapid development of technology makes individuals dependent on technology (Hariyanto & Jannah, 2020; Uchitel, 2019). Appropriate use of technology can support learners to prepare for metaverse learning. According to Narin (2021) and Kanematsu et al. (2014), the metaverse can be used as an effective tool to create a collaborative and autonomous learning environment, allowing learners to interact with other learners and gain access to various resources easily. Metaverse is used as a virtual space that combines high-level communication by utilizing internet applications and integrating many types of new technologies (Jeon, 2021). The utilization of metaverse is one way to develop students' potential in speaking skills.

Speaking skills can be observed directly and are complex to express thoughts and feelings orally either to another person or group (Brown, 2007; Sarajar & Lesilolo, 2019; Wandira & Efendi, 2023). An individual can be said to have mastered a foreign language if he or she can communicate actively using the language (Alsamani, 2013). Speaking skills are the key to learners' success in learning a language. On average, learners use 90% of spoken language and 10% of written language to request and give information about something in the context of everyday life (Edrova,

How to cite:

Wijayati, P. H., & Novitasari, A. (2024). *BeBieF mit der Technologie: The learning of German speaking*. *The 14th Annual International Symposium of Foreign Language Learning*. NST Proceedings. pages 193-202. doi: 10.11594/nstp.2024.3815

2015; Fischer, 2015; Wolf, 2010). The addition of foreign languages in senior high schools is an effort by the government to prepare a generation with global knowledge.

Rules containing the description of German language subjects in the 2013 Curriculum are presented in Regulation of the Minister of Education Number 37 of 2018. According to Regulation of the Minister of Education Number 37 of 2018, German language competence is divided into four language skills that must be mastered by students at school, namely listening skills, speaking skills, reading skills, and writing skills. The four skills are grouped into receptive and productive skills. According to Oflaz (2019) and Steinig & Huneke (2002), productive skills consist of speaking and writing skills. Speaking skills have a more complex level of difficulty and play an important role in German language learning at school (Celce-Murcia, 2007; Usman, et al., 2021).

German language learning in schools generally includes four language skills, but speaking skills given to students are still minimal. Based on observations, it is known that speaking skills developed at school are still limited to pronouncing activities, reading aloud, short dialogues, and simple monologues so that German-speaking activities are not interesting and monotonous. Learners experience many difficulties in pronouncing words and composing sentences in the right order. The monologue task has not been integrated with digital platforms or social media. The results show that learners' competence is still low. According to Hafeez et al. (2022), Rizaq (2021), and Sakkir et al. (2023), some of the challenges found in language learning are (1) low understanding of the materials, (2) difficulty in pronouncing and speaking in foreign languages, (3) low basic knowledge of the materials, (4) lack of foreign language vocabulary, (5) decreased motivation, mood, feelings, and enthusiasm of learners, and (6) reduced focus in learning.

Some of these challenges are also found from the results of problem identification, self-reflection, and peer discussions which indicate that the challenges students face in learning German, especially in speaking skills, which are (1) decreased motivation and interest of students in learning, (2) low discipline of students, (3) lack of student activeness in learning, (4) low mastery of vocabulary related to basic German materials, and (5) limited practice for speaking skills in German language learning. These problems cause the low competence of students and their low speaking skills. Thus, teachers are required to develop engaging learning activities to develop students' speaking skills.

According to the Ministry of Communications and Informatics (2022), it is recorded that in 2022, 73.7% of the Indonesian population, or around 204.7 million people use the internet and follow the pace of technology. Learning will become more interesting and interactive if combined with technology. One alternative integration platform and social media that can be used in language learning is *BeBieF mit der Technologie*. *BeBieF mit der Technologie* learning with the integration of digital platforms and social media can develop learners' speaking skills by involving the ability to think critically, and creatively, cooperate, and communicate with other learners in the target language. The primary purpose of this study is to describe the application of *BeBieF mit der Technologie* as an innovative German language learning to develop learners' speaking skills.

Methods

Respondents to the research

This research was conducted at Taruna Nala State High School in East Java involving 54 students of class XII in their first semester. The implementation of *BeBieF mit der Technologie* employed three different platforms or social media and each platform or social media has a different number of students. The 54 students were divided into 3 groups; 10 students with *Zoom Video Conferencing*, 14 students with *Skype*, and 30 students with *WhatsApp Voice note*.

Research variables

In this study, two variables were observed, consisting of the application *BeBieF mit der Technologie* and students' German speaking skills related to the topic of *Hobby*/

Freizeitbeschäftigung with the integration of *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note*.

Research instruments

The instruments used in this study were an assignment and a questionnaire. The assignment is integrated in *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note* with the topic *Hobby/Freizeitbeschäftigung*. The assignment comes with an assessment rubric instrument that assesses *Erfüllung der Aufgabe* (task completion) and *Aussprache* (pronunciation) with a score range from 0 to 2. Completion with a score of 0 indicates that learners make many mistakes and the task is not completed, while a score of 1 indicates that learners make few mistakes and the task is still completed, and a score of 2 indicates that the task is well completed with almost no mistakes. On the pronunciation component, a score of 0 indicates that pronunciation is difficult to understand due to unclear pronunciation, a score of 1 indicates pronunciation is less clear but still understandable, and a score of 2 indicates pronunciation is very easy to understand.

Assignment items include *sich vorstellen*, *fragen und antworten*, and *Dialog-Gemeinsam etwas planen* which are formulated in the form of monologues and dialogues. *Zoom Video Conferencing* assignments are in the form of *sich vorstellen* and *fragen und antworten*, monologues and dialogues. Learners introduce themselves and ask and answer questions by using vocabulary related to the topic of hobbies or activities in leisure time using *Zoom Video Conferencing*. The points presented in the *Zoom Video Conferencing assignment* are self-introduction about name, origin, residence, age, occupation, telephone number, hobbies, and language. The *fragen und antworten* assignment is presented in the form of a *Lucky Wheel* with vocabulary related to the topic of hobbies/activities in leisure time. Learners ask questions using the vocabulary in the *Lucky Wheel* and are answered by other learners. *Skype* and *WhatsApp Voice note* assignments are in the form of *Dialog-Gemeinsam etwas planen* completed in pairs (dialog) according to the topic presented. The *Dialog-Gemeinsam etwas planen* assignment is done *Synchronously* in 2-3 minutes. In the task, assistance is provided in the form of *Redemittel* or certain situations according to the topic that can be used as a tool in dialog activities. The questionnaire in this study was used to gather students' opinions about the assignment of speaking skills in the virtual room. The questionnaire instrument consists of seven questions that explore information about learners' opinions, obstacles, and suggestions related to the implementation of speaking skills assignments using *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note*.

Data analysis techniques

This study employed quantitative and qualitative descriptive data analysis to describe the application of *BeBieF mit der Technologie* as an innovative German language learning to develop learners' speaking skills. The data obtained from monologue and dialogue tasks were analyzed using the assessment rubric instrument, while the data from the questionnaire results were described qualitatively.

Results and Discussion

The implementation of *BeBieF mit der Technologie* begins with learning activities that are based on the combination of four aspects, which are the joy of knowing something new, the pleasure of tinkering, the desire to continue learning, and the happiness of having obtained competence. Curiosity, enthusiasm and excitement in discovering something new are applied in the activities of watching videos, playing dominoes, expressing information on *Dialogkrätchen*, throwing balls, and completing exercises on *LearningsApps*. The material of hobbies or activities in *leisure* time is grouped into several sub-topics, namely (1) *Freizeitbeschäftigung* (activities in leisure time), (2) *Hobby* (hobby), and (3) *Verabredung* (appointment/meeting). The following table presents the general speaking skill assignment items.

Table 1 shows that the assignment consisted of three assignments in the form of task descriptions for monologue and dialogue skills related to the topic *Freizeitbeschäftigung/Hobby* (activities in leisure time/hobbies).

Table 1. Speaking skill assignment items

No.	Part	Question Item	Media
1.	Part 1	Introducing yourself Asking and answering with vocabulary related to hobbies/leisure time activities	<i>Synchronous</i> with Zoom
2.	Part 2	Dialogue on the topic of hobbies/leisure time activities	<i>Synchronous</i> with Skype
3.	Part 3	Dialogue according to the situation provided related to the topic of promise/meeting	<i>Synchronous</i> with WhatsApp

Assignment using Zoom video conferencing

In the *Zoom Video Conferencing* assignment, two learners performed two activities, namely introducing themselves and asking and answering by using vocabulary on the *Lucky Wheel* application. In the self-introduction assignment, some points are given such as name, origin, residence, age, occupation, telephone number, hobbies, and language mastered. This task was done for monologue speaking skills. Furthermore, in the second assignment, the *Lucky Wheel* platform was used for dialogue activities. The teacher rotated the *Lucky wheel* and learners had to make questions from the selected vocabulary from the *Lucky wheel*. The partner answered the questions. The following picture shows the use of *Lucky Wheel* on *Zoom Video Conferencing*.



Figure 1. *Fragen und Antworten* exercise

Figure 1 shows the integration of *Lucky Wheel* in *Zoom Video Conferencing*. Through this assignment, learners experience fun learning. Curiosity and enthusiasm arise from the selected vocabulary that they have to arrange into appropriate question and answer sentences.

Assignment using Skype

In the *Skype* assignment, learners were divided into small groups of 2 learners. The assignment comes with keywords and pictures. Based on the keywords and pictures, it is

formulated into a simple dialog. The following picture shows the assignment and the learners' work using *Skype*.

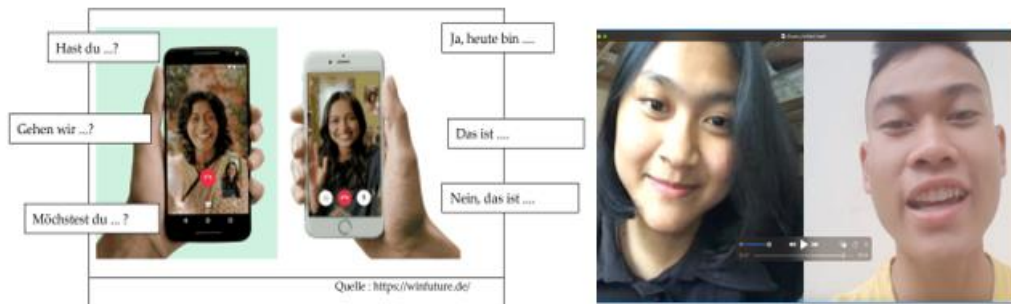


Figure 2. Assignment with Skype

Based on the assignment shown in Figure 2, each group created a dialog with modified vocabulary by the *Redemittel* provided. Example of *Redemittel* *Gehen wir...?* Learners arrange the sentence into *Gehen wir ins Kino?* *Gehen wir ins Restaurant?* *Gehen wir heute Abend?* and the answers given by their partners can vary. The implementation of *BeBieF mit der Technologie* using *Skype* makes the learning of speaking more fun and interesting because they have a new experience in speaking using the *skype* platform that they have never used before. Learners feel the fun of dialogues that demand spontaneity and creativity.

Assignment using WhatsApp Voice note

The assignment using WhatsApp Voice note was done in small groups of two learners. Learners chose one topic about making an appointment consisting of 2 situations, one situation for learner A and one situation for learner B. The following is an excerpt of the WhatsApp Voice note assignment. Here is a snapshot of the WhatsApp Voice note assignment.

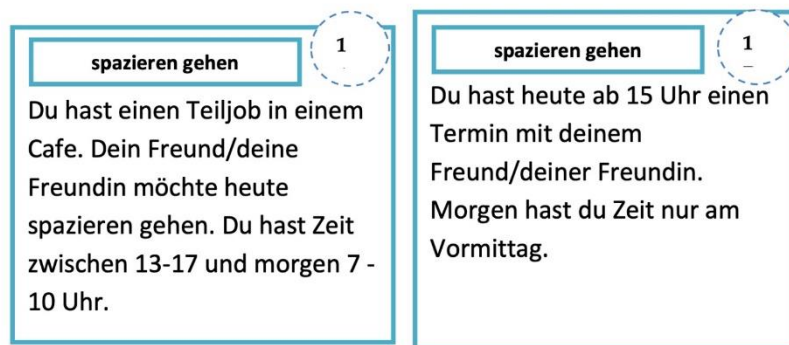


Figure 3. Assignment with WhatsApp Voice note

Figure 3 shows a situation obtained by learners in a dialog related to making an appointment in German. From the topic selected, each learner in the group developed the dialog. The assignment using *WhatsApp Voice note* was done *Synchronously* within 2-3 minutes. The application of *BeBieF mit der Technologie* in this context is shown from the use of *WhatsApp Voice note* for completing speaking skill assignments. Learners have a high curiosity to understand the information from their partners, and they are enthusiastic in formulating sentences related to the context. The excitement in discovering something new is shown from learners being able to use *WhatsApp* as one of the interesting forms of learning and making appointments in German.

Skills assignment with the platform and social media integration provides information on learners' strengths and weaknesses in speaking skills based on *Erfüllung der Aufgabe* (task

fulfillment) and *Aussprache* (pronunciation). The following graph shows the results of learners' *Erfüllung der Aufgabe* (task fulfillment) in each virtual space.

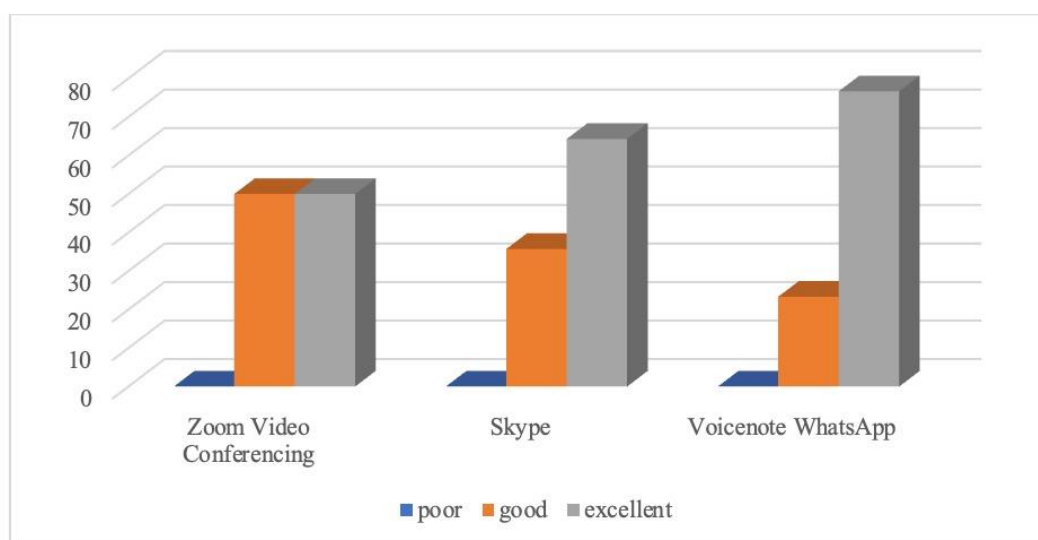


Figure 4. Task completion of students' speaking skills

Figure 4 shows that learners have poor, good, and excellent speaking skills in task completion. Understanding context, grammar, and vocabulary are included in the task fulfillment information; 50% of learners can show excellent task completion on the *Zoom Video Conferencing* assignment, 64% of learners on the *Skype* assignment, and 77% of learners with excellent completion on *WhatsApp Voice note*. No learners fall into the lesser group. Pronunciation is one of the benchmarks in evaluating speaking skills. The following graph shows learners' pronunciation in speaking skills.

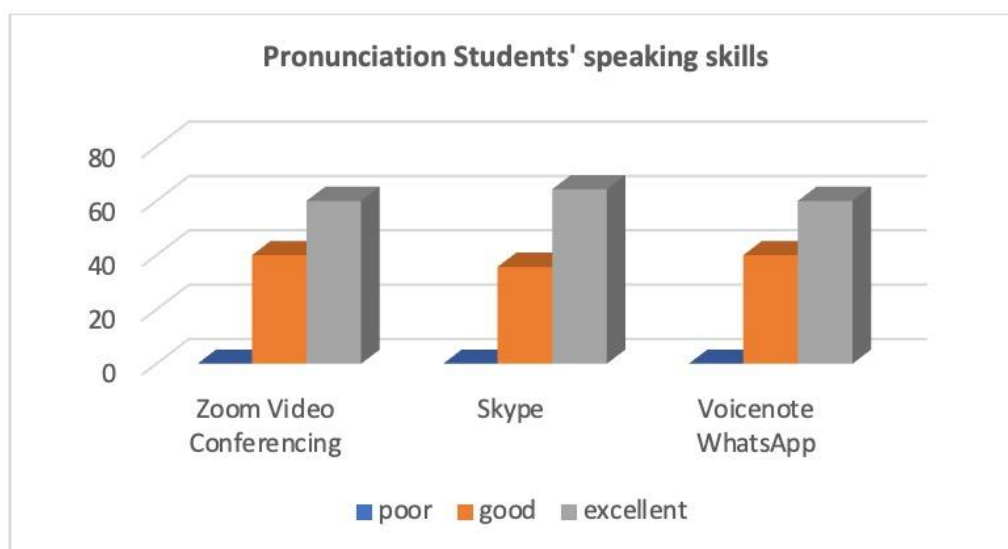


Figure 5. Learner's speaking skills and pronunciation

Figure 5. shows that learners have pronunciation categorized into the good and very good categories. There are no learners who have poor pronunciation. A total of 40% of learners have good pronunciation on *Zoom Video Conferencing*, 36% of learners have good pronunciation on

Skype, and 40% of learners have good pronunciation on *WhatsApp Voice note*, while excellent pronunciation is shown by 60 learners on *Zoom Video Conferencing*, 64% of learners on Skype, and 60% of learners on *Voice note WhatsApp*.

The questionnaire results of the application of *BeBieF mit der Technologie* with the integration of *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note* show that students are very enthusiastic and satisfied with learning using the integration of *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note*. Learning using these platforms and social media is very suitable for learning to speak in a virtual space with the right platform integration. The following table presents information on the results of the questionnaire filled out by the learners.

Table 2. Questionnaire Results of the Application of *BeBieF mit der Technologie*

No.	Part	Media	Learner Opinion	Obstacles	Recommendation
1.	Teil 1	<i>Zoom Video Conferencing</i>	Speaking practice using Zoom is engaging and fun	Sometimes the video freezes due to an unstable internet connection and difficulty in constructing sentences correctly.	-
2.	Teil 2	<i>Skype</i>	Learning using Skype is an exciting learning innovation	Sometimes the voice is unclear and there were some technical issues related to the use of Skype for the first time	-
3	Teil 3	<i>Voice note WhatsApp</i>	WhatsApp voice notes in learning are fun and very effective for learning	It takes a lot of concentration so as not to make mistakes and experience difficulty in pronouncing German vocabulary.	Apply to other themes to make it more interesting and varied

Table 2 presents learners' opinions, obstacles, and suggestions after applying *BeBieF mit der Technologie* with the integration of *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note*. The assignments given related to speaking skills are seen as being very helpful in German speaking practice, although the learners complained of difficulties in composing sentences in German that are appropriate and choosing the right vocabulary according to the context. Learners find the application of *BeBieF mit der Technologie* very fun and interesting so learners are enthusiastic in completing the assignments given according to the topic of hobbies/activities in their spare time. The research results of *BeBieF mit der Technologie* as an innovative German language learning to develop learners' speaking skills with *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note* platforms show satisfactory results as an effort to find out the strengths and weaknesses of learners in German speaking skills.

Speaking skills have been a challenge for teachers and learners because learners are required to communicate using German which is acceptable and can be understood by their interlocutors (Ardiyani & Rofi'ah, 2021). Learners must be able to produce sentences with correct grammar and pronunciation in a relatively shorter time than writing skills (Seven, 2007). *BeBieF mit der Technologie* learning to improve learners' speaking skills begins with understanding the material in the learning process as basic knowledge before applying to productive skills. The application of this learning is learner-centered by collaborating five basic activities, such as observing, questioning, trying, associating, and communicating. According to Mansyur et. al. (2022), learning in society 5.0 can be achieved by integrating literacy skills, mastery of data, technology, and information

combined with critical thinking and problem solving skills, creativity and innovation, collaboration, and communication so that students' cognitive growth in skill acquisition can be achieved.

BeBieF mit der Technologie learning is a learning activity that combines four important aspects: the joy of knowing something new, the fun of tinkering, the desire to keep learning, and the happiness of being competent. *Lernen mit Spaß* research shows that 45% of learners enjoy learning with computers, tablets, and *smartphones* (Looks, 2021). Digital media presents images and animations which attract the sense of sight and make them more enjoyable. *BeBieF mit der Technologie* integrated with *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note* is a great method to develop learners' speaking skills in an engaging way. Through engaging learning experiences, it is a method to transform interactive learning to develop learners' potential (Adnan, et.al., 2021; Locurcio, 2022).

The platform used for the assignment of monologue skills is *Zoom Video Conferencing*, while the dialog speaking skills assignment employs *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note*. According to Nakamura (2009), monologue speaking skill assignments are one-way speaking activities and do not require listening skills. Dialogue speaking skill assignments show interaction indicating that the conversation is carried out by two people who influence each other based on the reactions and responses between the interlocutors (Hughes, 2002; Nakamura, 2009). The combination of monologue and dialog assignments is an alternative practice to improve learners' competence. Teacher creativity in organizing learning activities can make learners focus on the teachers and help learners understand the material easily so that learners can complete the assignments given according to instructions (Novianto et al., 2020). Learners are creative in completing the tasks and this can reduce anxiety in speaking.

According to Asma (2021), giving time before performing has a positive impact and reduces students' anxiety. Learners have high confidence and are challenged to express themselves in front of a *smartphone* video camera. The students can complete the question items well and show an increase in speaking competence. The assessments used to measure students' speaking skills is *Erfüllung der Aufgabe* (task fulfillment) and *Aussprache* (pronunciation). The task completion and pronunciation of learners have been conducted and reveal their competencies related to the material studied. *BeBieF mit der Technologie* with the integration of digital platforms and social media shows an increase in learners' language competence. Learners can complete the task well using the chosen digital platform and social media. According to Wolf and Seven (2007), assessment is conducted to obtain information related to the knowledge and skills of learners' mastery of certain materials. Through task assessment, learners can improve their performance in learning activities by evaluating and providing feedback related to learners' strengths and weaknesses (Panadero & Romero, 2014; Sanchez et al., 2016).

Seventy-seven percent of learners can complete the assignment with excellent task completion using *WhatsApp Voice note*, while 50% of learners show good task completion on the *Zoom Video Conferencing* assignment. Assignments with good ratings show that the learners can complete the assignment with few errors, while excellent ratings show assignments well completed with almost no errors. This shows that learners have understood the instructions well before working on the assignments given with the integration of *Zoom Video Conferencing*, *Skype*, and *WhatsApp Voice note*, so that the assignments done by learners are very satisfying and show the strengths and weaknesses of each learner. Pronunciation is one of the indicators of speaking skills in addition to task completion. As many as 60% of learners can complete the assignments with very good pronunciation using *WhatsApp Voice note*, while 40% of learners can show good pronunciation on *Zoom Video Conferencing* assignments. Good pronunciation shows that the information is understood even though the influence of the mother tongue is still strong, while excellent pronunciation shows that the information conveyed is very easy to understand. These results can be correlated with the competencies that learners must have at the A1 level.

According to Perlmann-Balme and Kiefer (2011), speaking competence at A1 level indicates that learners (1) can understand and use everyday expressions that are often used in simple sentences to meet certain needs, (2) can introduce themselves and others and ask questions to others, and (3) can communicate simply if the interlocutor speaks slowly and clearly and is willing to help. By comparing these descriptions with the research results, it can be concluded that learners can use everyday expressions and communicate in a simple way related to a topic. The learning activities of *BeBieF mit der Technologie* are fun and learners can understand and practice speech acts in speaking very well, so that the completion of tasks and pronunciation of learners can be achieved. Group activities can train learners to solve problems and be active in learning by involving critical thinking, creativity, collaboration, and communication skills.

Conclusion

The use of *BeBieF mit der Technologie* in the learning of speaking shows learners' enthusiasm in dialogue and monologue activities, and the learners find excitement in completing assignments according to their preferences. The application can motivate the learners to learn in a virtual space and actively engage with other learners in communication. The learners can understand and practice speech acts in speaking very well so that the components of task completion and learner pronunciation can be achieved. The active role of learners in the assignment shows that *BeBieF mit der Technologie* can be used as a method to organize speaking assignments interestingly. Learners are very creative in varying the dialog and working in small groups can reduce anxiety in speaking using technology integration in the application of *BeBieF mit der Technologie*. The learners are curious to learn the material and explore the platform used for assignment completion.

References

- Adnan, A. Z., Rahayu, A., Hendrayati, H., & Yusuf, R. (2021). The role of electronic customer relationship management (E-CRM) in improving service quality. *Journal of Physics Conference Series*, 1764(1), 012051. IOP Publishing. <https://doi.org/10.1088/1742-6596/1764/1/012051>
- Alsamani, A. S. (2013). Acquisition of English language fluency of intensive course students at Buraydah Community College: Challenges and recommendations. *Language in India*, 13(10).
- Ardiyani, D. K. & Rofi'ah. (2021). Learners' German speaking difficulties: A case study in Indonesia. *Advances in Sosial Science, Education, and Humanities Research*, 612.
- Asma, N. (2021). Using a smartphone video camera to reduce anxiety in speaking activity. *English Educational Journal*, 12(1), 38-55. <https://doi.org/10.24815/eej.v12i1.19078>
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. 3rd ed. New York: Pearson Education Company.
- Celce-Murcia, M. (2007). *Rethinking the role of communicative competence*. California: University of California.
- Edrová, K. (2015). *Die Förderung der Sprechfertigkeit Sprechen im DaF-Unterricht*. Masaryk- Universität.
- Fischer, S. (2005). Sprechmotivation und Sprechangst im DaF-Unterricht. *German as Foreign Language (GFL)*, 3, 31-45.
- Hafeez, M., Kazmi, Q.A., & Tahira, F. (2022). Challenges faces by the teachers and students in online. *Cakrawala Pendidikan: Jurnal Ilmu Pendidikan*, 41 (1). DOI: <https://doi.org/10.21831/cp.v41i1.35411>.
- Hariyanto, A. B., & Jannah, U. R. (2020). Revolusi guru dalam pembelajaran Abad 21. *Sigma*, 5(2), 77-84.
- Hughes, R. (2002). *Teaching and researching speaking*. London: Pearson Education.
- Jeon, J. H. (2021). A study on the principle of Metaverse composition with a focus on Roblox. *Korean Assoc. Vis. Cult.* 38, 257-279. <https://doi.org/10.21299/jovc.2021.38.10>
- Kanematsu, H., Kobayashi, T., Barry, D. M., Fukumura, Y., Dharmawansa, A., & Ogawa, N. (2014). *Virtual STEM class for nuclear safety education in Metaverse*. In *Procedia Computer Science* (Vol. 35). <https://doi.org/10.1016/j.procs.2014.08.224>
- Locurcio, L. L. (2022). Dental education in the metaverse. *British Dental Journal*, 232(4), 191-191. <https://doi.org/10.1038/s41415-022-3990-7>
- Kementerian Komunikasi dan Informasi. (2022). *Status literasi digital di Indonesia*. Katadata Insight Center.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2018). *Permendikbud Nomor 37 Tahun 2018 tentang Perubahan Atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 pada Pendidikan Dasar dan Pendidikan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Looks, K. (2021). *Study Learning with fun: How students don't lose the joy of learning*. <https://www.scoyo.de/magazin/lernen/lernen-mit-spass/artikel-studie-lernen-mit-spass/>
- Mansyur, F. A., Arsad, Suherman, L. O. A., Himah, I, Zaka, I., Zilani, & Syarifuddin. (2022). Language learning adaptation model in the era of Society 5.0. *ELS Journal on Interdisciplinary Studies in Humanities*, 5 (4). <https://doi.org/10.34050/elsjish.v5i4.21499>.
- Nakamura, Y. (2009). Rating criteria for the three speaking test format: Monologue, dialogue, and multilogue. *Education Studies International Christian University*, 51, 133-141.
- Narin, N. (2021). A content analysis of the metaverse articles. *Journal o Metaverse*, 1(1).

- Novianto, N., Puspitasari, D., & Maulida, C. (2020). Teenagers, digital media, and language development: An exploration of potential and challenges in promoting English skills. *Journal of English Teaching and Learning Issues*, 3 (2), 131-144. <https://doi.org/10.21043/jetli.v3i2.8644>.
- Oflaz, A. (2019). The foreign language anxiety in learning German and the effects of total physical response method on students' speaking skill. *Journal of Language and Linguistic Studies*, 15(1), 70-82. <https://doi.org/10.17263/jlls.547616>
- Panadero, E. & Romero, M. (2014). To rubric or not to rubric? The effects of self-assessment on self-regulation, performance and self-efficacy. *Assessment in Education: Principles, Policy & Practice*, 21(2), 133-148. <https://doi.org/10.1080/0969594X.2013.877872>.
- Perlmann-Balme, M. & Kiefer, P. (2011). *Goethe-Zertifikat A1 Start Deutsch 1 Prüfungsziele-Testbeschreibung*. München: Felix Brandl Graphik-Design.
- Rizqa, A. D. B. E. (2021). Education post Covid-19 pandemic: Teachers and learners construction. *Al-Ta'lim Journal*, 28(2), 180-190. <https://doi.org/10.15548/jt.v28i2.699>.
- Sakkir, G., Rukmana, N. S., Muslim, A. B., Andrew, M., & Muhayyng, M. (2023). The challenges faces by students in learning English (post-pandemic era). *INTERFENCE: Journal of Language, Literature, and Linguistics*, 4(1), 111-118. <https://doi.org/10.26858/interference.v4i1.43966>
- Sanchez, I. G., Verano-Tacoronte, D., Gonzalez-Betancor, S. M., Fernandez- Monroy, M. & Bolivar-Cruv, A. (2016). Assessing oral presentation skills in electrical engineering: Developing a valid and reliable rubric. *International Journal of Electrical Engineering Education*, 0(0) 1-18. <https://doi.org/10.1177/0020720916659501>.
- Seven, M. A., (2007). Importance of communication in language teaching. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 10, 253-268.
- Steinig, W., & Huneke, H. W. (2002). *Deutsch als Fremdsprache: Eine Einführung. 3. überarbeitete und erweiterte aufläge*. Berlin: Erich Schmidts.
- Sarajar, D. R. & Lesilolo, N. R. E. (2019). The effectiveness and efficiency of German language learning as a foreign language in Senior High School 1 Tondano. *Advances in Sosial Science, Education and Humanities Research*, 383.
- Uchitel, A. D. (2019). Use of YouTube on lessons of practical course of German language as the first and second language at the pedagogical university. *Cloud Service for Learning Foreign Language*, 6, 294-307. <https://doi.org/10.55056/cte.392>
- Usman, M., Mahmud, A., Rahman, M. A., & Manda, D. (2017). The effectiveness of meaningful approach in enhancing students' speaking skill at German Language Study Program, Faculty of Languages and Literature, State University of Makassar. *Journal of Language Teaching and Research*, 8 (2), 291-296. <http://dx.doi.org/10.17507/jltr.0802.10>.
- Wandira, S. & Efendi, M. A. (2023). Improving students' English speaking skills by using the Roll Play Method. *Journal of English Ibrahimi*, 2(1), 27-32.
- Wolf, J. M. 2010. *Kommunikative Sprechkompetenz im Spanischunterricht in der aktuellen Diskussion*. Diplomarbeit Universität Wien.
- Wolf, K. & Stevens, E. (2007). The role of rubrics in advancing and assessing student learning. *The Journal of Effective Teaching*, 7(1-2), 3-14.