

Assessment of German Speaking Skills Niveau A2 Based on Case Method

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Abstract

This research is part of a development research entitled Development of Hybrid Learning Tools for Sprechen A2 Courses Based on Case Method and Team Based Project. This article contains the process of developing the assessment instruments carried out in the study, and the results of instrument analysis carried out by German language learning experts. This part of the study aims to produce a assessment of German A2 speaking skills based on case study. The development model adopted is the Thiagarajan 4D development model with stages (1) define, (2) design, (3) develop, and (4) disseminate. The stage that is carried out only until the third stage is develop, because it must first be combined with the material, so that it can then be published and disseminated. The development process resulted in a set of case method-based test instruments, totaling eight themes, one case each. Each instrument is equipped with an assessment rubric by adapting the assessment rubric of international standards. The research instrument was declared feasible for use in Sprechen A2 learning according to the validation results which showed an average score of 92 for all components of the question.

Keywords

assessment; niveau A2
speaking skills; case
method



I. Introduction

The Merdeka Belajar Kampus Merdeka (MBKM) program is currently the main topic in higher education. Government policies related to MBKM aim to create higher education graduates who have competitiveness, who are equipped with intelligence and skills and character. Of course, highly competitive graduates will be an indicator of the nation's progress, especially the progress of national education.

The launch of MBKM as a new policy is one of the government's efforts to accelerate progress in the world of higher education, in order to be able to compete with developed countries. In accordance with these ideals. The government through the Decree of the Minister of Education and Culture Number 754/P/2020 stipulates eight Main Performance Indicators (IKU) as the main performance indicators of universities (Dirjendikti, 2021). One of the aspects set out in the IKU is the quality aspect of the curriculum and learning. This aspect includes three main performance indicators, namely the first, the percentage of undergraduate study programs that carry out cooperation with partners. The second is the percentage of undergraduate courses that use a case-solving approach (case method) or project-based learning as an evaluation weight. Third is the percentage of undergraduate study programs that have international accreditation or certification recognized by the government. Of course, teachers must strive to achieve key performance indicators. Currently, IKU must be prioritized for its achievement, because it concerns the quality and good name of the university. Therefore all activities in higher education today are directed towards achieving key performance indicators. With the

establishment of key performance indicators, educators and education staff must all work hard, to improve quality.

Likewise, the research carried out, is directed to achieve one of the IKU, namely IKU 7. Although not directly, the achievement of IKU 7 also has an impact on other IKU, for example IKU 1. Because if the graduates are of high quality, then there is not too long waiting time to get a job. The quality measure for students of the German Language Education study program is to be competent in German and able to communicate in German fluently so that communication goals can be achieved.

This competency is obtained in the Sprechen A1 and A2 courses. The research conducted was focused on the Sprechen A2 course. Because this course is proof of mastery of basic German and preparation for advanced German mastery, namely B1.

Usually, the assessment in the Sprechen A2 course is carried out through direct dialogues, discussions between friends regarding a certain theme or giving opinions on one theme. However, with the development of globalization and the demands of increasing students' ability to think critically, the form of assessment is directed at exploring students' thinking abilities to be broader and deeper.

One of the suggested methods as evaluation weights is the Case Method. Case method is a learning method that builds the capacity to think, which presents effective contextual learning and invites students to understand problems (Bruner, 2002). In addition to building thinking capacity, Case method is also believed to be a cognitive learning method that is able to move beyond memory from knowledge towards analysis, evaluation and application (Boney, 2015). In addition, the case method teaches students to interact with knowledge and the environment to form new meanings (Lee, 2012). The case method is also an effective option for teachers to homogenize students, because the case method recognizes, understands, and responds to differences between learners in terms of learning processes and styles (John Burgoyne & Alan Mumford, 2001).

With the existence of the main performance indicators that state the importance of the case method or project-based learning as an evaluation points this course a case-based evaluation is developed, which is based on five other assignments, namely routine tasks, critical book reviews, critical journal reviews, mini research and idea engineering.

The research question related to the assessment instrument is how the process of developing the Sprechen A2 German speaking skills assessment instrument based on the case method and how the results of the instrument feasibility test.

II. Review of Literature

2.1 Assessment of Niveau A2 German Speaking Skills

The international standard for the assessment of Niveau A2 German speaking skills issued by the ECL is the European Consortium for the Certificate of Attainment in Modern Languages (2022). The assessment is divided into five aspects, namely (1) Formal truths detailed into morphological and syntactic conformity, (2) Phonetic truth with judgments on pronunciation, prosody, fluent speech, (3) Vocabulary detailed in scope and active mastery), (4) Style (pragmatic and sociolinguistic conformity), (5) Communicative effectiveness (fulfillment of tasks).

This assessment is based on the Achievement Indicators for level A2 according to the Deutsch Profile (Glaboniat, Miller, Rusch, Schmitz, Wertenschlag: 2005) namely (1) students are able to make short and simple speech but already in everyday life situations, able to articulate with difficult words. (2)able to link words, phrases, short sentences, such

as connecting words. (3)able to use a very limited repertoire of words and phrases related to a person's information and real situations. (4)able to use some simple grammatical structures and sentence patterns that have been memorized in his speech. (5)being able to pronounce a limited repertoire of words and phrases in such a way that he is understood, although his accent is strong and sometimes only with difficulty. (6)being able to construct individual sentences from longer extensions with pauses and sentence melodies and use intonation in such a way that it can usually be recognized as a statement, question or request.

In this study, the assessment criteria used were compiled by themselves in accordance with the interests of the case method but still pay attention to the standards that have been set. The assessment instruments compiled are derived from the basic competencies set out in the syllabus by taking into account the Achievement Indicators of level A2. The basic competence is that students are able to speak in German simply according to the A2 level related to a certain theme.

2.2 Case Method in Learning Sprechen A2

In accordance with the inherent term, the case method is learning based on the case that appears at the beginning of the learning. Theories related to the case method in learning are numerous and varied. However, what is more relevant to the Sprechen A2 course is the theory presented by Mary Ann (2018) which divides the types of implementation of the Case Method into four types, namely:

1. Directed Case

The lecturer presents a scenario followed by a class discussion using directed or closed questions. This means that the answers given are focused and lead students to an overview of the material. With the presentation of this kind of case, students will be able to understand the principles, concepts and basic facts. Through directed cases, students will be able to know what will be done and produced with the material to be received.

2. Dilemma or Decision Case

The presentation of cases of this type presents individuals, institutions or communities that are faced with a problem to be solved. After discussing a case like this students can present the actual historical results after they have discussed the case.

3. Interrupted Case

The cases presented on this type are problems that require solving the format of progressive disclosure. The lecturer presents a problem that requires a tiered solution. It can be used to present the material at once simultaneously at the beginning of learning.

4. Analysis or Issue Case

A case that focuses on the question and analyzes the situation presented. This can include retrospective cases that tell a story and the results and have students analyze what happened and why alternative solutions were not taken.

In Sprechen A2 learning, these four types of case methods are used with reference to learning objectives. The assessment model is also adapted to the type of implementation of the Case Method. So that an assessment instrument is produced with a case-based learning scenario.

III. Research Method

This research is a development research. Therefore, the research method used is to follow the steps of developing the Thiagarajan model, namely define, design, develop, and disseminate. In the define step, a grid is determined based on the basic competencies to be achieved and indicators of competency achievement. The grid in this case contains the case to be displayed and the situation as if attached to the case. In addition, questions related to the case and the final production of the case are compiled, namely new ideas as a solution to the case.

Design is an activity to design case-based questions that are modified into the selected type of case method. This activity also arranges assessment instruments so that they can be well-flowing questions. Develop is a test instrument development activity based on the results of define and design activities. In this activity, an expert test was also carried out to determine the feasibility of the test instrument developed. After being declared worthy of trials in the classroom. From the results of the trial, it can be seen how the test instruments compiled can be understood and meet the established standards. Dissemination is an activity of disseminating information related to test instruments developed by inviting German language lecturers and also other study program lecturers who are interested in developing case method-based assessment instruments.

IV. Results and Discussion

This section will describe the process of developing test instruments that follow the development steps of Thiagarajan and the results of expert tests related to the results of the development of test instruments.

4.1 Development Process

a. Define

The first step is to analyze learning objectives based on the basic competencies in the syllabus and compile indicators for competency achievement. Both of them became the basis for compiling a grid of test instruments related to the themes in the Sprechen A2 course. The results of the define activity are depicted in the table below.

Table 1. Result of Define

CPMK	Indicator	Points	Case
Able to speak A2-level German related to the Unterwegs theme	Planning a trip Describe the route Report a trip	Presented theme-related images supported with travel videos	Is it exactly the atmosphere of the image with the theme? If the features in the image are changed to a different image roughly what is prepared regarding the Unterwegs?
Able to speak A2 Level German related to Leben und lernen in Europa theme	Using Redemittel appropriately Storytelling related to the content of the video	One theme-related video was shown	What is the situation of life in Europe in terms of learning Compare with Leben und Lernen in Indonesien
Able to speak Germany in level A2	Using Possessivpronomen	Presented one topic with text related to	What is the different a familyforms in Indonesien

related to theme <i>Familiengeschichten</i>	appropriately Telling the story of one's own family	family stories	and in Germany
Able to speak Germany in level A2 related to theme <i>Freizeit und Hobbys</i>	Mastering trennbare Verben Telling hobbies and activities in your spare time	Presented one film related to hobbies and activities in leisure time	How do people spend free time in Germany. How to do a quality hobby

The results of the define activity become the basis for the implementation of design activities. The resulting case and other elements may develop more widely, depending on the needs of the type of implementation of the case method.

b. Design

Designing activities are activities that design instrument shapes according to research objectives. In this case, the case set in the define activity becomes the basis for designing the design. In order to produce the design as expected, a test instrument was designed that ultimately produced the idea. The following are the results of design activities

Table 2. Result of Design

Theme	Case	Form of Case	Point
<i>Unterwegs</i>	Is it exactly the atmosphere of the image with the theme? If the features in the image are changed to a different image roughly what is prepared regarding the Unterwegs?	individuell	What does the picture tell? Guess Planning your trip Itinerary Travel experience Other ideas for the upcoming trip
<i>Leben und lernen in Europa</i>	What is the situation of life in Europe in terms of learning Compare with Leben und Lernen in Indonesien	individuell	The content of video Comments How is in Indonesian Living and learning ideas in Europe
<i>Familiengeschichten</i>	What is the different of family forms in Indonesian and Germany	trio	Opinion on the topic The species of the family in Germany The species of the family in Indonesia What's like with your family Planning for the future
<i>Freizeit und Hobbys</i>	Tell the picture using the vocabulary that is in the picture. Do you spend your free time according to the story in the picture? Is your hobby the same as the one in the picture? What's the difference?	with partner	Conduct dialogue Spend your free time Make a hobby. When. Where. How. With whom. New idea

The results of this design are the first step in developing a case-based Sprechen A2 test instrument draft.

c. Develop

Based on the results of the define and design, a case-based question form is produced equipped with an assessment rubric, in order to easily set success criteria according to learning objectives.

The test instruments developed are arranged one by one according to the theme and equipped with rubrics according to the theme. The assessment rubric is basically the same, only the number of assignments or the number of contents of the answers are different. Here are the test instruments developed.

Test Instrument 1:

See to the picture. Try to explain what you see and then give your feedback, if the features in the image are changed to a different image approximately what is prepared regarding the Unterwegs theme. Based on your answer, try designing a new Reiseplanung equipped with Reiseroute, and then tell us about what experiences you gained during the trip? If you were given the opportunity to travel for real, what would be your idea for your trip to be of quality?

Test Instrument 2:

Let's tell us what you saw in the video. How is life and the world of education in Germany? Can you imagine if it were in your country? What do you think? What difference do you see with your country with Germany, regarding Leben und Lernen ? Try to lay out your plans to live and study in Germany. What are your goals?

Test Instrument 3:

In the picture you see some form of family in Germany. Each of the pictures is different in number of members of his family. Try to convey the conjecture, then find the reference source you need regarding the information. Then tell us about the forms of family in Germany. How about in your country? Do all forms of family in Germany also exist in Indonesia? How is your family? What is the picture of the family life you want in the future?

Test Instrument 4:

Read the freizeit und Hobbys theme. You see a few words on the theme. Try to choose the words you want and then start telling stories using these words. Does your story fit your hobbi and the way you spend your free time?

Tell me then how you spend your free time and when can you do your hobbi, with whom, where? After that, arrange the key words of your story and compare them with the key words you read at the beginning. Are you interested in doing something new to fill your free time? Maybe a combination of the two? Describe your wishful thinking.

For the sake of clarity of the assessment given, an assessment rubric was compiled on the four test instruments compiled. The assessment rubric in question is the criteria set for obtaining a perfect, good, sufficient and not good score. As with the assessment of speaking skills in general, the assessment component includes (1)the content of the story includes the completeness of the content and grammatical accuracy, (2)Clarity includes containing important and understandable information, (3)the expression and plot of the story. Here are the rubrics arranged in a table.

Table 3. Assessment Rubric

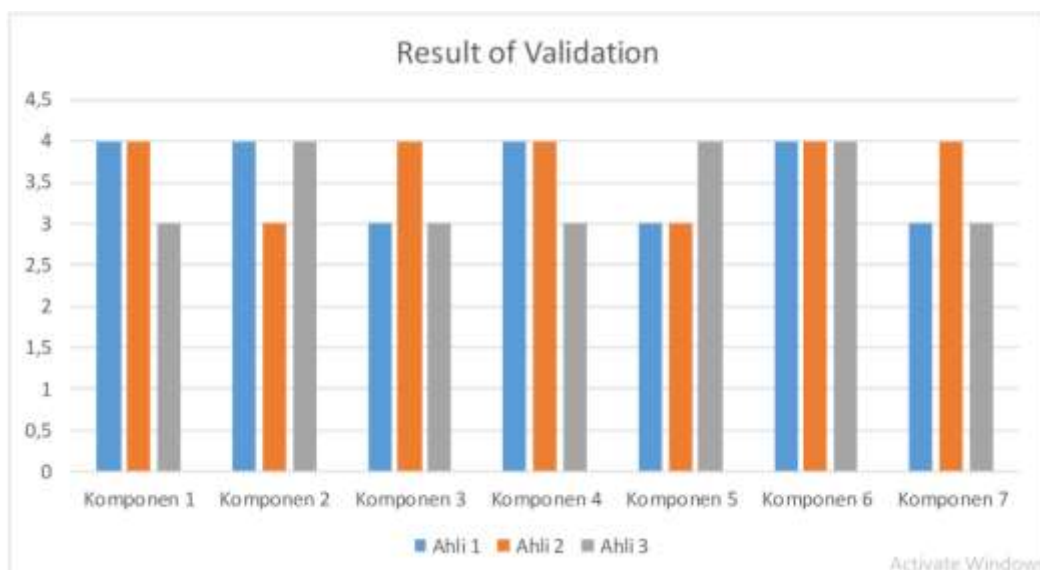
Componen	Points
Content	4 = if all the points are told, there are no grammatical errors
	3 = there are points that are not told, there are grammatical errors
	2 = 50% points are not told
	1 = points told below 50%
Clarity	4 = information is important and tends to be new and understandable
	3 = information is important and tends to be new but incomprehensible
	2 = information is important but not new and understandable
	1 = information is not classified as important, but tends to be new and less understandable
Expression and appearance	4 = expression according to the meaning of speech and has a good storyline in cohesion and coherence
	3 = expression according to meaning but not quite the storyline, not paying attention to cohesion and coherence
	2 = expressions do not match the meaning of speech and the storyline is lacking
	1 = no expression, meaning is incompatible

4.2 Result of Experttest or Validation

Expert tests are carried out after the test instruments and assessment rubrics have been compiled. The expert consists of three people according to their field and has a doctoral qualification. Product assessment instruments, namely test instruments, consist of (1) conformity with competency achievement indicators, (2) conformity with themes, (3) case method-based, (4) conformity with Niveau A2, (5) readability, (6) novelty, (7) availability of rubric assessment. The maximum value of each component is four excellent categories. While three is good, a value of 2 is sufficient and a value of one is not good.

The results of the expert test are that for the first component obtained an average value of 3.6, the second component obtained an average value of 3.6. The third component obtained an average value of 3.3,, the fourth component obtained an average value of 3.6. The fifth component obtained an average value of 3.3, the sixth component obtained an average value of 4, while the seventh component obtained an average value of 3.3.

The following are presented the result of experttest or validation in graph.

**Figure 1.** Result of Validation

4.3 Discussion

The following will be presented a discussion related to the results of the development of the Sprechen A2 course assessment instrument based on the Case Method. The developed test instruments are validated through expert tests to be given an assessment. Then the value obtained is adjusted to the range of categories that have been set so that the right decision can be seen on the test instrument developed, namely:

0 – 1 = not worth it

1,1 – 2 = worth it with many revisions

2,1 – 3 = worth it with minor revisions

3,1 – 4 = worth it without revision

Based on the range of such assessment categories it can be concluded, that the test instrument developed is worth using without revision, because it obtained an average score of 3.51.

V. Conclusion

The conclusion of the development of this test instrument is that the availability of the Sprechen A2 course test instrument includes four case-based materials method equipped with rubric assessment. The test instruments in this article are only as an example, but more can be seen in the results of research on the development of hybrid learning tools for the Sprechen A2 course based on case methods and team-based projects. The results of the expert test stated that the assessment instrument developed was feasible to use without revision with the average value obtained was 3.51. With these results, the test instrument will be tested in conjunction with the trial of the Sprechen A2 learning device, because the presentation is sequential from the application of the material to the assessment of speaking skills or Sprechen A2.

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