

## Exploring German Language Skills Learning Experience by The “NURS” Teaching Model

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### **Abstract**

This mixed-method research study explores German skills using the NURS teaching model for students. It was conducted in the German educational department program at the Faculty of Language and Literature at Makassar State University. The research subject was 28 German academic students from two classes in the second semester. Research instruments in this study include syllabi, teaching plans, student activity sheets, and formative tests. Researchers use reading, listening, writing, and speaking tests to determine students' competencies and skills. The data was examined by researchers using percentage techniques. German Average score of the students before they learn using the NURS teaching model is 75. The result shows that the average student's German-language skills in the A class are 80.75 and 83.50 for the B class. These improvements could be seen in the improvement in each class. Students of A class have improved in listening, 7.5% in reading, 13% in writing, and 11.5% in speaking. Conversely, students of B class have improved by 12% in listening, 9% in reading, 18% in writing and 15% in speaking. Another value of using the NURS teaching model in learning German is that it positively effect on the teachers' skills, like management of teaching, time, and how to make students more enthusiastic during the learning process. It can be concluded that the NURS teaching model can improve students' German skills in the German educational department at the Faculty of Language and Literature of Makassar State University.

Keywords: NURS teaching model; teaching German; German skills

### **Introduction**

Language is one of the most important communication elements that are the beginning of information. It is not secular anymore if we say that language is not only the boundary of our

science but can also be used as the boundary of our world. It was presented Daská & Valíčková (2017) through the study of its qualifications in the linguistic field and they stated that "*Die Grenzen der Sprache ist die Grenzen der Welt und die grenzenlose Sprachwissenschaft*". Learning a language can also be said as an event to recognize a new culture that can be used as an instrument of equality and comparison with our own language.

Culture, as the uniqueness of language learning today, can be reached through several sources, such as Google, YouTube, and other sources using an Internet connection. Based on information obtained through [www.uopeople.edu](http://www.uopeople.edu), the 12 languages that are to learn in 2020 include Spanish, German, French, Arabic, Russian, Portuguese, Japanese, Hindi, Italian, English, and Korean. The German is categorized as an important language to learn in 2020 based on that source with the total number of speakers as much as 132 million. We can expect that the German is important to learn in 2020 because Germany is a country that dominates the economy in Europe and is one of the business personalities in the world. If we require to do business in Germany or study there, it is good to have sterling German skills.

An attempt to learn German can be implemented by self-taught or by formal or informal educational institutions. The State University of Makassar is one of the universities in Indonesia that facilitates the learning of German through the educational department of German in the Faculty of Languages and literature. Teaching the German in this department has always been pursued through various types of learning models along with the development of knowledge and technology. In early 2010, students in this department have been educated by involving technology as one of the learning partners. Learning is also pursued through the use of E-learning platforms such as Google Classroom, Edmodo, Kahoot, Quizizz, etc., primarily in the case of the COVID-19. Teaching by using E-learning is an endeavor to improve the German at any time. A result of research by Hubackova, (2015) and Saud & Asnur (2018) accumulated information that the study of German using the blended learning method is more effective than face-to-face learning.

Based on a learning curriculum on the German education department, the competency of German at level A1-A2 (beginner) is focused on understanding the information relating to oneself and the surrounding environment which is expressed orally and in writing. However, the average student value results in the second semesters of 67 and belongs to the category pretty bad. On the other side, the results of analyses and evaluations through interviews with educators who teach the German in this course are assumed that the students need to learn with a learning model that can improve their German skills by not ignoring the life experience and conditions that are currently unable to be detached from the technological refinement. They do need a teaching model that can facilitate to be more creatively through their own cognitive and their experiences. A study conducted by (Orhan, 2019) describes that learning English is very helpful to students when learning German as a foreign language. That suggests that learning German as a foreign language will be more effective when supported by a learning model that can relate different types of the student experience in the learning process, whether it is a language learning experience or life experience.

In principle, the teaching of the German is not only focused on the study of the culture but also the process of establishing understanding so that learners can interact effectively. "Learners need to interact emotionally, cognitively and socially in meaningful and purposeful situations to use language" (İlin et al., 2013). The opinion is to us that the primary purpose of teaching German is to facilitate learners effectively in spoken and written communication. These goals can be fulfilling if supported by a learning model that can help the learners to be of service them through themes that are relevant to the learners' experience and condition, and to make digital technology

and media as the best learning partner or in other words based on flipped learning. In light of the previous studies, the research questions of the present study are as following:

1. How to teach the German by the NURS teaching model?
2. Can NURS teaching models improve German skills?

### **The NURS teaching model**

The NURS (Nature, Unique, Relevant, Situational) model is a learning model found by Nurming Saleh through the research results using cross-cultural communication studies as a base of its epistemology in the creation of cross-cultural German-language teaching materials. Saleh (2017) NURS is a didactic, constructively, metacognitive, humanly, intercultural, instructional, and technological-based learning procedure.

*Nature* implies the empowerment of all things that are around learners, both inside and outside of them. In the context of language teaching, this aspect orients on facilitating the integration of ideas or concepts based on experience and things found in the learners' support relating to the theme or topic of learning. This opinion relates to the results of study studies by Hermann & Bossle (2020) state that learning from things that are in our area is a preliminary approach to knowing or understanding topological learning. In other ways, this approach can be to be one of the sources of ideas that will describe in a piece of information in the learning process—argued that learning by appealing experience is an efficient approach to learning to improve one's ability and skills in the learning process (Barbe, et al., 2023).

*Unique* denotes the constructively, metacognitive, humanly, intercultural, instructional, and technological-based learning procedure. Learning center is a mental processes and empowering knowledge into potency, ability, and skill by using technological media and the instructional process, which are learning everywhere (from home or other places) and anytime. During the learning process, students will be the center of learning, and there will be various kinds of communication patterns as a representation of the person's level of ability and skill. This condition triggers your behavioral modifications to the respect of culture and differences, cherish, and help each other. So, it can be concluded that the learning outcome is not only the ability and skill of learners but also the founding of human values that are whole will be a memorable learning experience.

*Relevant* represents a relationship between the learning instruments and the needs and conditions of learners. Concerning language learning, this aspect is more implemented by the teacher in the materials and teaching books used in the learning process by lifting themes or learning topics that correspond to the conditions of life, experience, and level of the learners.

*Situational* interprets as an aspect related to the development of science and technology. Currently, we are in the 4.0 industry that has an impact on the use of digital media. With the learning process, teachers should involve the technical in the learning process because such involvement can provide a new value and learning style for the students. The benefits of technology-based learning put forward by Csikosova et al. (2012) learning through e-learning will optimize the skills and skill of learners included initiation, informing, explanation, resume, harmonization, encouragement, willingness for the compromise, and evaluation.

Saleh (2017) argue that to teach by using NURS teaching model can be implemented by these following procedures:

1. Apperception

This step is an early learning activity focused on the readiness of learners before joining learning activities. At this step, a teacher can do some activities such as Check students'

attendance, perform a short evaluation or repetition of material previously that are learned by learners, or associate the previous topic with the new one to learn. Besides, a teacher can also discuss the evaluation results of tasks that have been undertaken by learners or show videos or other media related to the material that the learners will learn. An effort to increase the readiness of learners can be through activities that can increase the concentration and train the focus of learners such as Brain gym, ice breaking, and others. That is in line with the study conducted by Zhang et al. (2017) that brain gymnastics has a positive effect on one's cognitive influence. So this activity is not only focused on attendance, associating learning materials, or making a small evaluation, but also as a step to prepare the cognitive readiness of learners Iskandar, Sumarni, Dewanti, & Asnur (2022).

2. Brainstorming of life experience based on the theme or topic of learning

This second step is an activity that emphasizes in the becoming of information against learners with an experience that is either witnessed or experienced based on the theme or topic of teaching. This step illustrates as a student experience in getting references to the subject to be learned. So, asking students to tell their experience based on the theme of learning is a communicative step that can increase the enthusiasm of learners in the learning process. It is in persuasion with the opinions expressed by Zou et al. (2015) and Jung (2019) that the experience is one of the learning resources that can involve actively participating learners in the learning process.

3. Opinion appreciation

At this step, the teacher gives an appreciation for all students' opinions at the previous activity and gives them a positive response to the information the learners disclosed.

4. Explaining materials and giving instructions

This step is the main activity in the learning process because students can understand the rules or measures given or applied during the learning process. Something holds NURS is known as one of the instructional-based learning models because it is a concept of understanding the learning flow, assignments based on creativity and student's competence, or quizzes during the learning process.

5. Discussion

This fifth step emphasizes individual learning activities or groups in completing the task given to the learning process. The teacher will facilitate the students to organize points that considering important to the material found before working in a group. Besides, students will be given a related subject with the theme/topic of learning prepared by staying based on cultural aspects, and then they work on the team to resolve the problem during the learning process.

This step is a platform for students to increase the logical power and character building of mutual respect in the differences during the discussion process relating to the experience and sources of discovered information. It concludes that this process is a receptacle in a temporary formulation of the related material/task during the learning process.

Unique is one aspect of the NURS model in the learning process. This uniqueness can we investigate in the process of understanding and acceptance of new culture, and the students sustain their own culture. At this step, students work in groups to formulate hypotheses related to cultural aspects derived from teaching materials during the learning process. It can be assumed that students are working on team-based to express their understanding and conclusion through creative media to present in front of the class.

6. Making a creative presentation

After students have discussed, in this step they will make a creative presentation project According to the topic of learning. Also, each featured group will give several questions from other group representatives. But a teacher should pay attention to the allocation of time.

#### 7. Reflection

This step describes the activities of students in expressing their conclusions regarding the material taught after going through several processes and learning steps. However, we need to know that the role of an educator is indispensable to this process as a good facilitator. In this step, it is also possible to provide follow-up to the material that has been learned through project-based assignments that can provide a container for learners to explore their ideas and creativity.

### Research method

This study is mixed-method and was done in the German education Program of the Faculty of Languages and Literature of the State University of Makassar with the number of research samples as many as 28 students from two classes in the second semester. Research instruments in this study include syllabus, teaching plan, student activity sheet, and formative tests. To know the increase in the German skills of the students, the researcher used the reading, listening, writing, and speaking tests. Based on the curriculum of the Ministry of Education and Culture of Indonesia, a student has completed the study when it has fulfilled the score 65 or 65%, and the class is completed to study if in the class there are 85% that have reached absorption power more than or equal to 65%. This rule has been implemented in the German education department at the Faculty of Language and Literature of Makassar State University as the curriculum standards of teaching.

### Results and discussion

As an application to improve student's German skills at the German education Program at the Faculty of Languages and Literature at the State University of Makassar has been implemented NURS models as a model as well as a learning approach through two cycles that consisting of design, implementation, observation, and evaluation. Every cycle of this study consisted of three sessions. After three sessions, a test of German-speaking skills, which consisted of listening, reading, writing, and speaking tests, was given for the students on each circle. The results of the German-language skills test of the students could be seen in the following table:

Table 1. Result of German skill test

Language competence	Mean Score before learning using NURS teaching model	Mean score		Increasing	
		A-Class	B-Class	A-class	B-class
Listening	70	80	82	10%	12%
Reading	75	82.5	84	7.5%	9%
Writing	70	83	88	13%	18%
Speaking	70	81,5	85	11.5%	15%
Average	71.25	81.50	84.75	10.25	13.50

The data shows that the average student's German-language skills in the first cycle are 64.75 after being taught using the NURS model and it was not fulfilled the unity of learning that is 65%, then the results of the evaluation of the circle are used as a benchmark to teach in the next

period. After students learn in the second circle, their German-language skills percentage increased by 20% to 84.75. These improvements could be seen in their improving in each German-language competency listening (17%), reading (16%), writing (22%), speaking (25%). Based on the data can be assumed that the NURS model can improve students' German skills in the German educational department at the Faculty of Language and Literature of Makassar State University. That can become because the students have followed the process of learning German using seven steps of the NURS teaching model.

The first exploring of the NURS teaching model implementation

As the teaching plan, the researcher prepares the learning instrument consisting of learning plans, student spreadsheets, and formative tests that include four German-language competencies, listening, reading, writing, and speaking. The theme taught in this cycle is "*Ab in den Urlaub*" or holiday based on *Netzwerk A1* text book. Besides, the researcher has also prepared tools supporting learning activities and observation sheets for learning management.

The learning process on this cycle did for three weeks, namely on the 7<sup>th</sup>, 14<sup>th</sup>, and 21<sup>st</sup> of January 2020 in class A with the number of students as much as 28 people. In this case, researchers act as teachers. The teaching and learning process refers to the prepared teaching plan.

Learning German using the NURS model is an attempt to make students a learning core by actively engaging them in the learning process. The learning activity begins with greeting students, checking students' attendance, providing small evaluations to refresh students' recollection of materials in the previous semester, or at meetings. The teacher presented the theme and learning aims that will be studied by the students at the meeting. As an endeavour to increase students' appeal to the theme to learn, teachers instruct them to divorce their holiday experiences such as where, when, with whom, how long, and what activities they do during the holidays. The observation shows that there are still 50% of students who are awkward to express opinions. Some of them are also confused about stringing their stories or experiences. Their story is interesting, funny, and there are also some bad ones. Therefore, researchers who acted as teachers gave a positive response and appreciation of their expressed stories.

Student enthusiasm is getting bigger when they listen to the material and instruction instructions presented by the teacher. The learning activities in this first cycle are supported by the source material from YouTube and some other websites. In this situation, there was good feedback between students and the teacher. In this cycle, students have conferred a reading text that has several questions, and students were requested to conclude the information contained in the passage through presentation activities. Students meet obstacles when working in teams to make creative presentations because they still have limited German vocabulary and an understanding of German grammar which is often used in spoken language in both the discussion process and the question and answer process at the time of presentation. Nevertheless, their creativity was very good at preparing the presentation material.

Before the learning activities ended, students were requested to reveal conclusions referring to individual and group learning achievements. Also, the teacher provides assignments and quizzes related to the material that has been learned using Google classroom.

The observation was done along with the implementation of teaching and learning. On 22<sup>nd</sup> of January 2020, the teacher provided a formative test covering the competencies of the German. Test listening, reading, and writing are executed using the Edmodo app, while for the speaking tests conducted directly concerning the standard German-speaking exams applied at the Goethe Institute. The average student value of the cycle is 65 on the listening test, 68 on the reading test,

66 on the writing test, and 60 on the speaking test, so the average value of German-speaking skills of the student on this cycle is 64.75 and belongs to the category quite. The Learning management data in this cycle is as follows:

Table 2. Result of learning management data of the first exploring

No.	Observed Aspect	Assessment		Average
		Observer 1	Observer 2	
	Observation of teaching and learning activities			
	A. Introduction			
	1. Motivating student	2	2	2
	2. Explaining the teaching aims	3	3	3
	B. Main activities			
	1. Discussing the step of activities with students	3	3	3
	2. Leading students to do the activities	3	3	3
	3. Guiding students to argue the results of learning activities in the group	2	2	2
I	4. Providing opportunities for students to present individual or group learning outcomes	3	3	3
	5. Guiding students to formulate learning conclusions	3	3	3
	C. Closing			
	1. Guiding students to create summaries	3	3	3
	2. Giving an evaluation	3	3	3
	3. Giving follow-up in the form of quizzes or tasks using technological tools	3	3	3
II	Time management	2	2	2
	Enthusiasm			
III	1. Students' enthusiasm	2	2	2
	2. Teacher enthusiasm	3	3	3
	SUM	35	35	35

Description	Point	Criteria	Point	Criteria
	1	: not good	3	: good
	2	: good enough	4	: excellent

Based on that table, the aspects that get the criteria less well are motivating students, guiding students to argue the results of learning activities in the group, time management, and students' enthusiasm. The four aspects that earned such good enough were the weakness of the first cycle and will be evaluated in the next cycle.

In the implementation of teaching and learning activities obtained information from the observation results as follows:

- The teacher is good enough to motivate students
- The teacher is good enough to guide students to argue the outcomes of learning activities in the group
- The teacher is not able to manage the learning time as well
- Students' enthusiasm is good enough during the learning process.

Learning after evaluation

#### *Planning*

As in previous cycles, researchers prepared a learning tool consisting of learning plans, student worksheets, and formative tests that included four German-language competencies of listening, reading, writing, and speaking. The theme taught on this cycle is still "*Ab in den Urlaub*" or holiday. But it is focused on writing postcards, telling the holiday experience, and understanding the text or audio related to the theme. Besides, researchers have also prepared tools supporting learning activities and observation sheets for learning management.

#### *Action*

The learning process on this second cycle executed for three weeks, namely on the 4<sup>th</sup>, 11<sup>th</sup> and 18<sup>th</sup> of February 2020 in class A with the number of students as much as 28 people. In this case, researchers act as teachers. The teaching and learning process refers to the prepared teaching plan.

The learning activity in this cycle is a reflection of the previous cycle. The teacher is getting maximized and effective at preparing student psychics through games and other exercises before the teacher checks students' attendance. Before students got new material, the teacher provides advice, action, and appreciation for the tasks and quizzes that are done by them. Like other forms of exception, a simple test was imparted for students to gauge their knowledge and understanding at a previous meeting. After that, the teacher conveyed the achievement of learning that will be studied by the students at the meeting. In an effort to increase students' appeal to the theme, the teacher gave them a few photos that illustrate the holiday situation in some locations and instructed them to divorce their holiday experience according to the images they chose. The observation showed that there was tremendous advancement, 88% of the students could already construct simple sentences and share their experiences. Their intrepidity is not detached from the tasks or quizzes that they have worked on so that they are familiar with the vocabulary that is often used based on the theme. Therefore, researchers who acted as teachers gave a very positive response and appreciation of the stories which they expressed.

The main activity of the learning process is focused on the student's understanding of text or audio. After that, they are asked to be able to revisit this information that they understand. Also, learning is increasingly demanding their creativity when they are given a postcard making project. That is one of the containers for them to improve their brand writing skills by sending and replying to postcards. There are different types of sizes, designs, and creativity from their postcards. The correction result showed that they need only to focus a bit more on the writing of the noun with a capital letter to write and the use of punctuation. At the next meeting, they were eventful with the task of making a dialog video about vacations. The video was presented in the classroom. On the other hand, the teacher provided opportunities for all students to reveal the main idea of the conversations that they have watched in the video.



Before the learning activities ended, students were asked to make conclusions referring to individual and group learning achievements. In addition, the teacher also provides assignments and quizzes related to the material that has been learned using Google Classroom and Quizizz.

### Observation

The observation was done along with the implementation of teaching and learning. On 19<sup>th</sup> of February 2020, the teacher provided a formative test covering the competencies of the German. Test listening, reading, and writing are executed using the Edmodo app, while for the speaking tests conducted directly concerning the standard German-speaking exams applied at the Goethe Institute. The average student value of the cycle is 82 on the listening test, 84 on the reading test, 88 on the writing test, and 85 on the speaking test, so the average value of German-speaking skills of the student on this cycle is 84.75 and belongs to the category good. The Learning management data in this cycle is as follows:

Table 3. Result of learning management data of after evaluation

No.	Observed Aspect	Assessment		Average
		Observer 1	Observer 2	
	Observation of teaching and learning activities			
	A. Introduction			
	1. Motivating student	4	3	3.5
	2. Explaining the teaching aims	4	4	4
	B. Main activities			
	1. Discussing the step of activities with students	3	4	3.5
	2. Leading students to do the activities	4	4	4
	3. Guiding students to argue the results of learning activities in the group	4	4	4
I	4. Providing opportunities for students to present individual or group learning outcomes	4	4	4
	5. Guiding students to formulate learning conclusions	4	4	4
	C. Closing			
	1. Guiding students to create summaries	4	3	3.5
	2. Giving an evaluation	4	4	4
	3. Giving follow-up in the form of quizzes or tasks using technological tools	4	4	4
II	Time management	4	3	3.5
	Enthusiasm			
III	3. Students' enthusiasm	4	4	4
	4. Teacher enthusiasm	4	4	3
	SUM	51	49	49

Description	Point	Criteria	Point	Criteria
	1	: not good	3	: good
	2	: good enough	4	: excellent

In the previous cycle, motivating students, guiding students to argue the results of learning activities in the group, time management, and students' enthusiasm were the weakness of teaching. In the second cycle, everything was going in the line, and there was no obstacle to implement the NURS teaching model for German students.

### Reflection

The German study at this second cycle has demonstrated a significant improvement both from the perspective of students and teachers. The increase can be seen in a comparison of the average student's grade after working on the test 64.75 (cycle I) and 84.75 (cycle II). Therefore, it can be concluded that the student's German skills are increased by 20%. The use of the model NURS also shows the estimating on the skills and abilities of the teacher to process the learning of both the activities of the study, time estimation, and enthusiasm of students and teachers.

### Conclusion

The NURS teaching model is a didactic, constructively, metacognitive, humanly, intercultural, instructional, and technological-based learning procedure and has seven steps to implement. They are apperception, brainstorming of life experience based on the theme or topic of learning, opinion appreciation, explaining materials and giving instructions, discussion, making a creative presentation, and reflection. This model was implemented to increase German skills of student at German educational program at the faculty of language and literature at Makassar state University. The result shows that the average student's German-language skills in the first cycle are 64.75. After students learn in the second cycle, their German-language skills percentage increased by 20% to 84.75. These improvements could be seen in their improving in each German-language competency listening (17%), reading (16%), writing (22%), speaking (25%). Another benefit of using the NURS teaching model on learning German has a positive effect on the teacher teaching skills, like management of teaching, time, and how to make students more enthusiastic during the learning process. The NURS teaching model can improve students' German skills in the German educational department at the Faculty of Language and Literature of Makassar State University.

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