

**DEVELOPMENT OF GERMAN LANGUAGE LEARNING MATERIALS LEVEL A1
ON THE THEME BERUFE BASED ON LOCAL PROFESSIONS IN MEDAN**

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Abstrak

Penelitian ini bertujuan untuk mengembangkan materi pembelajaran bahasa Jerman tingkat A1 dengan tema Profesi (Berufe) berdasarkan profesi lokal di Medan. Penelitian ini menerapkan pendekatan Penelitian dan Pengembangan (R&D) menggunakan model ADDIE, yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Data dikumpulkan melalui observasi lapangan, wawancara dengan guru, dan uji coba yang melibatkan siswa SMA. Materi yang dikembangkan mengintegrasikan profesi lokal seperti pengemudi angkot, pengendara becak, dan pengemudi bajaj ke dalam latihan kosakata, dialog, dan aktivitas berbicara. Hasil menunjukkan peningkatan yang signifikan dalam penguasaan kosakata, keterampilan berbicara, dan motivasi belajar siswa. Penggunaan konten kontekstual memungkinkan peserta didik untuk menghubungkan pembelajaran bahasa dengan pengalaman sehari-hari mereka, sehingga prosesnya menjadi lebih bermakna dan efektif. Temuan ini menunjukkan bahwa materi pengajaran berbasis lokal dapat meningkatkan kompetensi linguistik dan keterlibatan peserta didik dalam pendidikan bahasa Jerman tingkat pemula.

Kata Kunci: Pengembangan Materi Pengajaran, Bahasa Jerman A1, Profesi Lokal, Medan.

Abstract

This study aims to develop German language learning materials at the A1 level with the theme Berufe based on local professions in Medan. The research applies a Research and Development (R&D) approach using the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. Data were collected through field observations, interviews with teachers, and trials involving high school students. The developed materials integrate local professions such as angkot drivers, becak riders, and bajaj drivers into vocabulary exercises, dialogues, and speaking activities. The results show significant improvements in students' vocabulary mastery, speaking skills, and learning motivation. The use of contextualized content enables learners to connect language learning with their daily experiences, making the process more meaningful and effective. These findings indicate that locally based teaching materials can enhance both linguistic competence and learner engagement in German language education at the beginner level.

Keywords: Teaching Material Development, German A1, Local Professions, Medan,

Tourism Area, Gili Island.

INTRODUCTION

Foreign language learning requires a structured approach that integrates linguistic competence with meaningful context. At the beginner level, learners need not only to understand basic grammar and vocabulary but also to apply them in simple and relevant communication. This condition becomes more critical in vocational-oriented language education, where language functions as a tool for real-life interaction rather than abstract knowledge. Therefore, teaching materials must connect language content with learners' daily experiences to ensure effective learning outcomes (Roche, 2021; Richards, 2015).

In the context of German language education in Indonesia, the development of communicative competence at the A1 level remains a significant challenge. Although German is taught in various senior high schools and universities, the available teaching materials often rely on standardized international textbooks. These materials generally present universal themes and contexts that do not always align with the socio-cultural background of Indonesian learners. As a result, students frequently encounter difficulties in understanding and applying the language in meaningful ways because the content feels distant from their everyday realities (Manik et al., 2025).

One of the fundamental topics in A1 German learning is *Berufe* or professions. This topic introduces essential vocabulary and basic sentence structures used to describe occupations, workplace activities, and simple interactions related to jobs. However, most existing teaching materials focus on globally recognized professions such as doctors, teachers, engineers, or office employees. While these professions are important, they do not fully represent the diversity of occupations found in local communities. This gap reduces the contextual relevance of learning and limits students' ability to connect new vocabulary with their lived experiences.

In Medan, as one of the major urban centers in Indonesia, students are more familiar with local professions such as angkot drivers, becak riders, and bajaj drivers. These occupations form an integral part of the local transportation system and daily social interactions. However, such professions are rarely included in German language teaching materials. This mismatch creates a disconnect between the learning content and the learners' environment. When students cannot relate to the material, their engagement decreases, and the effectiveness of the

learning process becomes limited.

The importance of contextual relevance in language learning has been widely emphasized in language education theories. Contextual learning theory states that learners understand and retain knowledge more effectively when new information is connected to real-life situations. This approach encourages active participation, critical thinking, and practical application of knowledge. In foreign language learning, contextualization helps learners internalize vocabulary and structures because they can directly associate them with familiar experiences (Widdowson, 2019).

Furthermore, needs-based language instruction highlights the necessity of aligning teaching materials with learners' actual needs and environments. Wenno et al. (2022) argue that teaching materials developed through systematic needs analysis significantly improve learning effectiveness. By identifying learners' backgrounds, interests, and communication needs, educators can design materials that are more relevant and engaging. In this study, the integration of local professions represents an application of needs-based material development that reflects students' real social contexts.

In addition to contextual and needs-based approaches, vocational language learning provides another important theoretical foundation for this study. The concept of *Berufssprache* emphasizes the role of language as a medium for professional communication. Roche (2021) explains that language learning should prepare learners to use language in specific work-related situations. Even at the beginner level, students should be introduced to simple forms of professional communication that reflect real-world practices. Therefore, incorporating local professions into AI learning materials can support the development of practical communication skills from an early stage.

Another relevant perspective is the integration of local culture or local wisdom in language learning. Local culture plays a crucial role in shaping learners' identities and experiences. Lestuny et al. (2024) state that incorporating local elements into foreign language education enhances student engagement and motivation. When learners see their own culture represented in the learning materials, they feel more connected to the content. This connection increases their interest and encourages active participation in the learning process.

Moreover, aligning language learning with labor market realities strengthens the functional value of language competence. Szczek (2025) emphasizes that language skills

should reflect real communication needs in society and the workplace. Although A1 learners are still at a basic level, introducing them to familiar professional contexts can build a foundation for future language use. This approach ensures that language learning is not only theoretical but also practical and applicable.

Despite the recognized importance of contextualization, many German language teaching materials used in Indonesian classrooms still lack local adaptation. Previous studies have shown that teaching materials often prioritize global standards over local relevance. While maintaining international standards is important, it should not come at the expense of contextual appropriateness. Effective teaching materials must balance linguistic accuracy with cultural and social relevance (Tomlinson, 2018).

Several studies have attempted to address this issue by developing innovative teaching materials. For example, Mayasari et al. (2021) developed German teaching materials using comics to improve student engagement. Similarly, Issabella et al. (2023) designed digital audiovisual media to enhance learning outcomes. Although these studies contribute to improving instructional methods, they do not specifically focus on integrating local professions into the Berufe theme. Therefore, there is still a need for research that explicitly addresses this gap.

In addition, Nurohmah et al. (2020) highlight the importance of utilizing technology in developing speaking materials. However, technological innovation alone is not sufficient if the content remains disconnected from learners' real-life contexts. Content relevance remains a key factor in determining the effectiveness of teaching materials. Thus, this study focuses on content development rather than technological enhancement, emphasizing the importance of contextualization.

Based on the above considerations, this study identifies a critical gap in German language teaching materials at the A1 level, particularly in the theme Berufe. Existing materials do not adequately represent local professions that are familiar to students in Medan. This gap affects students' motivation, comprehension, and ability to use the language in meaningful contexts. Therefore, there is a need to develop teaching materials that integrate local professions while maintaining linguistic and pedagogical standards.

This study aims to develop German language learning materials at the A1 level with the theme Berufe based on local professions in Medan. The materials are designed to incorporate

professions such as angkot drivers, becak riders, and bajaj drivers into vocabulary exercises, dialogues, and speaking activities. The development process follows a systematic instructional design model to ensure the quality and effectiveness of the materials.

The significance of this study lies in its contribution to both theory and practice. From a theoretical perspective, the study reinforces the importance of contextual and needs-based approaches in foreign language learning. It also supports the concept of vocational language learning by integrating professional contexts into beginner-level instruction. From a practical perspective, the study provides a model for developing teaching materials that are relevant to local contexts without compromising international standards.

In addition, this study offers implications for educators and curriculum developers. Teachers can use the developed materials as a reference for designing more contextualized learning activities. Curriculum developers can consider incorporating local elements into language education to enhance relevance and effectiveness. Ultimately, this approach can improve the quality of foreign language education in Indonesia.

In conclusion, effective foreign language learning at the beginner level requires teaching materials that are not only linguistically accurate but also contextually relevant. The integration of local professions into the Berufe theme represents a strategic effort to bridge the gap between global language standards and local realities. By aligning learning content with students' daily experiences, this study aims to enhance vocabulary mastery, speaking skills, and learning motivation in German language education at the A1 level.

RESEARCH METHODS

Material

The study used special modules made for German A1 learners, focusing on the topic Berufe, which is about local jobs. These modules had vocabulary lists, reading passages, dialogues, and speaking activities that were connected to jobs that Medan students would recognize. To enhance contextual relevance, the modules were supplemented with illustrations and photographs depicting local professions, allowing learners to link the language to their social environment. Standard German textbooks like Menschen A1 and Studio d A1 were used as references to make sure the content matches international standards. The tools used for evaluation were vocabulary tests, rubrics for assessing speaking skills, and questionnaires filled

out by students to check how well the created materials worked.

Methods

The study employed the ADDIE model:

- **Analysis:** Needs assessment through surveys and teacher interviews, as well as observations of local professions.
- **Design:** Drafting lesson plans and modules integrating local professions into the theme Berufe.
- **Development:** Creating modules with illustrations and validating them with language experts.
- **Implementation:** Testing the modules with 11th-grade high school students in Medan.
- **Evaluation:** Measuring effectiveness through vocabulary tests, speaking performance, and student feedback.

RESULTS AND DISCUSSION

Results

Vocabulary Table of Local Profession In German

Local profession	German term	Example sentence
Angkot driver	der Angkotfahrer	Mein Vater ist angkotfahrer.
Becak driver	der Becakfahrer	Der Becakfahrer fährt schnell.
Bajaj driver	der Bajajfahrer	Ich spreche mit dem Bajaj-Fahrer.



Picture of angkot



Picture of Becak



Picture of Bajaj

Comparison of Pre-Test and Post-Test Scores

Aspect evaluated	Average pre-test score	Average post-test score	Improvement (%)
Vocabulary of Local Professions	22	82	49%
Speaking Skills	60	85	45%
Learning Motivation (Scale 1–100)	58	88	25%

Sample Dialogue (German A1 Level)

Exmample 1:

Student A: Was macht dein Vater? (What does your father do?)

Student B: Mein Vater ist Becakfahrer. (My father is a becak rider.)

Student A: Arbeitet er in Medan? (Does he work in Medan?)

Student B: Ja, er arbeitet in Medan. (Yes, he works in Medan.)

Example 2:

Student A: Wie kommst du zur Schule? (How do you get to school?)

Student B: Ich fahre mit dem Bajai. (I go by bajai.)

Student A: Ist es schnell? (Is it fast?)

Student B: Ja, es ist schnell und billig. (Yes, it is fast and cheap.)

Example 3:

Student A: Warum fährt der Angkot so schnell? (Why is that angkot going so fast?)

Student B: Ja, er jagt gerade Fahrgäste. (Yes, that minibus is picking up passengers.)

Student A: Wie viele Leute sind im Angkot? (How many people are in the minibus?)

Student B: Ungefähr acht Personen, manchmal sogar mehr. (About 8 people, but even can more)

Discussions

The findings of this study indicate that the developed teaching materials have a

measurable impact on students' vocabulary mastery, speaking skills, and learning motivation. The increase in post-test scores across all assessed aspects reflects the effectiveness of integrating local professions into German language learning at the A1 level. These results confirm that contextualized materials support better comprehension and facilitate more active language use.

The most significant improvement appears in vocabulary mastery related to local professions. Students show a higher ability to recognize, understand, and use German terms such as *Angkotsfahrer*, *Becakfahrer*, and *Bajajfahrer* in simple sentences. This result occurs because the vocabulary is directly linked to objects and professions that students encounter in their daily environment. When learners already possess prior knowledge of a concept in their first language, the process of mapping it into a foreign language becomes more efficient. This condition reduces cognitive load and accelerates vocabulary acquisition.

From a cognitive perspective, the findings align with the principle that meaningful input enhances language retention. Learners process information more effectively when it is relevant and familiar. In this study, the integration of local professions functions as a bridge between existing knowledge and new linguistic forms. Students do not need to construct entirely new conceptual frameworks, as the context already exists in their daily experiences. This mechanism explains the substantial increase in vocabulary scores after the implementation phase.

The improvement in speaking skills also demonstrates the practical value of contextualized materials. Students are able to construct simple dialogues more fluently and respond to questions related to professions with greater confidence. The dialogue exercises provided in the materials simulate real-life communication, such as asking about occupations or describing daily activities. These activities create opportunities for repetitive and meaningful practice, which is essential at the A1 level.

In addition, the use of familiar contexts reduces students' anxiety when speaking a foreign language. Many beginner learners experience hesitation due to limited vocabulary and fear of making errors. However, when the topic is closely related to their daily life, students can rely on their existing knowledge to support communication. This condition increases their willingness to participate in speaking activities and contributes to the observed improvement in speaking performance.

The findings support the concept of needs-based material development, which emphasizes the alignment between instructional content and learner characteristics (Wenno et al., 2022). The materials in this study are developed based on real conditions in Medan, where local transportation professions play an important role in everyday life. By incorporating these professions, the materials reflect the actual communicative needs of students. This alignment enhances both the relevance and effectiveness of the learning process.

Furthermore, the results reinforce the theoretical framework of vocational language learning. According to Roche (2021), language instruction should prepare learners for practical communication in professional contexts. Although the participants in this study are at the beginner level, the introduction of simple professional contexts provides an early foundation for work-related communication. Students learn how to describe occupations, ask questions about jobs, and engage in basic interactions related to professional activities. These skills are essential for developing communicative competence in real-world situations.

The integration of local professions also demonstrates the importance of contextual learning in foreign language education. Widdowson (2019) argues that language learning becomes more effective when it reflects authentic use rather than isolated linguistic forms. In this study, vocabulary and grammar are not taught as separate elements. Instead, they are embedded in meaningful contexts through dialogues, examples, and exercises. This approach enables students to understand how language functions in communication rather than memorizing abstract rules.

Another important finding is the increase in students' learning motivation. The data show that students exhibit greater interest and engagement during the learning process. This improvement is closely related to the inclusion of local cultural elements in the teaching materials. When students see familiar professions represented in the learning content, they feel a stronger connection to the material. This sense of relevance encourages active participation and sustained attention during classroom activities.

This result is consistent with the findings of Lestuny et al. (2024), which highlight the role of local wisdom in enhancing student engagement. Local culture serves as a meaningful context that supports both cognitive and affective aspects of learning. In this study, local professions function not only as vocabulary items but also as cultural representations that reflect students' social environment. This dual function strengthens the overall learning

experience.

Moreover, the findings align with the argument that language learning should reflect labor market realities (Szczęk, 2025). Although the focus of this study is at the A1 level, introducing learners to real professions helps them understand the practical relevance of language skills. Students do not perceive language learning as an abstract academic activity. Instead, they recognize its potential use in everyday communication and future professional contexts. This awareness contributes to increased motivation and engagement.

The results also confirm that contextualized materials can improve the efficiency of the learning process. Students require less time to understand new vocabulary and can apply it more quickly in communication. This efficiency is particularly important in classroom settings with limited instructional time. By using familiar contexts, teachers can maximize learning outcomes without increasing instructional complexity.

In addition, the findings provide empirical support for the role of instructional design in material development. The use of the ADDIE model ensures that the materials are systematically developed, tested, and evaluated. Each stage contributes to the overall quality of the final product. The analysis stage identifies learner needs, the design stage structures the content, the development stage produces the materials, the implementation stage tests their effectiveness, and the evaluation stage measures learning outcomes. This structured approach enhances the reliability and validity of the findings.

However, the results must be interpreted within the limitations of the study. The sample size is relatively small and limited to a specific group of students in Medan. Therefore, the generalizability of the findings may be restricted. In addition, the study focuses on a limited number of local professions. Expanding the range of professions could provide a more comprehensive representation of local contexts and potentially yield different results.

Despite these limitations, the study provides clear evidence that contextualized teaching materials improve learning effectiveness at the beginner level. The integration of local professions not only enhances vocabulary mastery and speaking skills but also increases student motivation and engagement. These findings suggest that contextualization should be considered a key principle in foreign language material development.

Overall, the discussion highlights that the success of language learning is strongly influenced by the relevance of instructional content. Teaching materials that reflect students'

real-life experiences create a more meaningful and effective learning process. In the context of German language education at the A1 level, the incorporation of local professions represents a practical and pedagogically sound approach to improving learning outcomes

CONCLUSION AND SUGGESTIONS

This study confirms that the development of German language teaching materials at the A1 level based on local professions in Medan improves students' vocabulary mastery, speaking skills, and learning motivation. The findings show that contextualized content enables students to understand and apply language more effectively. Learners connect new vocabulary with familiar concepts, which accelerates comprehension and supports active communication.

The integration of local professions into the Berufe theme increases the relevance of learning materials. Students engage more actively because the content reflects their daily environment. This condition strengthens both cognitive and affective aspects of learning. Students not only achieve better academic results but also show higher confidence in using the language in simple interactions.

From a theoretical perspective, the results support contextual learning, needs-based material development, and vocational language learning. Teaching materials that align with learners' real-life contexts and communication needs produce more effective outcomes (Roche, 2021; Wenno et al., 2022). The study also confirms that local cultural elements enhance engagement and make learning more meaningful (Lestuny et al., 2024).

However, this study is limited by the small sample size and the scope of professions included. Future research should involve larger samples and a wider range of local contexts. Despite these limitations, the study demonstrates that contextualized teaching materials provide a practical approach to improving the quality of German language education at the beginner level.

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