Scaly fish as an innovation pedagogy of reading and speaking skills for German language teachers in Indonesia

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Abstract

The focus of this activity is the application of the GOPP method to reading and speaking skills for German language teachers. Observation on the German language skills has been made of 40 respondents of German language teachers in Malang, East Java, Indonesia. The result indicates that teachers need to improve their language skills, especially reading skills and speaking skills in German. One of the methods for achieving this goal is the GOPP method (Goal-oriented project planning), which is an innovative pedagogy method of goal-oriented activity. This method has six phases of implementation: problem analysis, goal analysis, participants and potential analysis, project planning overview, action plan, and results analysis and documentation. In the action plan phase, the Schuppenfisch-technic is used. The results of the questionnaire show that this technique helps teachers in reading and writing skills. They enjoy the technic and they are self-confident when they are speaking in German. In addition, there is a plan to apply this method in the classrooms at their schools.

Keywords: GOPP-Method; reading; scaly fish; Schuppenfisch-technic; speaking skills.

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1. INTRODUCTION

As known, German language skills and abilities of learners are measured and categorized based on an international guideline. These are commonly called GER *(Gemeinsamer Europäische Referenzrahmen)*. Based on the classification GER, mastery level of skills in the German language is divided into six levels of mastery of the German language, which is the basic levels A1 and A2 *(elementary language usage)*, intermediate levels B1 and B2 *(independent language usage)*, as well as advanced level C1 and C2 *(competent language usage)*. Each of these classifications has a description and explanation of the learner's achievement criteria in all four aspects of language skills (Glaboniat et al., 2013).

Currently, TDG German in Indonesia continuously has worked with many stakeholders to improve the quality of teachers. In Malang, methodic-didactic seminars are conducted in cooperation with the Goethe Institut Jakarta, Wisma Jerman Surabaya. Indeed, activities already exist to improve the quality of language skills, namely writing, listening, reading, and speaking skills that focus on achieving international standard German language proficiency certification, but their activities often involve a limited number of participants. However, it has been identified that current mainstream foreign language teaching pedagogy has not yet evolved systematic methods for teaching communicative competence.

Based on the description above, activity is needed to improve the quality of the German language, which is carried out continuously on the four language skills, which involves more participants, especially those who do not have any certificate. One method for achieving this goal is the ZOPP method (*Ziel Orientierte Projekt Planung*), in English goal-oriented project planning, which is a method of activity that is oriented to the goal (Groenendijk & Dopheide, 2003).

This method has six phases of implementation, namely the *Problemanalyse* (problem analysis), *Zielanalyse* (goal analysis), *Beteiligten- und Potentialanalyse* (participants and potential analysis), *Projektplanungsübersicht* (project planning overview), *Aktionsplan* (action plan), *and Ergebnisanalyse und Documentation* (results analysis and documentation)**.** After undergoing these six phases, it is expected that German teachers in East Java, Indonesia, can improve their language skills.

In the Action plan phase, the activities carried out are oriented towards four language skills, namely reading, speaking, listening, and writing skills, as well as mastery of grammar and vocabulary. This training is carried out in stages, and this article discusses explicitly training for teachers on reading and speaking skills. Reading should use certain methods because the results of research studies show that many factors affect reading efficiency. In Indonesia, there is no standardized instrument that assesses prereading competence in the areas of visual discrimination, phonological awareness, rapid automatic naming, short-term memory, vocabulary, and comprehension. Standardized instruments are needed, so that learners do not have difficulty in reading a text. Difficulties in reading components can result in reading comprehension difficulties. Therefore, all components must be considered by their potential impacts (Erbeli & Pižorn, 2013).

1.1. Purpose of study

Based on the problems stated before, the focus of this activity is the application of the GOPP method to reading and speaking skills for German language teachers, which uses several techniques in its implementation, with visualization and consideration of its components.

2. METHOD AND MATERIALS

2.1. Participants

The German language learning is carried out in many schools in Indonesia, including Malang, and East Java. The ability and skills of the German language students depend on the ability of the teacher. However, many German teachers do not have an internationally recognized certificate of German

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language proficiency. Observations on the level of ability and German language skills of German language teachers have been carried out on 40 German language teacher respondents in Malang Indonesia, who are members of the Indonesian German Teachers Association (IGTA) Malang and the German Language Teacher Discussion Group (TDG). **2.2. Data collection tool**

The *Deutsche Gesellschaft für Internationale Zusammenarbeit* GmbH (GIZ) – the German agency for international cooperation, introduced the method ZOPP as a standard tool in 1983 (Kirsch et al., 2017) to promote international sustainable development and to support the German federal government in achieving its objectives in its field. However, this method can also be used in various fields. For example, Bondan's research uses the ZOPP method to alleviate poverty (Satriawan & Oktavianti, 2012). In these community service activities, the ZOPP method is used to develop the ability of the German teacher to promote reading and speaking German skills.

2.3. Procedure

As delivered in part earlier, the implementation of the activities of the court uses the traditional ZOPP method to be able to achieve the targets set. The method with six steps is described as follows:

A. Problemsanalyse (Problem analysis)

In phase is implementing analysis of the problems that owned the teacher. The problems are recorded on the card so that implementers focus on problems that are found. After the problems are clearly illustrated, one issue is considered as a priority.

B. Zielanalyse (Goal analysis)

Each problem gets attention, and then it does the project SMART, an acronym of S (specific), M (measurable), A (acceptable), R (realistic), and T (terminated). Framework SMART is specific/focused on one issue, the achievement of its success can be measured, can be accepted, can be carried out by the human source, and the purpose of which will be achieved can be targeted in a time that has been determined.

C. Beteiligten - und Potentialanalyse (Participants and potential analysis)

In phase is implementing analysis of the availability of the source of the power of man that exists, so that the opportunities and problems encountered can be identified.

D. Projektplanung (Project planning overview)

The executor makes a project design, namely the steps that must be taken to be able to achieve the specified target. Each step must have a sub-step in the form of a work break- structure as an instrument. Thus, every problem can be identified early.

E. Aktionsplan (Action plan)

Once the design project is illustrated clearly, implementers make a plan of work which is written into the table work. In the column table write in detail the steps that will be taken, deadline time, indicators of success, and the responsibility of a person (Figure 1).

Figure 1
ZOPP-method

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F. Ergebnisanalyse und Documentation (Result analysis and documentation)

The five steps in the above are used as the basis of implementing activities in designing a building project. The collected data is analyzed and documented. If needed, the design of the project building design can be revised. Chairman of the executive role as a leader and at the same supervisor projects which duty to monitor the way its projects.

3.   RESULTS

The results of the observations made are shown in Table 1 below:

Table 1
Teacher's German ability based on the certificate held

Level	A1	A2	B1	B2	C1	C2	Do not have
Number of Respondents	0	2	7	3	0	0	18
Percentage	0%	5%	42.5	7.5%	0	0	45%

The results of these observations (table 1) indicate that 45% of respondents don't have any international German language proficiency certificate, and 55% of other respondents already have German language proficiency certificates at various levels of ability. Of 40 respondents, 47.5% achieved German language proficiency in certificates up to the B1 level. Meanwhile, only 7.5% already have B2 certificates. This fact needs attention from the lecturers at the university level as a mentor for teachers because teachers in schools have the task of teaching and testing German-language materials at levels A1 and A2. Even in several schools in Malang, Indonesia, teachers must teach German up to the B1 level.

In phase is implementing identifying problems that are found in the field. Identification of the problem that was found among other things:

A. Problemsanalyse (Problem analysis)
- Goethe Institut limits the number of participants who take

part in training and education.
- 45% of the total teacher respondents did not have language skill certificates.
- The teachers who have had a certificate do have not the opportunity that raise their

level of skills.
- Teachers need language skills.

From four items, the researcher takes the fourth problem from the issues.

B. Zielanalyse (Goal analysis)

Each issue was given the theme of big problems, and then on each large theme would do one project SMART, which is the acronym of S (*spezifisch*), M (*messbar*), A (*akzeptabel*), R (*realistisch*), and T (*terminiert*), with details as the following:

- Specifically, it refers to teachers who do not have a certificate up to B1.

- Measurable means that the success of this can be measured with a clear questionnaire.
- It can be accepted means supported by presenters/speakers and participants who follow the activities.
- This activity can be realized by implementers and participants.
- Interest targeted completion

C. Beteiligten - und Potentialanalyse (Participants and potential analysis)

Through the activities of the Focus Group Discussion (FGD), the executive chief determines the source of the power of a man who will be involved in the activities. The team of lecturers Department of Literature Germany Universitas Negeri Malang (UM) delivers the theme.

D. Projektplanung (Project planning overview)

The Framework is done with the steps as follows:

- FGD and the principal team invite the members of IGTA and TDG. The results of the FGD were used as the basis for determining persons and the number of trainees, the time of implementation, and the distribution of other tasks.
- They invite participants from each school to follow this activity.
- Speaker prepares as well as a source of learning to support the objectives of activities.

E. Aktionsplan (Action plan)

Activities are directed to the German language teacher, both of who have or who do have not a certificate. With such activities in the form of course refresher skills of speaking German. The concept is the number of participants who will follow the activities. However, until the limitation of the final registration, only 14 candidates for participants signed up to follow the activities. In detail, the activities mentioned above can be listed as follows:

F. Description of activities

1) Preparation:

Preparing is done with the steps as follows:

- Sources prepare 15 texts short speaking German with a degree of difficulty B1 with a variety of themes and titles. The level of difficulty of the text is the same as the participant's language skills.
- The team helped to prepare a variety of colorful card squares with a size of 7 x 5 cm, cellophane tape, scissors, and equipment required.
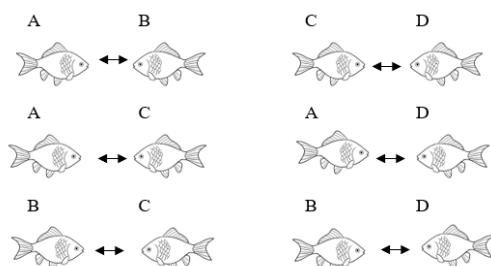
2) Core Activities

The event core is done with the steps as follows:

- The instructor shares short texts.
- Participants read a text carefully and marked the words key in the text.
- Participants underline keywords on the cards given.
- Participants write keywords into the card as much as possible. This keyword is used to help participants retell the contents of the text they have read.

With cellophane tape, participants stick the cards they have written on clothes and other body parts. Participants arrange the cards according to their wishes. The cards that are attached to the body of participants look like a fish with scales. From this description, this method is called *Schuppenfisch*, which means scaly fish. Then the "fish" around to each communicating back the contents of the text-assisted card of the "fish" to "fish" more like appear in figure 2 below:

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Figure 2

Illustration of participants' reciprocal speaking activities

Thus, one "fish" can tell the contents of the text several times. It will lead to confidence in the ability to speak. Besides, the "fish" are more motivated to talk with other "fish", because the "fish" do not feel they are being watched and are not afraid to make grammatical mistakes while talking (figure 3).

Figure 3

Participants' reciprocal speaking activities
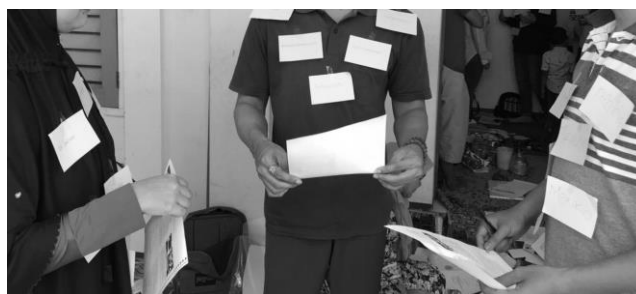
3) Closing

Before closing the activity, the researcher distributed open and closed questionnaires. The questionnaire was used to obtain an opinion about the use of the *Schuppenfisch-technic* for reading and speaking skills. The following (table 2) is on participant responses about the *Schuppenfisch-technic* for reading and speaking skills.

Table 2

Questionnaire about the Schupenfisch method

Statement	SA	A	DA	SDA
Before attending this training, I was not familiar with the *Schuppenfisch*-technic for reading and speaking skills.	10	3	2	
The *Schuppenfisch*-technic helps me to be more confident in reading and speaking.	7	8		
I enjoy simulating the *Schuppenfisch* technic for reading and speaking skills.	7	8		
I have no difficulty in simulating the application of the *Schuppenfisch*-technic for reading and speaking skills.	4	10	1	
After getting to know the *Schuppenfisch*-technic, I will apply it in school in my teaching.	7	8		

Notes: SA = strongly agree, A = agree, DA = disagree, SDA = strongly disagree

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4. DISCUSSION

If the statement strongly agrees and agrees is assumed to be a positive impression, and the statement of disagreement and strongly disagree as a negative impression, then the data in the table above can be described as follows:

In the first statement about the participants' experience with the *Schuppenfisch* method, only 13% of participants already knew this method, and most of the participants, namely 86% of the total number of new participants, knew this method. Thus, it can be concluded that some participants gained new experience in teaching and learning to read and speak German using the *Schuppenfisch* method. The activity of retelling the contents of the text is not a new technique in learning German, because research has reviewed this technique (Ichsan, 2019; Kayi, 2006; Maryam, 2018; Yuniarti, 2017). The four studies used other methods in learning to retell the contents of the text, not the *Schuppenfisch* method.

As stated in the previous section, the Schuppensfisch method can practice reading and speaking skills. In the speaking stage, participants can freely speak without worrying about making grammatical mistakes. It is important because anxiety is the most dominant affective factor impeding the learning process (Derakhshan et al., 2016), in this case of learning conversational skills. The second statement proves that the *Schuppenfisch*-technic helps participants to be more confident in speaking. When using this method, it seems that participants can enjoy reading and talking to each other. Only 6% of participants seemed to be still experiencing difficulties. It is believed to be due to inadequate language skills. Interestingly, this method inspired all the trainees and would apply it in German lessons in their classrooms.

Based on the results of an open questionnaire written by the teacher, positive opinions about this method were obtained, among others:

- The keywords written make it easy for me to convey the essence of the text read.
- I can build up confidence in speaking.
- I can convey the idea of a theme and speaking activities.
- The application of this method can inspire me to practice speaking.
- This method is fun and stimulates Higher-order thinking skills (HOTS).
- I can read and understand and then dare to speak and explain.
- This method applies two methods at the same time, reading and writing. I can produce texts orally, and tell stories again with the help of words written on cards.
- This method makes me dare to speak.
- This method helps improve text understanding.
- This method helps improve speaking skills.
- The medium is practical and easy to find and work on.
- This method makes it easy to talk, with the help of keywords.
- Attractive and time-saving.
- Fun and interesting, and I will apply it in class.
- I feel confident in speaking German.
- This method helps to remember and understand the text.

Meanwhile, an open questionnaire was given also to identify negative impressions of the *Schuppenfisch*-technic on reading and speaking German skills. Following is the open questionnaire about the *Schuppenfisch*-technic as well as the data regarding negative impressions intended:

- This method needs vocabulary for communicating reset.
- This method can only be applied in small or medium classes. A session was carried out in a class of more than 30 students.
- The teacher cannot control when students speak.
- Teachers find it challenging to get texts.

- This method is challenging to apply because it requires much text, especially if there are many students in the class.
- This method is not complicated when sticking to the paper.
- The method is more suitable for medium-level German learning.
- It is terrible to think uncomfortable.

The above activity is a combination of several forms of speaking practice that provide opportunities for students to speak German by providing a productive, collaborative environment and sharing knowledge gained from the texts they read. As Liang et al., (2024) stated the relevance of collaborative or group learning. Thus, reading can improve their speaking skills (Derakhshan et al., 2016). Although it looks like one-way communication, in practice, this method uses two-way communication, because after delivering the contents of the text, the speaking partner usually asks about the text he is reading. Only through this two-way communication can improve speaking skills teacher, since one of the weaknesses of teachers is that they cannot use the language in daily conversation (Kuśnierek, 2015).

Speaking skills can only be trained through direct speaking practice. In the context of classroom learning, this means that *students should work as much as possible on their own and talk to one another directly* (Krisdiana et al., 2018). Speaking skills can be trained with the activities of learning in the form of discussion, role play, simulation, gaps of information, brainstorming, storytelling, interviews, completion of the story, reporting, playing cards, narrative drawings, explanation drawing, and finding the difference (Kayi, 2006; Li et al., 2022).

Speaking practice requires tools as a medium for learning speaking skills, both traditional and digital media (Esmaeilee, 2024; Fan, 2023; Ong & Annamalai 2024). Research on the use of media in learning speaking skills has been widely carried out. Ummah et al. (2018) and Abdolmaleki & Saeedi's (2024) research results show that the digital storytelling media developed by the researcher is considered very feasible as a medium to improve the speaking skills of second-grade students. Meanwhile, the use of traditional media can also improve students 'speaking abilities, such as Krisdiana's research results, which prove that integrated role-playing with word cards is effective in improving students' speaking skills for communication (Krisdiana et al., 2018).

5. CONCLUSION

For German language teachers in Malang, Indonesia, the Schuppenfisch-technic presents an innovative and engaging method for improving both reading and speaking skills in the classroom. This technique encourages active participation by incorporating interactive and dynamic activities that go beyond traditional rote learning. Instead of simply reading from a textbook or memorizing vocabulary, students engage with the language in a more hands-on way, using structured dialogues and immersive reading exercises designed to boost both comprehension and fluency. This approach not only enhances students' understanding of the language but also builds their confidence in speaking German in a fun and supportive environment. The novelty and engagement offered by Schuppenfisch-technic can make language learning feel less daunting, fostering a more enthusiastic and motivated group of learners.

While there may be some critiques of the Schuppenfisch-technic, such as the potential need for more structure in some cases or adaptation to different learning levels, the method's numerous advantages make it highly applicable in schools. One of its key strengths is its flexibility, allowing teachers to adjust the method to suit the unique needs of their students, whether they're beginners or more advanced learners. Additionally, the Schuppenfisch-technic promotes a more communicative approach to language learning, where students are encouraged to practice speaking from the outset rather than waiting until they've mastered the theoretical aspects of the language. This active learning process helps students become more comfortable with German in real-world contexts, enhancing both their reading comprehension and oral proficiency. Despite minor critiques, the method's ability

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to make learning enjoyable and interactive makes it a valuable tool for language teachers in various educational settings.

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