



## DER-DIE-DA Article Play Method in Improving German Vocabulary Mastery

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### Abstrak

Kegiatan Pengabdian kepada Masyarakat (PkM) ini bertujuan untuk mensosialisasikan metode bermain artikel Der-Die-Das dalam peningkatan penguasaan kosakata bahasa asing, khususnya bahasa Jerman. Lokasi pengabdian ini adalah di SD Negeri 091254 Batu Onom Pematang Siantar. Waktu kegiatan pengabdian kepada masyarakat (PkM) ini dilakukan pada hari Rabu tanggal 03 Agustus 2022 pada pukul 10.00-12.00 WIB. Sasaran pengabdian ini adalah guru-guru SD Negeri 091254 Batu Onom Pematang Siantar agar dapat menerapkan variasi metode di dalam kelas Sekolah Dasar pada pembelajaran tatap muka. Hasil kegiatan PkM ini menunjukkan bahwa pengabdian telah berhasil mengedukasi guru-guru Sekolah Dasar di SD Negeri 091254 Batu Onom Pematang Siantar. Pemaparan informasi metode Der-Die-Das ini telah menambah referensi metode pembelajaran bahasa pada tingkat Sekolah Dasar. Simulasi pun telah dilakukan pada guru-guru SD agar mempermudah pemahaman guru tentang langkah-langkah penerapannya. Guru-guru SD tersebut tampak antusias dalam mengikuti pelatihan dan simulasi pengabdian kepada Masyarakat yang diselenggarakan oleh tim PkM dosen FKIP Universitas HKBP Nommensen Pematang Siantar. Hal ini ditandai dengan kehadiran para guru pada hari pelaksanaan pelatihan dan sosialisasi PkM. Selain itu, guru-guru tersebut berkeinginan untuk selalu mengikuti kegiatan PkM yang akan datang.

**Kata kunci:** Metode Bermain, Artikel, Der-Die-Das

### Abstract

*This Community Service activity (PkM) aims to socialize the Der-Die-Das artikel playing method in increasing mastery of foreign language vocabulary, especially German. The location of this service is at SD Negeri 091254 Batu Onom Pematang Siantar. The time of this community service activity is carried out on Wednesday, August 3, 2022 at 10.00-12.00 WIB. The target of this service is its teachers in order to be able to apply a variety of methods in elementary school classes in face-to-face learning. The results of this PkM activity show that the service has succeeded in educating elementary school teachers at SD Negeri 091254 Batu Onom Pematang Siantar on the Der-Die-Das method, which has added a reference to language learning methods at the elementary school level. Simulations have also been carried out on elementary school teachers in order to facilitate teachers' understanding of the implementation steps. The elementary school teachers seemed enthusiastic in participating in community service workshop/training and simulations organized by the PkM team of FKIP lecturers at HKBP Nommensen Pematang Siantar University. This was marked by the presence of teachers on the day of the PkM workshop/training and socialization and the teachers' wish to always follow the upcoming PkM activities.*

**Keyword:** *Playing Method, Article, Der-Die-Das*



## Introduction

At present, increasing German vocabulary mastery can be introduced as early as possible to elementary school students in the Siantar-Simalungun area as part of independent learning. This is confirmed by information on big cities such as Surabaya, where elementary school students are introduced to German by SMA Negeri 5 Surabaya in collaboration with the Goethe Institute. The purpose of the activity is to educate students about knowledge of science as well as the German language. In language learning at the elementary level, for example, students' motivation in learning foreign languages really needs to be improved by applying a method such as the *Der-Die-Das* article playing method. The memory space for the absorption of information in every elementary school student is still very large in capacity. Research by experts reveals that the more foreign language vocabulary information is given to elementary school students, the greater their memory capacity will be. On the other hand, the less information about foreign language vocabulary given to elementary school students, the smaller their memory capacity or even less development. Elementary school students like new things related to learning German vocabulary which is applied using the play method. For this reason, teachers can collaborate with German language experts in modifying German vocabulary information into Indonesian so that elementary school students experience new knowledge as language learning in order to make them independent in the widest possible learning opportunities.

The German language is famous for its distinctive use of the articles *Der*, *Die* and *Das* in every noun. The article *Der* will always be attached to every masculine gendered noun. Meanwhile, the *Die* article will always be attached to every noun that is feminine. While the article *Das* will always be attached to every noun of the neutral gender. Gender Neutral in *Das'* article is a gender of a German noun which is neither masculine nor feminine. At the time of its application in spoken or written activities, German speakers are not allowed to exchange the three articles for nouns that are not of the same gender. This usage error is known as an error related to grammar (*die Grammatik*). These three articles will always change their form when they are in the 4 German cases, although there are also articles *die* and *das* in the nominative case which are the same when they are in the accusative case. There are 4 German cases, that is Nominative cases (*Nominativ-kasus*), Genitive cases (*Genitiv-kasus*), Dative cases (*Dativ-kasus*) and Accusative cases (*Akkusativ-kasus*). The Nominative Case is the first case in German. While the Genitive case is the second case in German. While the Dative case is the third case in German and the Accusative case is the fourth case in German.

For novice learners of foreign languages, especially German, the tendency to fail in increasing mastery of German vocabulary often occurs. This also often happens in language learning at the elementary school level, where students are not motivated to actively increase their foreign language vocabulary. Based on the lack of language vocabulary, especially foreign languages, elementary school students really need to vary their language learning methods in order to foster a high interest in learning languages, especially foreign languages in elementary school students. In overcoming situations of learning difficulties like this, the role of a method is very important. With the application of the *Der-Die-Das* article playing method, students will be more motivated to actively improve vocabulary mastery. Many research experts confirm that students will understand the lesson very quickly and experience an increase in ability if they are in a happy atmosphere while learning, for example learning German as a foreign language. On the other hand, if students are always under psychological pressure in learning German, it will be difficult for them to improve their abilities.

Based on information obtained from the principal, SD Negeri 091254 Batu Onom Pematang Siantar still rarely conducts workshop/training on the Independent Learning Curriculum. In addition, the elementary school teachers never knew about the concept of the *Der-Die-Das* method. In other words, the variety of learning methods in this elementary school is still minimal. In addition, at the school there is no specialization in foreign language subjects such as German language.

Based on the problems that occurred at SD Negeri 191254 Batu Onom Pematang Siantar, it is very necessary to have training on the method of playing *Der-Die-Das* articles at SD Negeri 191254 Batu Onom Pematang Siantar to increase teacher skills in the learning process at SD Negeri 191254 Pematang Siantar. Therefore, this community service activity (*PkM*) was held in the form of workshop/trainings and simulations for teachers at SD Negeri 191254 Batu Onom Pematang Siantar so that teacher skills could develop and improve and have an impact on students' motivation/interest in language learning, especially foreign languages. One of the workshop/training topics was training on the method of playing *Der-Die-Das* articles in improving German vocabulary mastery.

### **The Concept of the *Der-Die-Das* Article Playing Method**

By learning German for students who are new to German, a method of playing while learning German really needs to be introduced in improving German vocabulary skills. The method of playing the *Der-Die-Das* article is a method of playing the *Der-Die-Das* article which consists of at least 15 participants in a circular arrangement of chairs and a chair in the center of the circle. The function of the German teacher or elementary teacher in this German learning method is as a game opener/starter, starting from the beginning of the game, as the beginner of the game, decisions giver, and appreciation giver. The material needed for implementing this method is a black/blue/red non-permanent marker, a blank piece of paper from the participants. If there is no marker, then the role of the marker can be supported with a black/blue/red pen/pen. Only the German language teacher/lecturer holds the non-permanent marker. The non-permanent marker works to write the name of each *Der/Die/Das* article on each piece of paper given to each student and also each student (on the back of the palm of his/her left/right hand or a piece of paper) that has ever been in the middle. The more the number of non-permanent markers on the palm or on the piece of paper, the student who at the end of the game gets an award in the form of a German song that he knows. If the student does not have a reference to the German song that he/she wants to sing, then he/she can be helped with song information on google on his/her smartphone. This *Der-Die-Das* method can be done about 30 minutes at the end of the lesson at the class meeting that day. Before applying the *Der-Die-Das* method, the learning materials related to the topic vocabulary on that day should be explained by the elementary school teacher or German teacher first to make it easier for students to group and record various nouns including in the *Der*, *Die* and *Das* article groups. .

The *Der-Die-Das* method basically can train students' cognitive, affective and psychomotor simultaneously. Cognitively, students will try to remember various nouns that are included in the *Der*, *Die* and *Das* article groups when the middle chair participants mention nouns without the article. Meanwhile, affectively, students will try to obey all the rules explained by the German/elementary teacher during the initial simulation of the game. Meanwhile, psychomotorically, students will try to move to the position of the chair that should be occupied when the middle chair participant is instructing the noun without the article. Based on the experts who have applied the

*Der-Die-Das* method, feelings of joy and cheerful shouts from the students will often arise when the application of this method takes place. This will help reduce the psychological stress of learning German grammar, which may be difficult for novice learners of German.

Examples of vocabulary material related to the topic of learning class objects in the article '*Der*' are: *Der Stuhl* = chair; *Der Schrank* = cupboard (classroom cupboard); *Der Kugelschreiber / Kuli* = Pen; *Der Laptop* = Laptop; *Der Fächer* = fan; *Der Tisch* = Table; *Der Rucksack* = bag/backpack; *Der Fernseher* = television; *Der Schuh* = shoe (a shoe/ sole); *Der Globus* = globe/globe display; *Der Calendar* = calendar; *Der Bleistift* = pencil; *Der Radiergummi* = eraser; *Der Hut* = hat; *Der Mantel* = coat



Figure 1. Pattern of movement of participants in the article '*Der*' in the *Der-Die-Das* method

Based on the figure 1 above, the movement pattern of the participants in the article '*Der*' in the *Der-Die-Das* method is instructed by the participant sitting on the middle chair. At the beginning of the game, it is the teacher who will start the game by being in the middle chair and then targeting the *Der* participant's seat and occupying it quickly/suddenly. Thus, other *Der* participants must find seats for other *Der* participants as quickly as possible. At that time, the affective abilities (attitudes) of *Der* participants will be trained with a sportsmanship attitude and do not disturb other friends or cheat. After a *Der* participant does not get a seat, the *Der* participant will occupy the middle seat. After the middle chair participant sits down, he/she will instruct a vocabulary he/she wants (without having to tell the identity of the article that belongs to the vocabulary he/she mentions, so that it will train the cognitive abilities of the participants who will move to think about gender / gender identity possessed by the spoken vocabulary), are they still aiming for the *Der* chair or targeting the *Die* or *Das* participants' seats by instructing the vocabulary related to the *Die* or *Das* participant groups. After he/she says a certain vocabulary from the *Die* group, for example, all *Die* group participants must hurry to change places as long as they are not too close to other *Dies*, in other words, the *Die* participant must move/cross as far as the group of 5 participants. If the *Die* participant only moves to the closest fellow *Die* participant, he/she must still remain in the middle seat and receive a light punishment by the teacher in the form of a marker scribbled on the back of his/her hand or on the identity paper he/she has on him/her. These streak marks will be counted in total at the end of the game. Thus, the game participant who gets the most streaks will be the participant who gets a light punishment in the form of singing a German song (can be helped with references from google on his smartphone).





Figure 2. The movement pattern of participants in the article 'Die' in the *Der-Die-Das* method

Based on the picture above, the movement pattern of the participants in the 'Die' article in the *Der-Die-Das* method is instructed by the participant sitting on the middle chair. Participants in the middle chair in this pattern will target other participants whether from the *Der* participant chair or from the *Die* or *Das* chair participants and then say one vocabulary and move to occupy the seat of one of the participants who said it (based on the article owned by that vocabulary) as quickly as possible. At that time, the affective abilities (attitudes) of *Die* participants will be trained with a sportsmanship attitude and do not disturb other friends or cheat. In addition, the psychomotor abilities (movement/skills) of the other participants will be trained with a systematic movement pattern based on the instructions of the middle chair participants. For example, what he/she originally targeted was a *Das* participant, then after another *Das* participant did not get a seat, the *Das* participant would take the middle seat again and get a scribble from the teacher on the back of his/her hand or on the identity paper of his/her article. Meanwhile, the *Die* chair participants have succeeded in occupying the *Das* participants' seats who are currently in the middle chair. After the middle chair *Das* participant sits on his/her middle chair, he/she will re-instruct a new vocabulary he/she wants (without having to tell the identity of the article that belongs to a vocabulary he/she mentioned, so that it will train the cognitive abilities of the other participants who will move to think about gender identity/gender that the spoken vocabulary has), whether to keep targeting the *Das* chair or targeting the *Der* or *Die* participants' seats by instructing the vocabulary related to the *Der* or *Die* or *Das* participant groups. After he/she pronounces a certain vocabulary from the *Der* group, for example, all participants in the *Der* group must hurry to change places as long as they are not too close to their fellow *Der*, in other words, the *Der* participant must move/cross as far as the group of 5 participants. If the *Der* participant only moves to the closest fellow *Der* participant (between the other two participants), then he/she must remain in the middle seat and receive a light punishment by the teacher in the form of a marker scribbled on the back of his/her hand or on the identity paper he/she has on him/her. These streak marks will be counted in total at the end of the game. Thus, the game participant who gets the most streaks will be the participant who gets a light punishment in the form of singing a German song (can be helped with references from google on his smartphone). Until the end of the game, the teacher remains on standby to monitor the course of the game so that the direction of the game is regular and avoids cheating or disputes among participants or even unwanted events.

Examples of vocabulary material related to the topic of learning objects in the class article 'Die' are: *Die Tür* = door; *Die Klimaanlage* = air conditioning machine/AC;

*Die Tafel* = Whiteboard; *Die Lampe* = lamp; *Die Steckdose* = socket; *Die Uhr* = wall clock; *Die Blumenvase* = flower vase; *Die Weltkarte* = world map; *Die Brille* = glasses; *Die Tasche* = bag; *Die Uniform* = school uniform; *Die Armbanduhr* = watch



Figure 3. The movement pattern of participants in the article 'Das' in the *Der-Die-Das* method

Based on the picture above, the movement pattern of the participants in the 'Das' article in the *Der-Die-Das* method is instructed by the participant sitting on the middle chair. Middle chair participants in this pattern will target other participants whether they stay from the *Das* participant chair or from the *Die* or *Das* chair participants and then say one vocabulary and move to occupy the seat of one of the participants who said it (based on the article owned by that vocabulary) as quickly as possible. At that time, the affective abilities (attitudes) of *Das* participants will be trained with a sportsmanship attitude and do not disturb other friends or cheat. In addition, the psychomotor abilities (movement/skills) of the other participants will be trained with a systematic movement pattern based on the instructions of the middle bench participants. For example, if what he/she originally targeted was a *Die* participant, then after another *Die* participant did not get a seat, the *Die* participant who did not move/did not get a seat would take the middle seat again and get a scribble from the teacher on the back of the hand or on the identity paper article he/she has. Meanwhile, the *Das* chair participants have succeeded in occupying the seats of the *Die* participants who are currently in the middle seat. After the middle chair *Die* participant sits on his/her middle bench, he/she will re-instruct a new vocabulary he/she wants (without having to tell the identity of the article that belongs to a vocabulary he/she mentioned, so that it will train the cognitive abilities of the other participants who will move to think about gender identity/gender belonging to the spoken vocabulary), whether to keep targeting the *Die* chair or targeting the *Der* or *Das* participants' seats by instructing the vocabulary related to the *Der* or *Die* or *Das* participant groups. After he/she pronounces a certain vocabulary from the *Der* group, for example, all participants in the *Der* group must hurry to change places as long as they are not too close to their fellow *Der*, in other words, the *Der* participant must move/cross as far as the group of 5 participants. If the *Der* participant only moves to the closest fellow *Der* participant (between the other two participants), then he/she must remain in the middle seat and receive a light punishment by the teacher in the form of a marker scribbled on the back of his/her hand or on the identity paper he/she has on him/her. These streak marks will be counted in total at the end of the game. Thus, the game participant who gets the most streaks will be the participant who gets a light punishment in the form of singing a German song (can be helped with references from google on his/her smartphone). Until the end of the game, the teacher remains on standby to monitor the course of the game so that the direction of the game

is regular and avoids cheating or disputes among participants or even unwanted events. In principle, even though there have been several displacements, the initial positions formed by the *Der*, *Die*, and *Das* participants remain regular, while the only students who move are students and not random changes in chair positions.

Examples of vocabulary material related to the topic of learning objects in the class article '*Das*' are: *Das Buch* = book; *Das Bild* = picture; *Das Boden* = floor; *Das Fenster* = window; *Das Mineralwasser* = mineral water/ water; *Das Handy* = cell phone/ handphone; *Das Radio* = radio; *Das Glas* = glass; *Das Foto* = photo; *Das Heft* = notebook

The nature of this method is very flexible in combining with language learning topics, especially foreign languages (English, German, Japanese, French and so on). In fact, the *Der-Die-Das* method has the potential to be applied in the topics of learning mathematics, science, social studies, religion, Civics, Physical Education and so on in elementary schools. This *Der-Die-Das* method can be modified with material that has been translated into Indonesian or English while still applying the standard rules of German grammar, where all the names of nouns in the article *Der*/mascula must still be grouped in the article *Der*/mascula and not may change into *Die*/feminine or *Das*/neutral article groups. This will practice the concept of understanding standard German grammar on *Der-Die-Das* articles. So, in other words, the result of the translation of the vocabulary of the German gender objects *Der*, *Die*, and *Das* that can be applied in this *Der-Die-Das* Method game in elementary school class learning if it is felt that the pronunciation of German words is still hard to do. However, if elementary school students have been trained with the concept of *Der-Die-Das* and the pronunciation/mention of the names of gendered objects *Der*, *Die*, *Das*, then this will be an initial provision for understanding in practicing mastery of German vocabulary up to the level of upcoming education (SMP/SMA/SMK).

### Information and data on SD NEGERI 091254 BATU ONOM PEMATANG SIANTAR

The screenshot shows the website for SD NEGERI 091254 BATU ONOM. It includes the following information:

- SD NEGERI 091254 BATU ONOM** (07.03.2018 00:00 hari)
- Informasi Sekolah:**
  - Nama Sekolah: SD NEGERI 091254 BATU ONOM
  - NPSN: 10202831
  - Alamat: Jl. Asahan Km. 6
  - Kodepos: 21152
  - Desa/Kelurahan: Sejahtera
  - Kecamatan: Siantar
  - Kabupaten/Kota: Simalungun
  - Provinsi: Sumatera Utara
  - Status Sekolah: NEGERI
  - Waktu Penyelenggaraan: 6 tahun
  - jenjang Pendidikan: SD
- Informasi Kontak:**
  - Naungan: Kementerian Pendidikan dan Kebudayaan
  - No. SK. Pendirian: 113/10/1965
  - Tgl. SK. Pendirian: 1965-01-27
  - No. SK. Operasional: 133/10/1968
  - Tgl. SK. Operasional: 1968-01-27
  - File. SK. Operasional: [file icon]
  - Akreditasi: B
  - No. SK. Akreditasi: 10.1.07.04
  - Tgl. SK. Akreditasi: 05-10-2009
  - No. Sertifikasi Iso: Proses Sertifikasi
- Kode NPSN:** 10202831 (QR code and 'Bot domain invalid' message)
- Paling Dicari:**
  - SD NEGERI Bimba Kencana
  - SDN Pondok Labu 13 Pg
  - SDN SANGGRAHAN
  - SD PLUS CURRITA A YUN
  - SD NEGERI JATI PULO 01 PAGI
  - SD N CITEUREUP 02
  - SDN Tugu Utara 02 Pt
  - SD NEGERI 3 BANJAREJO
  - SDN DI BANGSAYA

Figure 4. Brief data of SD NEGERI 091254 BATU ONOM PEMATANG SIANTAR

Based on the figure 5 above, STATE SD 091254 Batu Onom PEMATANG SIANTAR is one of the educational units with elementary level at SD STATE 091254 BATU ONOM which is located on Jln. Asahan Km. 6, Sejahtera, Kec. Siantar, Kab. Simalungun, North Sumatra Province with postal code 21152. In carrying out its activities, SD Negeri 091254 Pematang Siantar is under the auspices of the Ministry of Education and Culture. The principal of the school is Demiwaty Haloho, S.Pd.

Learning hours at SD NEGERI 091254 BATU ONOM Pematang Siantar is carried out in the morning. In a week, learning is carried out for 6 days. Aside from it, the accreditation is on certification process.

### Implementation Method

#### A. Place and Time of Community Service (*PkM*) activities

The workshop/training and socialization of Community Service (*PkM*) by the *PkM* team of FKIP lecturers at the University of HKBP Nommensen Pematang Siantar was conducted at SD Negeri 091254 Batu Onom Pematang Siantar which is located at Jln. Asahan KM VI, Kelurahan Sejahtera, Siantar District, Simalungun Regency, North Sumatra, with postal code 21143. The time of this community service activity (*PkM*) is carried out on Wednesday, August 3, 2022 at 10.00-12.00 WIB.

#### B. Target

The target for this community service activity (*PkM*) is for teachers at SD Negeri 091254 Batu Onom Pematang Siantar so that they can help teachers implement varied face-to-face learning methods and attract students' interest in learning while still providing reinforcement of an independent curriculum which focuses on essential content and has a profile of Pancasila students so that it has an impact on strengthening students' language skills, that is of listening/listening skills, reading skills, writing skills and speaking skills.

#### C. Method

In this Community Service (*PkM*) activity, the methods applied are in the form of workshop/training and simulation. The steps taken are as follows:

1. Implementation of the presentation of the concept of the Independent Learning Curriculum through the topic of keynote speaker 1 and keynote speaker 2;

2. Implementation of training on the method of playing *Der-Die-Das* articles in improving German vocabulary mastery. The steps in the training are carried out in the following stages: (a) Presentation of examples of language learning topics that can be applied using the *Der-Die-Das* article playing method, for example: the topic of objects in elementary school classrooms; (b) Presentation of the concept of *Der-Die-Das* in German and its application in learning German vocabulary; (c) Modification of German vocabularies into Indonesian translations in order to show the flexibility of this *Der-Die-Das* method with all types of learning topics and all languages; (d) Trial/simulation for the implementation of the *Der-Die-Das* article playing method in improving German vocabulary mastery;

3. The systematics of the training implementation are as follows: (a) Welcoming, lectures and question-and-answer as an initial introduction to "The *Der-Die-Das* Article Playing Method in Increasing Mastery of German Vocabulary"; (b) Presentation of keynote speaker on the topic "*Der-Die-Das* Article Playing Method in Increasing German Vocabulary Mastery"; (c) Simulation of the method of playing the *Der-Die-Das* article after the presentation by the keynote speaker; (d) Question and answer session to get feedback from the training participants.

#### D. Measurable Performance Indicators

Each Community Service implementation activity has measurable indicators by distributing questionnaires to teachers at SD Negeri 091254 Batu Onom Pematang Siantar, so that they can find out whether the solutions provided have been able to help teachers at SD Negeri 091254 Pematang Siantar.



## Result and Discussion

To provide benefits and impact of change for the community, community service activities (PkM) are the practice of knowledge possessed by the academic community. In Law no. 12 of 2012 concerning higher education states that "service to the community is an activity of the academic community that utilizes science and technology to advance the welfare of the community and educate the nation's life". In the even semester of 2021/2022 this time, the *PkM* team of FKIP lecturers at HKBP Nommensen Pematang Siantar University consisting of 4 people carried out Community Service at SD Negeri 091254 Batu Onom, Siantar District, Pematang Siantar City.

This workshop/training activity lasts for one day, that is Wednesday, August 03 2022 at SD Negeri 091254 Batu Onom Pematang Siantar from 10.00 to 12.00 WIB. This activity was attended by 17 teachers of SD Negeri 091254 Pematang Siantar, consisting of classroom teachers and study teachers. The opening ceremony was conducted by Mrs. Dewiwy Haloho, S.Pd. The workshop/training was held in the form of lectures and material presentations delivered by the Community Service team at HKBP Nommensen Pematang Siantar University, one of which consisted of service lecturers, that is:

1. Sahat Taruli Siahaan, S.Pd, M.A., as a member of the *PkM* Team from the Department of German Language Education FKIP University HKBP Nommensen Pematang Siantar.



Figure 5. The team of lecturers who carry out Community Service (*PkM*)

Based on the observations of the *PkM* team, FKIP lecturers at the University of HKBP Nommensen Pematang Siantar, the reception/reception of the teachers was very good and very open and even enthusiastic. This can be seen from the number of attendance and expressions of those who continue to faithfully listen to the speakers' lectures and ask questions until the end of the *PkM* activity.



Figure 6. The enthusiasm of the teachers of SD Negeri 091254 Batu Onom during the *PkM* training

At the beginning of the training, the concept of independent learning was first explained by the 2 preceding keynote speakers to all participants. Then the participants were instructed to pay attention to the diagram or chart of the method of playing the *Der-Die-Das* article guided by the keynote speaker. After completion, at this stage the keynote speaker explains the concept of *Der-Die-Das* in German, German vocabularies related to language learning topics (eg objects in the classroom) along with their translation into Indonesian and things that must be considered/prepared in the application of this *Der-Die-Das* article playing method in the classroom.

The training was preceded by a question-and-answer activity between the keynote speakers and the training participants, that is the teachers of SD Negeri 091254 Batu Onom Pematang Siantar. The keynote speaker especially asked what language learning methods were used by the teachers of SD Negeri 091254 Batu Onom Pematang Siantar in conducting distance and face-to-face learning. Of the 17 teachers of SD Negeri 091254 Batu Onom Pematang Siantar who attended the training stated that they only used conventional methods. Then the keynote speaker asked whether the teachers of SD Negeri 091254 Batu Onom Pematang Siantar already knew the method of playing the *Der-Die-Das* article and they stated that they did not know the method of playing the *Der-Die-Das* article. Based on this statement, the keynote speaker immediately started training on the method of playing *Der-Die-Das* articles. After that, the resource person gave a simulation of the method of playing *Der-Die-Das* articles directly to elementary school teachers as training participants in order to make it easier to understand the concept of the method of playing this *Der-Die-Das* article. Then, the workshop/training ended with a question and answer activity to find out the responses and feedback from the teachers.

The results of this PkM activity with the aim of PkM which is to socialize the method of playing the *Der-Die-Das* article is appropriate although there are still obstacles in its implementation in the future, where SD Negeri 091254 Batu Onom Pematang Siantar does not yet have a curriculum that includes German as a foreign language subject choice. Meanwhile, the foreign language studied at the State Elementary School 091254 Batu Onom Pematang Siantar is English. In addition, the limited time, busyness and lack of motivation/desire of the elementary school teachers to learn German and communicate with German language experts from German language lecturers at FKIP University HKBP Nommensen Pematang Siantar. This will hinder the rate of introduction and deepening of German at the elementary school level even to the level of increasing German vocabulary mastery for elementary school students in preparation for the Local/National/International German Language Olympiad. The next step needed may be to have a wide range of motion for German language to be included in the elementary school curriculum and the collaboration between SD 091254 Batu Onom Pematang Siantar and the German Language Education S1 Study Program at HKBP Nommensen Pematang Siantar University, for example, graduates of the study program can teach German language in primary schools.

## Conclusion

The Community Service activity with the topic “*Der-Die-Das* Article Playing Method in Improving German Vocabulary Mastery” has succeeded in educating elementary school teachers at SD Negeri 091254 Batu Onom Pematang Siantar on the *Der-Die-Das* method, which has added a reference to language learning methods at the elementary school level. Simulations have also been carried out on elementary

school teachers in order to facilitate teachers' understanding of the implementation steps. The teachers of SD Negeri 091254 Batu Onom Pematang Siantar seemed enthusiastic in participating in the community service training and simulation organized by the *PkM* team of FKIP lecturers at HKBP Nommensen Pematang Siantar University. This was marked by the presence of the teachers of SD Negeri 091254 Batu Onom Pematang Siantar on the day of the *PkM* workshop/training and socialization and their wish/desire/eagerness to always follow the upcoming *PkM* activities.

### Suggestions

An elementary school teacher can modify the *Der-Die-Das* method according to the needs of learning the topic at the meeting held. This is supported by the nature of this method which is very flexible in combination with language learning topics, especially foreign languages. In fact, the *Der-Die-Das* method is also very potential/able to be applied in the topics of learning mathematics, science, social studies, religion, Civics, Physical Education and so on in elementary schools. Thus, the psychological pressure of elementary school students in learning grammar, mathematics, science, social studies, religion, Civics, Physical Education, and others will be easily resolved. Elementary school teachers should continue to collaborate with German language experts, such as German language lecturers at the University of HKBP Nommensen Pematang Siantar so that they can plan the application of interesting methods in elementary school classes in order to increase the learning interest of elementary school students during the Covid-19 pandemic, which has not yet occurred fully recovered so far.

Currently, SD Negeri 091254 Batu Onom Pematang Siantar really needs to follow the example of other big cities such as Surabaya where elementary school students have been successfully introduced to German by SMA Negeri 5 Surabaya in collaboration with the Goethe Institute in educating students about knowledge of science as well as German language. In line with collaborative activities between elementary school teachers and German language experts, such as lecturers of the German language education study program at HKBP Nommensen Pematang Siantar University, the application of this *Der-Die-Das* article playing media will be able to improve German vocabulary mastery as early as possible in elementary school students in the Siantar-Simalungun area as part of independent learning. The goal is to increase students' motivation in language learning, especially foreign languages and elementary school teachers have a variety of teaching methods that attract students' interest with the *Der-Die-Das* article playing method which gives a happy feel to the elementary class. The memory space for the absorption of information in every elementary school student is still very large in capacity. Research by experts on the memory capacity of students who are getting bigger by providing foreign language vocabulary training to elementary school students will be proven if it is applied at SD Negeri 091254 Batu Onom, Siantar District, Pematang Siantar City and will become the first pilot / modeling foreign language elementary school in Siantar sub-district and even in the city of Pematang Siantar. With the help of this *Der-Die-Das* article playing method, elementary school students will be able to understand language learning, especially foreign languages, easily while playing.

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