

Boomerang Stage Model in German Language Learning in the Tourism Field in Indonesia

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Abstract The foreign language learning process nowadays uses not only a linear stage model, but also a boomerang stage model. German language learning for the tourism sector aims to educate the learner to be able to speak the German language in front of native speaking tourists. To reach this aim, material for listening activity in the tourism field is also very important. The data obtained is compiled into teaching material (teaching material formulation) with reference to competence descriptions in CEFR for languages. The boomerang stage model is used to teach this teaching material because the students have more chance to speak one another with oral questionnaire technique. The number of German speaking tourists visiting Indonesia will increase which will be important as a source of foreign exchange for the state as well as creating jobs and income for Indonesian people in various sectors. Increasing students ability to communicate fluently in German will also provide opportunities for tour guides working abroad.

Keywords Speaking, Listening, German language in tourism field

1. Introduction

Foreign language teaching methods evolve overtime and the need to communicate evolves. Nowadays, it is very much expected that when someone learns foreign language, they need to be able to use the language in their future work life, at the very least to be able to communicate with a native speaker of the foreign language they are studying. This principle applies to all language acquisition including German language teaching, especially for tourism purposes. The problem that arises is a methodological one, which is how to properly teach so that the learners will be able to get the most chances to speak foreign language during the learning process in the classroom.

In addition to this methodological problem, there is still a didactic problem in current German language learning that needs to be answered by the German language education department in FPBS-UPI. The didactic problem is related to the six courses that are part of the 2013 university curriculum for tourism (enacted since the odd semester of 2013). The six courses include:

- introduction to tourism in 4th semester;
- national tourism in 5th semester,
- international tourism in 6th semester,
- German language in tourism in 6th semester,
- German language for hotel management in 6th semester,

- tour guiding in 7th semester.

In the 2006 curriculum of Universitas Pendidikan Indonesia there were only two courses with German language content outside of the general theme: which were German for special purpose I in semester VI, and German for special purpose II in semester VII. Only small parts of these courses contained tourism material. Thus, teaching materials relevant to the tourism field is also one of the problems that needs a solution and therefore became the objective of this research. The key aspect of this problem that needed a solution was the lack of appropriate listening teaching materials for an international tourism course.

The teaching material that is obtained/developed must be packaged in actual learning stages and push the learners to practice speaking during the learning process. At present, the current stage model known by many German language teachers is a linear model. However, a boomerang stage model is very different from a linear stage model because from the beginning the students have most chance to speak in the classroom.

In addition, the purpose of German language learning must be adjusted to competence description listed in the common European framework of references for languages (CEFR). Therefore, the problem can be identified as:

- 1) What competence descriptions listed in the German language proficiency standards in the tourism field is in the CEFR for languages or abbreviated into CEFR?
- 2) Are there German language materials that currently exist about tourist attractions that can be used as teaching materials?
- 3) What learning stages are able to support learners

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actively use speech and oral communication with German native speaking tourists?

From the identification of the problem stated above, specific goals have been formulated for this research, which are

- 1) German language in tourism field competence description contained in the CEFR.
- 2) Look for and create oral text about tourist attractions in various cities and regions which are contained in the German speaking countries by recording German native speakers.
- 3) Selecting foreign language learning process stages that can make all the learners in class be stimulated to actively communicate to one another.

2. Theoretical Foundation

2.1. Competence Description for German Language

According to Quetz (2010), the common European framework (CEF) as a model of competence could be defined as language use, embracing language learning, comprises the actions performed by persons who ... develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts ... activating those strategies which seem most appropriate for carrying out the tasks to be accomplished.

Trim et al. (2001 translated by Quetz et al. into German version) categorize the descriptors specify progressive mastery of each skill, which is graded on a six-level scale; breakthrough, waystage, threshold, vantage, effective operational proficiency, and mastery. As mentioned by Quetz (2010) on system common European framework of References for language (CEFR) the skills were sorted globally into 3 scales: A basic language use, B independent language use and C competent language use. Each scale was still graded into 6 level scales which corresponds to Trim's statement above: A1 (breakthrough), A2 (waystage), B1 (threshold), B2 (vantage), C1 (effective operational proficiency), and C2 (mastery). Each proficiency level (A1, A2, B1, B2, C1 and C2) is measured with competence description known as *Kannbeschreibungen*.

A language competence description is split into four big parts which are interaction, reception, production and intermediary of language. Then competence descriptions are classified as oral and written. Thus, there are those that are called oral interaction and written interaction, oral reception and written reception. Each A1 competence description classification is split into a global competence description and detailed competence descriptions. Therefore, there are A1 competence description for global oral reception and A1 competence descriptions for detail oral reception.

Quetz (2010) explained how the steps (references levels) are defined, an example for level scale B1 in speaking; Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can enter unprepared conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

A profile of the participant of the Module of the Development of Language Competences from the development of language skills point of view in Czech Republic was described by Klimova (2016 page 7-10). According to this document, he or she should possess B2-C1 level of the target language. In this sense, they should be able in the area of speaking to:

- use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas;
- engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment;
- easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics;
- give a lecture, make a fluent telephone call, or make a presentation in the target language.

Klimova and Semradova (2013 page 517 – 521) carried out a survey from 30 respondents in Czech Republic to find out what language skills they feel worth developing in four language areas i.e. speaking, writing, listening and reading. The questionnaire results quoted only in the area of listening comprehension are as follows:

- understanding of common conversation,
- understanding of announcements in a noisy environment, such as at the airports or railway stations;
- listening to a conversation of different native speakers with different accents;
- keeping up with a faster communication;
- understanding of news and documentaries.

This competence description is important to collect and select the competence description for German language learning in tourism field in Indonesia.

2.2. Teaching Method and Approach

The approach to achieving this level of language acquisition must be oriented to a language acts approach or what is called *Handlungsorientierter Ansatz* (HA) or language action-oriented approach. Scharf & Legutke (2012; 184) give definition to HA or Language action-oriented approach as follows:

Handlungsorientierung: Dem Prinzip der Handlungsorientierung liegt ein bestimmtes Verständnis von Sprache und eine bestimmte Auffassung von der Zielsetzung fremdsprachlichen Unterrichts zugrunde: Demnach ist das

Ziel von Sprachunterricht Lernende zu befähigen, mit der deutschen Sprache zu handeln. Mit Sprache handeln heißt, Deutsch Sprechende zu verstehen, sich auf Deutsch verständlich machen zu können, eigene Meinungen und Auffassungen auf Deutsch äußern zu können, deutschsprachige Texte und Hör-Sehtexte verstehen zu können und Texte auf Deutsch verfassen zu können. Das Ziel ist also, dass die Lernenden in authentischen Kommunikationssituationen auf Deutsch angemessen handeln können. In einem Handlungsorientierten Unterricht dienen Lehr- und Lernaktivitäten dazu, diese Kompetenz zu erwerben. Der Unterricht simuliert oft eine Handlungssituation: Im Unterricht wird so viel wie möglich in der Fremdsprache gehandelt.

Meaning: The action-oriented approach principle is based on certain understanding of language and certain view of foreign language learning goal setting. Therefore, the language learning goal is to provide proficiency to act in the German language, which means being able to understand a German language speaker, being able to express oneself in German language and understood by the listener, being able to express their own opinions and views in German language, and able to understand oral and written text in German language as well as able to compose text in German language. Thus, the purpose is defined as learning which enables learners are able to act in German language according at all skill levels, in authentic communication situations. In learning based on the action-oriented approach principle, teaching and learning activities serve to acquire this competence. Most of the time, learning contains language activities which replicate real-life situations and create scenarios which simulate normal German language experiences which the learner is likely to encounter’.

Handlungsorientierter Ansatz (HA) treats the learners who are studying and using the language they are learning as someone that does social act’. This listed in the Europarat Trim et al. that is translated by Quetz (2001: 21) as follows: *sozial Handelnde, d.h. als Mitglieder einer Gesellschaft, die unter bestimmten Umständen und in spezifischen Umgebungen und Handlungsfeldern kommunikative Aufgaben bewältigen müssen.* Meaning, ‘the learners of a language are considered as members of a society that under certain circumstances and in specific environments have to cope with a communicative task’. Apparently language acts are not only language activities but also a part of a broad social context. For example, an employee who is not a German native speaker wants to give a greeting to his superior. The employee must use the proper pattern of speech for a superior, for example using the subject „Sie“ and object „Ihnen“. This can be seen from the following speech: „Guten Morgen, Herr Meier. Wie geht es Ihnen?“ ‘Good morning, Mr. Meier. How are you?’ The employee is not using intimate or informal speech that is often used between employees but understands the context and need for a more formal language structure. In short, it can be said that the foreign language learner is someone who

is undertaking a social action combined with a communicative situation and needs to experience real-life scenarios in order that they can learn to perform authentic communications in a range of social contexts.

In the context of German language teaching above speaking in Indonesia, most students/learners are bashful to speak in the classroom. Therefore, by using the approach learner autonomy approach it is expected that the speaking skill can be trained.

Funk et al. (2014; 173) mentions that learner autonomy as a didactic – methodical principle as follows:

Dieses didaktisch-methodische Prinzip verfolgt das Ziel, dass Lernende in der Lage sind, ihren Lernprozess zu reflektieren und zielbewusst nach erfolgversprechenden Lernwegen suchen. Für den Unterricht bedeutet dies, dass Lernende schrittweisen herangeführt werden, autonom, also möglichst unabhängig von Unterricht und Lehrkraft zu lernen. Dafür müssen sie lernen, selbst Entscheidungen zu treffen, und ihr Lernen selbst zu planen.

This means ‘didactic-methodical principle is intended for learner to be able to reflect the learning process and consciously has purpose to seek a way of learning that promises success. A meaningful thing for the learning process is for the learner to be guided step by step to become autonomous. Which means she or he is to learn independently as much as possible, not to be dependent on the teaching and the teaching staff, they must learn to decide for themselves and to plan their own learning’.

More details about autonomous learner can be found on the website of TU Darmstadt, Fachbereich 2, Institut für Sprach- und Literaturwissenschaft, FG Mehrsprachigkeitsforschung/DaF/DaZ. Description downloaded on 19-08-2015 read as follows;

Von autonomen Lernen spricht man, wenn Lernende die zentralen Entscheidungen über ihr Lernen eigenständig treffen. Autonome Lernende entscheiden selbst

- dass sie lernen möchten,
- wie sie beim Lernen vorgehen möchten,
- welche Materialien und Hilfsmittel sie verwenden möchten,
- welche Strategien sie einsetzen möchten,
- ob sie mit anderen oder alleine lernen möchten,
- wie sie ihre Lernzeit einteilen möchten,
- wie sie kontrollieren, ob sie erfolgreich gelernt haben.

This means; we can talk about autonomous learner when learner decide their own learning process

- that they want to learn,
- what kind of learning process they want,
- what teaching materials and media they want to use
- what strategies they will apply
- whether they want to learn with partners or by themselves,
- how they want to share their learning time and,
- how they control, whether they have succeeded/ successfully learned.

In www.owl.tu-darmstadt.de/media/owl/module/0026/Handout_Beispiel_3.pdf found three types of autonomous methods or forms of learning are presented in varying degrees, 1) *Lernwerkstatt* 'learning workshop', 2) *Stationenarbeit* 'work /duties within several stops /station', 3) *Wochenplan* 'weekly plan'. It seems that these three types of specific methods have not been able to improve the learner's speaking ability. One of the learning technics in the learner autonomy that is expected to increase the courage of Indonesian learners to talk is *Klassenspaziergang* 'stroll in the classroom' technique. In an attempt to collect the signatures of each learner in the classroom through question and answer that refers to the questionnaire prepared by the teacher, the learner must stroll (walk in the classroom approaching the learning partner he or she chooses) The learners have autonomy to decide which questions they ask and which learner he or she first communicates in the questioning process. Therefore, the approach 'learner stroll in the classroom' can be used in the next boomerang stage model compiled in the results of this study.

2.3. Stages Model in German Language Learning

As with any learning stages in every subject, in general, there are three major stages namely 1) the initial activities, 2) the core activities, and 3) the closing activities. Likewise in learning the German language, according Ende et al. (2013: 102) the learning process is divided into three stages, namely 1) *Einstieg* 'the introduction stage', 2) *Erarbeitung* 'the discussion stage' and 3) *Sicherung bzw. Anwendung* 'the stabilisation or implementation stage'.

In the introduction stage, homework is usually discussed, brainstorming, repetition, perception, early knowledge activation, motivation and assignment giving are done to the learners.

When discussion stage teaching materials are presented, teacher's lectures, explanations of any aspects which if there are not understood, planning the execution of tasks, semantization, systematization, asking questions to understand the teaching materials, reproductive exercise, finding grammar rules on their own, semi productive exercise, automation and productive workout. When the learners perform these assignments, the teacher acts as a support and an authoritative voice who is able to answer a learner's questions. In the application or stabilization stage, learners have the opportunity to apply speech patterns learned in a simulated communicative situation and transfer the contents of teaching materials into concrete language action situations. Learners are also asked to finish the teaching materials. A teachers role in this stage is one of evaluation as well as a source of materials for homework and continued study.

This three stage process is called the **linear stage model**. However this stage is only appropriate for German language learners who are in the beginner level proficiency (A1 and A2). The learning process in the linear stage model can be illustrated as follows:

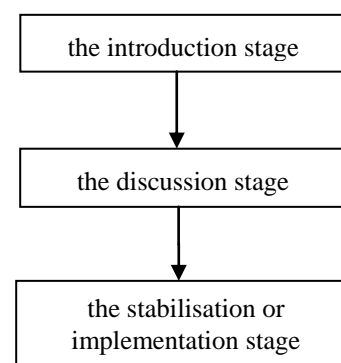


Figure 1. The linear stage model

Ende et al. (2013: 110) states about the linear stage model as follows:

Das lineare Modell eignet sich vor allem in unteren Niveaustufen, wenn die flüssige Verwendung von Redemitteln, Strukturen im Vordergrund steht. Es ist auch geeignet für Unterrichtseinheiten, in denen das Lernziel im Bereich des Lese- oder Hörverstehens liegt, die Lernenden sich dadurch ein Thema fachlich erarbeiten; um daran anschließend im Transfer die Inhalte zu diskutieren.

Meaning, 'the linear model is suitable to learners especially at the lower levels of competence where the fluent use of speech and grammar take precedence. The linear model is also suitable for the unit of learning that aims to train reading and listening skills. In this situation, learners discuss a theme in-depth so that those who are in the final or transfer stage are able to discuss the content of both oral and written text that have been examined.' However to achieve competency levels required to hold fluent and appropriate conversations required for the tourist sector other stage models must be sought which can deliver this greater level of learner fluency.

In 2013, Ende et al. identified the **boomerang stage model**. Ende et al. (2013: 104) as a means of language acquisition and teaching:

Neuere Forschungsergebnisse legen aber nahe, dass für erfolgreiches Lernen die Entwicklung einer Sprachlernbewusstheit bei den Lernenden eine wichtige Rolle spielt. Ähnlich wie im natürlichen/kindlichen Lernen bzw. dem Immersionslernen kann es lernförderlich sein, Situationen zu erzeugen, die Lernenden dazu bringen, eine Struktur, die sie erwerben sollen, zu gebrauchen, um daran anschließend zu reflektieren oder zu analysieren, wie diese Struktur gebildet wird. Dieses Verfahren wird auch vorwnehmender Gebrauch genannt.

Meaning: The result of the latest research shows that the development of language learning *awareness* is essential to increase successful learning. In the same way that children acquire language there exists a need to create a situation which directs learners to use the grammar they have to learn and reflect or analyze how these structures are formed. In this way the learner will acquire both a more natural and

in-depth understanding of how the grammar and language structure is formed. This stage is called *vorwegnehmender Gebrauch* 'the usage of speech patterns conducted in the early hours of lesson'.

The outcome of this would improve the speaking motivation that is packaged in a boomerang model can be described as follows. This description is a free translation of the book Ende et. 2013 page 105.

„Einstieg Introduction Stage'

Teacher opens the lesson with announcement that a signature hunting game will be conducted. The first learner to succeed in collecting signatures for all the questions in the questionnaire, is the winner.

Next there is *Anwendung* 'stabilization or application' stage: The learners move quickly inside the classroom and ask each other the questions in the questionnaire. Example of question: „*Kommst du mit Fahrrad zum Unterricht?*“ 'Do you ride a bike to school?' If the answer is yes, the asker has the right to obtain a signature from the person who answers yes.

In *Erarbeitung* 'the discussion stage' there are several small steps of learning process namely semantization stage (process of vocabulary comprehension) and stage of systematization (stage of arranging grammar rules) conducted together by teacher and learner. In the semantization stage learners organize their papers and their questions (puzzle-questions). When rearranging the questions and answers contained in each puzzle, the learner is expected to be able to understand the context under study.

Then in process of the systematization, teacher draws a table containing three columns in the white board. The learners write the answer in the correct column. In the systematization stage the teacher guides the learners to find the difference between the questions and the answers *yes-no* and the structure of the sentence. The learners write down the rules in their book.

In the *Anwendung* 'stability or application stage' there are steps called reproductive exercise and semi-productive stage. During the reproductive exercise, the learners are given small cards containing the interrogative sentence and need to organize them into the correct sequences.

In the *semi productive* stage, the teacher pulls out a piece of paper (from the *puzzle*) containing questions and whispers the answer to one of the learners and they answer with a loud voice. All learners must say the interrogative sentence whispered by the teacher based on the given answer. In the transfer stage, the learners develop interrogative sentences within groups. This question is submitted to the teacher. Therefore, they have to think of questions that must be answered with yes by the teacher.

The explanation above shows, that in the beginning of the learning or in the introduction stage, speaking assignments has been conducted. Meaning, the learners directly ask one another in class questions using the speech patterns formulated by the teacher. Every learner obtains a piece of paper containing the speech pattern, and uses it directly with

other students. Thus, grammar is not explained by the teacher. Core teaching materials are presented for example listening text, if speaking exercise stage has been conducted.

The learning process in the boomerang stage model can be illustrated as follows:

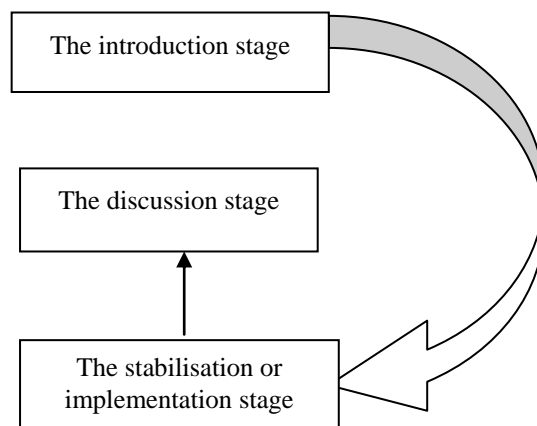


Figure 2. The boomerang stage model

The big arrows in the diagram above show that after the introduction stage takes the form of an announcement about what the learner should do, the learning process goes straight to *Anwendung* the stabilization stage or implementation stage. At this stage the learner gets a lot of opportunity to ask questions from the learner with questionnaire reference that has been distributed on the introduction stage. The learner is free to determine the order of questions he will ask and is free to determine who will be his first talking partner. After this stage is completed, then the main teaching materials that became the topic on that day is presented and discussed. Because of this sequence of stages the model is called the boomerang stage model. According to our observations, learners joyfully carry out questioning at the beginning of the learning process in classroom, and willing to speak out loud, because otherwise their voices will be inaudible compared to the sound of questions and answers raised.

3. Method

This research is a qualitative research and uses a descriptive method. According to Miles, Matthew (1992: 15) matters contained in the qualitative research is the data that emerges as words and not series of number. This method is very suitable to research that produces data that is very useful to German language teaching materials because the descriptive data in the form of oral information about attractions in the big cities in German and Austria are all in forms of words and sentences. Moreover, the applied stage model for teaching a given topic, for example an oral text, using a boomerang model for German language learning for the tourism sector does not currently exist or has not been applied in the German Language (Education) Program/Major/Department in Indonesia.

Data or information regarding the attractions in German

and Austria, can be obtained from various sites such as wikipedia, google or official sites of the tourism information centre in cities in German and Austria. However, the written information is not aimed for German language learners outside of German and Austria, but for site readers who already understand the German language. Therefore, text obtained from the various sites is re-edited by researchers and adapted with competence descriptions in B1 and early B2 levels. In addition, there are brochures and booklets which can be bought and utilised from visitor attractions in German and Austria.

Other oral texts obtained are sourced from direct speech of the tour guide inside the *'Sightseeing'* city tour bus (in Munich city). Information about the visitor attraction that is passed by the bus is spoken directly with microphone into two languages which are German and English. The researcher can record it with video camera by aiming the camera towards the explained attraction/object. Thus tour guide's voice record is obtained as well as the image of the attraction. Unfortunately the process can't be undertaken in Vienna and other big cities because the information obtained by the tourists are no longer live, but is a pre-recorded system transferred to the customer using an earphone.

The people used for this research were all the German speaking tour guides in German and Austria who were willing for their voices to be recorded and were willing to explain the attractions. The respondents' names are Jakob Nugel (in Munich), Alexandra Weilingner (in Vienna), Peter Schulz (in Berlin) and Michael Mertens (in Potsdam).

4. Results and Discussion

4.1. German Language in Tourism Field Competence Description Contained in the CEFR

The German language competence description is contained in Glaboniat et al. (2005 page106 – 213). After the book is traced a number of competence description in the tourism field was found.

An example of B1 level competence description in the tourism field would be: Able to provide suggestions to someone in a simple situation. This competence is detailed as: a) Able to assist customer in a travel office in choosing tourism destination and appropriate hotel. b) Able to overcome situation that happens in travel. c) Able to ask the receptionist on attraction and restaurant'.

An example of detailed competence description on B1 level for written reception would be: a) Able to test information and provide a letter of information. b) As employee in a travel agency, able to represent customer's needs in asking questions through an email regarding refund policy to a tour provider. c) As an employee of a travel agency, able to submit a complaint to a hotel through e-mail on behalf of a disappointed customer.

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Competence description classifications for intermediary oral German language in B1 level would be: a) Able to translate important parts of a German language oral text that is interesting to the conversation partner's language. b) Able to translate a series of information into the German language about specific buildings during a tour in the *'Sightseeing'* city to a conversation partner as part of a bus tour around the city.

When achieving this competence on the Munich City sightseeing tour, the researcher listened to the information spoken by the tour guide on the bus and then translated it into Indonesian for her conversation partner who doesn't understand German. Apparently this simultaneous translation activity disturbed other tourists who were diligently listening to the tour guide speech. A woman who sat behind the chief researcher reprimanded the researcher not to do so anymore inside the bus.

From this experience in the field, an important lesson can be learned: namely that simultaneous translation needs to take into consideration the context of the environment in which it is being undertaken (in order not to irritate other customers); include a time lapse so that different languages are not competing with each other or that all passengers in the tour are speakers of the same language.

The B1 level competence description that is more specific to the tourism field would be: a) Able to translate simple oral German guidance to the conversation partner of the same language (for example Indonesian language). b) Able to translate information provided by the German speaking tour guide to the conversation partner such as explain how a tour group are supposed to behave when visiting church, such as cultural protocols and habits.

This B1 level competence descriptions can certainly be implemented in Indonesian tourism education, with the objective of training speaking skills, and oral competence rather than just translation skills. In addition, the competence descriptions can be adapted to fit Indonesia circumstances and cultural protocols which would enable tour guides to practice how to explain to German speaking tourists visiting Indonesia how they should behave when visiting houses of worship, such as mosques, temples and others religious venues.

Therefore, it can be concluded, that competence descriptions contained in the book *Profile Deutsch* (Glaboniat et al. 2005) especially in the tourism field can be adjusted to the circumstances of within Indonesia. This will provide flexibility to the teachers of German language in the tourism field so that they can formulate appropriate competence descriptions according to the location and needs which the geographic location might require.

4.2. The Domains of Language Acts in the Tourism Field from another Source

In addition to language competence descriptions in Profile Deutsch (Glaboniat et al. 2005), the chief researcher together with lecturers of German language courses promoting tourism in ASEAN countries have formulated a German language competence description at the Bangkok Goethe - Institut, Thailand in 2008. This competence description is categorised based on each profession in the tourism field. The professional group in the tourism field is divided into

- 1) Guiding, with sub-divisions: a) *Transfer -guide*, 'guide whose duty is to pick up guest from the airport and bring them to the place of stay', b) Tour guide, and c) *Gästebetreuer* 'the representative of the travel agency whose duty it is to provide briefing to the tourists in the hotel and answers questions from the tourist brought by the travel agency'.
- 2) Hotel and restaurant personnel, sub-divided into a) *Empfangspersonal* 'receptionist', b) bellboy (luggage assistant), c) restaurant waiter,
- 3) personnel in the souvenir store',
- 4) Personnel in the souvenir store
- 5) Personnel in the car rental dealership,
- 6) Personnel in the airline 'that can be sub-divided into a) personnel in the airlines office b) stewardess'.

Because the graduates of German Language Education Department are unlikely to become a bellboy, restaurant waiter and low level airline employee, the focus of language in the tourism context are centred upon transfer-guide, tour guide, and a travel agency representative in the hotel.

Reference Level descriptions have been categorised for each profession:

A **transfer guide** (A2) must be able to a) ask about the current status of the flight; b) ask about the completeness of the luggage; c) give orientation and directions within the airport; d) explain the travel route from the airport to the hotel; e) give a brief overview about the country, currency, food and religion and other information.

A **tourguide** (C1) must be able to a) give information and guidance about the visitor attraction; b) explain what the attraction is, its history, purpose and importance; c) explain the natural environment of the attraction or context of the location visited including common or specific plants, animals and geology; d) Give information about the daily tour *itinerary and activities to be included*; e) give information about the region that is being visited and its society as well as specific details about the region'.

A **representative** of the travel agency in the hotel (C1) must be able to a) explain the values, norms, customs, traditions, and manners typical of the region that is being visited; b) give information about the places to shop, participate in sport and offer ideas for independent activities (that are not managed by the travel agency); c) give various tips or recommendations for example about staying healthy or avoiding crime; d) give appropriate responses to the complaints and look for appropriate solutions as well as

understand the nature of the complaint and any underlying reasons behind it; e) be able to sell tours to the surrounding area.

When looking at the reference Level Descriptions listed for the above professions, the lowest level of language competency required is A2. Meanwhile the other two professions must have C1 levels. The C1 German language proficiency is below the highest level of language proficiency which is C2. C1 level is required for these two professions because both professions usually are the ones that communicate most with the tourists for example, every tour guide must always be ready to communicate with their tourist customers during conducting their activity.

4.3. Oral Text about Tourist Attractions in Various Cities and Regions which are Contained in the German Speaking Countries by Recording German Native Speakers

- 1) Historical buildings: a) Palaces: for example: Nymphenburg Palace in Munich, Schonbrunn in Vienna: b) Churches: for example Berliner Dom, Kölner Dom in Cologne Germany, Stephansdom in Vienna: c) Museums: for example BMW-Museum in Munich.
- 2) Parks, for example, Sanssouci Park in Potsdam, Englischer Garten in Munich, Mirable Garden in Salzburg
- 3) Public squares, and historic Sites, for example; Brandenburger Tor in Berlin, 'Bundestag' Parliament Building in Berlin and Check-point Charlie in Berlin

Due to the limited space, this article only uses the visitor attraction which is used as a model example of boomerang stage language learning namely the Sanssouci Palace in Potsdam.

Description of Sanssouci Palace Visitor Attraction in Potsdam - Germany

The name Sanssouci comes from French language *sans souci* and means 'without worry'. Sanssouci Palace is located in the east of the Sanssouci Park and this Palace is one of the most famous palaces belonging to the Hohenzoller nobility located in Potsdam, the capital of Brandenburg state.

The palace was built between 1745 and 1747, under the orders of King Friedrich II who was King of the Preußen region who commissioned architect Georg Wenzeslaus von Knobelsdorff to build a small summer Palace. Under the reign of Emperor Friedrich Wilhelm IV in 1841/1842 Sanssouci Palace were transformed and expanded by adding wings onto both sides of the Palace using the design of Ludwig Persius.

There are actually five Palace buildings in Potsdam and the park architecture in Sanssouci park area is managed by the Preußen Palaces and Gardens Foundation for Berlin-Brandenburg. Since 1990 they have held world cultural heritage status under the auspices of UNESCO. UNESCO Germany Board provided classification of the Palaces as follows "Sanssouci palace and park are often

referred as *Versailles Preußen* area being a cultural synthesis building in the 18th century style which links to various cities and kingdoms in Europe. Preußen castle circuit is an example of architectural creation and landscape structuring as an intelligence background of monarchical idea.

There was no other Palace that was so close to the emperor Frederick the Great's heart as Sanssouci palace. The name Sanssouci – without worry – is understood as the desire and main motive of king Friedrich because the king preferred to come to the palace with his dogs. This summer Palace is the most preferred place by King Friedrich and was a refuge in time of trouble.

The location of the palace is above the terraced vineyard. The furnishings are authentic and have been retained from the 18th century and enable today's visitors to dive into the environment of the 18th century world of Sanssouci. The palace rooms are formed in an elegant and stylish luxury which reflect the king's love of a beautiful environment.

One of the most interesting aspects of the attraction is that the King wanted to be buried on the highest terrace of vineyard terrace in the Sanssouci Palace area. Also at the time of his death, the king wanted to be close to the Sanssouci palace. The king's wishes only became true in 1991 when the tomb of king Friedrich was relocated into the highest terrace at Sanssouci palace.

4.4. Boomerang Stage Model for Sanssouci Palace Attraction

4.4.1. Einstieg 'introduction stage': In this stage, the steps that will be taken are announced. The learners are notified that a piece of paper containing questions will be distributed to them. These questions should be addressed to a fellow student in the classroom. If there is a student answering "yes" then he or she will be asked for signature in the column provided.

4.4.2. Anwendung 'Application' Stage: In this stage the student will do the tasks that have been announced in the first stage. Example of question that has been arranged inside *Autogramm jagd* 'signature hunting' sheet sounds as follows:

Table 1. Questionary

| Nr. | Fragen | Autogramm |
|-----|--|-----------|
| 1) | Warst du schon Mal in einem Schloss? 'Have you ever been inside the palace)?' | |
| 2) | Ist das Schloss groß? 'Is the palace big?' | |
| 3) | Weißt du, wer das Schloss zum ersten Mal hat bauen lassen? 'Do you know who initially asked for the palace to be built?' | |
| 4) | Weißt du, wann das Schloss errichtet wurde? 'Do you know when the palace was built?' | |
| 5) | Weißt du, in welchem Architekturstil das Schloss errichtet wurde? 'Do you know what is the style of the palace?' | |
| 6) | Wurde das Schloss schon Mal umgebaut? 'Has the palace shape ever been modified?' | |

| | | |
|-----|---|--|
| 7) | Weißt du, als was das Schloss früher fungierte? 'Do you know what used to be the function of the palace?' | |
| 8) | Weißt du, wer früher in dem Schloss wohnte? 'Do you know who used to live in the palace?' | |
| 9) | Weißt du, was das Schloss jetzt beherbergt? 'Do you know what historic artifacts are now stored in the palace?' | |
| 10) | Weißt du, wer jetzt das Schloss verwaltet? 'Do you know who is taking care the palace now?' | |

The next step in the **Anwendung** 'Application' stage is to match the answers provided to the questions that has been posed. The answers of the 10 questions are given in a piece of cardboard. The 10 answers are not numbered and are randomly arranged. The students are tasked to arrange the answers to each question. The students do the task in group.

Table 2. Puzzle

| |
|--|
| Ja, ich habe schon Mal das Schloss Sanssouci besucht. 'Yes, I have visited Sanssouci Palace.' |
| Ja. Das Schloss ist groß. Aber das Schloss Schönbrunn in Wien ist viel größer. 'Yes, the palace is big. But Schönbrunn palace in Vienna is much bigger.' |
| Ja, der preußische König Friedrich II. hat den Architekten Georg Wenzeslaus von Knobelsdorff beauftragt, das Schloss zu errichten. 'Yes, king Friedrich II gave the order to architect Georg Wenzeslaus von Knobelsdorff to build the palace.' |
| Ja, 1745 bis 1747. 'Yes, started from 1745 until 1747.' |
| Ja, im Stil des Rokoko. 'Yes Rococco style.' |
| Ja, Unter Friedrich Wilhelm IV. wurde das Schloss 1841/42 durch Umbau und Verlängerung der zwei Seitenflügel erweitert. 'Yes, under the administration of Friedrich Wilhelm IV the palace was renovated and expanded at the both sides.' |
| Ja, als Sommerresidenz des Königs. 'Yes, as a summer residency of the king.' |
| Ja, der preußische König Friedrich II. und seine Nachfolger. 'Yes, king of Preußen called Friedrich II and his successors.' |
| Ja, Kunstrichtungen des 18. Jahrhunderts. 'Yes, furnishings that have high artistic value in the 18th century.' |
| Ja, die Stiftung Preußische Schlösser und Gärten Berlin-Brandenburg. 'Yes, Preußen Palaces and Gardens Foundation Berlin-Brandenburg.' |

4.4.3. Erarbeiten 'Discussion' Stage

Listening text presentation: in this discussion stage video films containing sound recordings of German native speakers are shown, principally the film about Sanssouci palace recording that took place in the tourist location. Information is heard in the German language. The transcription listed above. Students hear this information twice. Then they work on the available questions. Questions on the first listening relate to the identification of answers given in the previous piece of cardboard. Student restate the

content of the piece of paper.

Discussion of question for listening text: Since the purpose of learning is speaking skills, student are not given right or wrong or multiple choice options. Instead, students must answer the following question: "In addition to the existing information on the piece of cardboard, what other information do you hear?" This question was posed before the students listen for the second time. Thus they are ready to listen selectively. The expected answers, for example:

- a) The origin of the name Sanssouci and its meaning.
- b) The sentence *Das Schloss steht seit 1990 als Welterbe unter dem Schutz der UNESCO* 'Since 1990 the palace became the world cultural heritage and under the supervision of UNESCO', are important information for the palace.
- c) The palace functions as *wichtiges Refugium in schwierigen Zeiten* 'a refuge for king Friedrich II in difficult times.'
- d) The location of the palace on a terrace above the famous vineyard. This information is heard in the speech *Die Lage des Schlosses auf den berühmten Weinbergterrassen*
- e) Noteworthy information is, *dass sich der König auf der obersten Weinbergterrasse in einer Gruft beisetzen lassen wollte* that the king wanted to be buried on the terrace at the top vineyard in the palace.
- f) Information about the king's wishes was only fulfilled in 1990, which is uttered in the sentence „*Sein Wunsch ist, wenn auch erst 1991, in Erfüllung gegangen.*”

4.4.4. Speaking Exercise Stage

To achieve the purpose of German language learning in the tourism sector, students are trained to use speech that contains important information about the palace that they heard. In this speaking exercise, the students' words are corrected when they speak in the Germany language. Intonation is also important and the learner is guided on this aspect as well. The purpose of this speaking exercise aims to make the German language conversation spoken by the students to be understood by German native speakers. Speech imitation technique is carried out in accordance to the *Pyramidenartiger Satzaufbau* 'pyramid style sentence formulation' technique popular during the audio lingual method. Examples of arrangement of the speech elements *Das Schloss steht seit 1990 als Welterbe unter dem Schutz der UNESCO*, 'Since 1990 this palace is under the protection of UNESCO as world cultural heritage', in the form of a pyramid is as follows:

das Schloss
das Schloss steht
das Schloss steht seit 1990
das Schloss steht seit 1990 als Welterbe
das Schloss steht seit 1990 unter dem Schutz
das Schloss steht seit 1990 unter dem Schutz der UNESCO
Das Schloss steht seit 1990 als Welterbe unter dem Schutz
der UNESCO

The word or speech which must be imitated, first should be given by the lecturers. Then imitation is done in group. The leader of the group that is the most proficient is given the task of giving the speech's word data.

Beside speech imitation, students also learn to change the form of nouns into verbs for example in the following noun phrase *Die Lage des Schlosses auf den berühmten Weinbergterrassen* 'The location of the palace that is above the famous terrace vineyard' to become *Das Schloss liegt auf den berühmten Weinbergterrassen* 'The palace is located above the famous terrace vineyard'.

5. Conclusions

This article provides an understanding of language techniques using the boomerang model stage to explain a visitor attraction including its history and function. It builds on a theoretical model of language acquisition of competence descriptions at B2 level and transforms written text into oral speech as a teaching material. The level of difficulty of the text as well as the emphasis of sub themes are often incompatible with the German language proficiency levels of students and therefore, requires researchers to edit the text to simplify it from the official website and revise the sentences without changing the meaning. The composition of the paragraph was also altered, so that the flow of information is easily understood by the German language learners in Indonesia. It is also useful for the visualization of the discussed visitor attraction that picture or photographs are also used. The speaking lessons that has been formulated is an example for one visitor attraction and questions can be adapted or adjusted relevant to both the visitor attraction that is being discussed and the previous knowledge or level of language skill possessed by the students.

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