

THE USE OF EASY GERMAN VIDEOS TO SUPPORT THE LEARNING OF WRITING GERMAN RECIPES IN THE GERMAN LITERATURE STUDY PROGRAM AT SURABAYA STATE UNIVERSITY

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ABSTRACT

This study aims to describe the implementation of Easy German videos as a supporting medium in learning German recipe writing in the German Literature Study Program at Surabaya State University. As a YouTube channel providing authentic German language learning materials, Easy German videos showcase everyday life in Germany through actors using communicative language, gestures, and facial expressions, thereby helping students understand German grammar, vocabulary, and cultural context while practicing listening, speaking, reading, and writing skills. Students' ability to write German recipes using passive sentences is an interesting topic to discuss, as passive sentences in German have structural differences from Indonesian. This action research, which utilized data from observations, documentation, and interviews, was conducted with 31 students from the German Literature Program in the Writing 4 course during the even semester of the 2024/2025 academic year as respondents. The results of the study indicate that the use of Easy German videos in teaching German recipe writing enhances students' writing skills, and 87% of respondents stated that the topics presented in the Easy German videos are relevant to supporting German language learning in their classes. Students' understanding of German culinary traditions is also enriched through exposure to German recipes.

Key Words: *Video Easy German, Writing skills, German recipes*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan video *Easy German* sebagai media pendukung dalam pembelajaran penulisan resep berbahasa Jerman pada Program Studi Sastra Jerman, Universitas Negeri Surabaya. Sebagai kanal YouTube yang menyediakan materi autentik pembelajaran bahasa Jerman, video *Easy German* menampilkan kehidupan sehari-hari di Jerman melalui para aktor dengan penggunaan bahasa

komunikatif, gestur, dan ekspresi wajah. Hal ini membantu mahasiswa memahami tata bahasa, kosakata, serta konteks budaya Jerman, sekaligus melatih keterampilan menyimak, berbicara, membaca, dan menulis. Kemampuan mahasiswa menulis resep berbahasa Jerman dengan menggunakan kalimat pasif menjadi topik yang menarik untuk dibahas, mengingat struktur kalimat pasif dalam bahasa Jerman berbeda dengan bahasa Indonesia. Penelitian tindakan ini menggunakan data dari observasi, dokumentasi, dan wawancara, serta melibatkan 31 mahasiswa Program Studi Sastra Jerman pada mata kuliah *Writing 4* pada semester genap tahun akademik 2024/2025 sebagai responden. Hasil penelitian menunjukkan bahwa penggunaan video *Easy German* dalam pembelajaran penulisan resep Jerman meningkatkan keterampilan menulis mahasiswa, dan 87% responden menyatakan bahwa topik-topik yang disajikan dalam video *Easy German* relevan untuk mendukung pembelajaran bahasa Jerman di kelas mereka. Selain itu, pemahaman mahasiswa mengenai tradisi kuliner Jerman juga semakin diperkaya melalui paparan resep-resep Jerman.

Kata Kunci: Video *Easy German*, Keterampilan Menulis, Resep Jerman

INTRODUCTION

The German Language Studies Program at Surabaya State University equips students with German language skills both receptively and productively, enabling them to apply their German language skills in various professional fields. In addition, students are provided with knowledge of grammar, vocabulary, and thematic linguistic expressions in accordance with the material in the German textbooks *Netzwerk neu A1, A2, and B1*. In the learning process, students also need to be equipped with cultural knowledge and intercultural communication strategies (Titaley et.al. 2025).

Such an emphasis on cultural knowledge and intercultural communication strategies is also reflected in previous studies conducted in the German Literature Study Program, which have addressed the theme of *Esskultur* using *Lernplakat* or poster (Parnaningroem et.al. 2023), intercultural communication with the help of fairy tales (Hardika et.al. 2025) and development to teaching material based on Indonesian Tourism and Culture (Saksono et.al. 2023). In addition, community service activities carried out by the German Literature Study Program have also engaged with cultural contexts, such as those in the city of Mataram (Saksono et.al. 2025). These initiatives demonstrate that the study program consistently emphasizes cultural aspects, intercultural communication, and the use of innovative approaches in German language teaching.

Interviews with several German language teachers indicate that it seems necessary to use other supporting media, such as videos on YouTube, so that the material discussed can be more easily understood by students, especially regarding information about German culture. In this context, YouTube has been increasingly utilized as a learning medium in German language education, offering authentic and accessible materials for students to improve student's language competences. (Widyadhana, et.al. 2024; Arifin et.al. 2023; Batista et.al. 2024)

One aspect of learning about German culture can be done through knowledge and understanding of German food culture. From understanding German food culture, one can indirectly learn German recipes. For German language learners in Indonesia, knowledge and understanding of German cuisine will be beneficial if they plan to pursue a career in the culinary field or work in the tourism sector in the future. Therefore, this research is closely related to previous studies and community service activities, and this connection is in line with the program's consistency in integrating culture, intercultural communication, and innovation in the German Literature Study Program at the Faculty of Languages and Arts, Surabaya State University.

Regarding the writing of German recipes, one can use active and passive sentences. Active sentences are used to give direct instructions, while passive sentences are used to emphasize the process or result. Based on several studies, the use of passive sentences is less dominant compared to active sentences. However, for German language learners, it is advisable to study both to improve their language proficiency. One of the German grammar topics in the book *Netzwerk neu B1* is passive sentences. Based on observations, there are still students who have difficulty forming passive sentences in German. There are several differences between passive sentence patterns in German and Indonesian. Therefore, efforts are needed to facilitate students' understanding. Isabelle Evers, an expert in media education, states that visualised learning materials can improve learning and make it more effective. <https://www.cornelsen.de/magazin> presents an article about the advantages of using videos in the classroom, stating that videos can be used in various ways: as an

introduction to a topic, as a conversation or discussion starter, or to illustrate topics that are difficult to explain with words and pictures.

One digital media on YouTube called Easy German was chosen by the researcher to support the learning of passive sentences in class. In the German Literature Study Program at Surabaya State University, no research has been conducted on this learning video. Therefore, the objectives of this paper are (1) to describe the implementation of Easy German videos in the Schreiben 4 course to support students' learning in writing German recipes in the German Literature Study Program, Surabaya State University, and (2) to describe students' responses to the use of Easy German videos.

DISCUSSION

Easy German Learning Videos

Easy German is one of the online videos on YouTube that can be enjoyed for free by German language learners in Indonesia. This program provides knowledge and understanding to German language learners about everyday life in Germany. Although the Easy German videos tend to teach language skills such as grammar, vocabulary, and expressions (*Redemittel*), Easy German also introduces German culture by providing information on various cultural contexts such as eating habits, culinary traditions, an introduction to dishes, historical cities, interviews with people on specific topics, and so on. Based on its history, the first Easy German video, titled *Saying Hello in Germany* was released in 2005 in Münster. The video was a school project uploaded to YouTube. The content featured interviews about how people greet each other in Germany, conducted on the streets. Three key figures involved in the channel's founding were Janusz Hamerski, Cari Clara Spieker, and Manuel Salmann, assisted by other members. To this day, Easy German has been around for 20 years.

Writing German Recipes as a Language Skill

In general, a recipe is a set of instructions for preparing and cooking a dish. These instructions include the names of ingredients and seasonings, the steps involved in preparation, and how to serve the dish. In terms of text type, recipes are

classified as procedural texts because they contain systematic steps for performing the activity of cooking. Citivello (2011) explains that the structure of procedural texts includes: (a) purpose, (b) materials and tools, (c) steps. The following is an example of a German recipe.

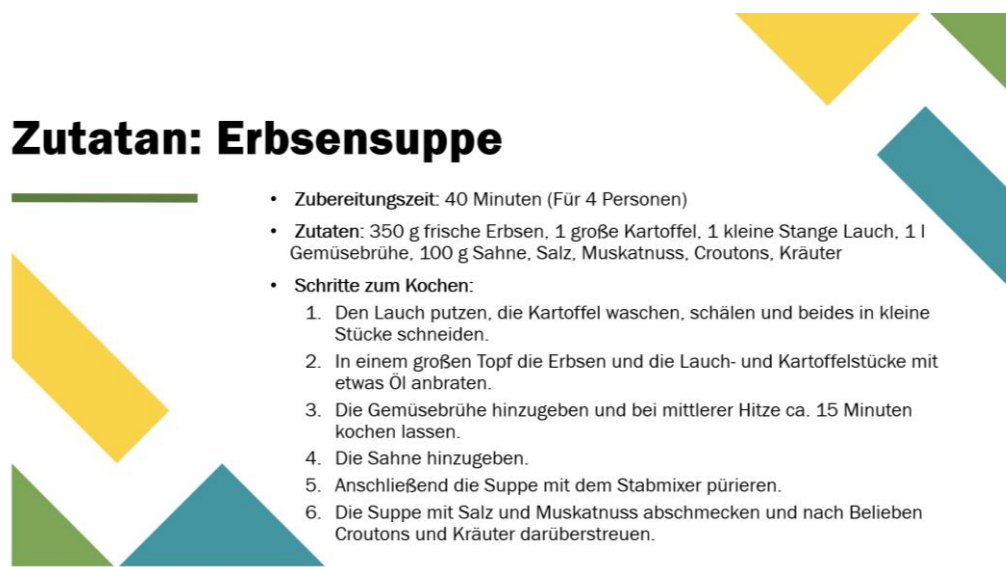


Figure 1 Recipe of Pea Soup

According to Impressium (2013), standard German recipes provide information about the name of the recipe, ingredients, measurements, equipment, cooking method, time, and serving suggestions. In addition to providing technical guidance on cooking, according to Bergman [3], recipes can also be used as a means of disseminating the cultural identity of a country and as an enjoyable way to learn German as a foreign language.

Passive Sentences in German

In German grammar, passive sentences can be used in both spoken and written communication. According to Rusch (2007), to understand passive sentences, learners must first understand the difference between active and passive sentences. Dreyer (2013) argues, in German passive sentences, the subject or agent performing the action is not important. What is important in passive sentences is the focus on the action. The addition of *von* + *Dativ* can be used in passive sentences if the agent is to be mentioned. For example: *Die Suppe wird von der Mutter gekocht.* (The soup is

cooked by the mother.) The preposition *von* is in front of *der Mutter*, because the agent (mother) is mentioned. *Der Mutter* is the dative form of *die Mutter*. Furthermore, there are two forms of passive sentences in German grammar, namely *Vorgangspassiv* and *Zustandspassiv*. The *Vorgangspassiv* form places the process or action as the main focus. The process or action is formed with the pattern: auxiliary verb *werden* + *Partizip II*. Meanwhile, the *Zustandspassiv* form shows the result of an action. This form can only be formed using transitive verbs. The difference between the two can be seen as follows: *Meine Mutter schält einen Apfel.* (active sentence); *Der Apfel wird geschält.* (*Vorgangspassiv*); *Der Apfel ist geschält.* (*Zustandspassiv*). When considering the tense forms, there are four passive sentence structures: *Praesens* (Present), *Praeteritum* (Past), *Perfekt* (Perfect), and *Plusquamperfekt*. For examples:

- *Die Kartoffeln werden geschnitten.* (*Präsens*)
- *Die Kartoffeln wurden geschnitten.* (*Präteritum*)
- *Die Kartoffeln sind geschnitten worden.* (*Perfekt*)
- *Die Kartoffeln waren geschnitten worden.* (*Plusquamperfekt*)

This research was conducted at the German Literature Study Program, Surabaya State University, Lidah Wetan Campus, Surabaya. This study is qualitative and descriptive in nature. According to Herdiansyah (2015), qualitative research is research whose context and setting are natural. This qualitative approach is used to answer the first objective of this paper, which is to describe the implementation of the Easy German video to train fourth-semester students in the German Literature Study Program at Surabaya State University in writing German recipes using passive sentences. Sugiyono (2010) also clarifies that the characteristics of qualitative research are conducted in natural conditions, directly to the data source, and the researcher is the key instrument. The data collected are in the form of images or words and do not emphasize the use of numbers; the research emphasizes the process. The research data consists of observation results, classroom notes, and questionnaires. The data was obtained from 31 students in class A who enrolled in the Schreiben 4 course at the German Literature Study Program, Surabaya State University, in the even semester of 2024/2025.

The data collection techniques used in this study were as follows: developing instruments as data collection tools in the form of observation sheets, recording participant observations, and collecting documentation. Respondents' responses to the implementation of the activities were obtained from questionnaire results by selecting answers: Agree, Neutral, Disagree, Strongly Disagree. The Likert scale is a psychometric scale used for questionnaires to measure respondents' positive and negative responses to a statement, according to Mulyatiningsih (2019).

Data analysis was conducted by: (a) recording answers based on a list of questions prepared by the researcher during the learning process, (b) analyzing the data results interpreted according to theory, (c) compiling the observation results based on participant activities, (d) calculating the students' responses to the use of the Easy German video.

According to Ende (2013), research that focuses on learning activities in the classroom is referred to as research. Arikunto (2019) mentions the same thing. Therefore, to address the first research objective, it is necessary to understand the existence of the OBE-based Semester Learning Plan (RPS-OBE) implemented at Surabaya State University. Every instructor is required to complete this RPS in SIDIA (Sinai Digital Universitas Negeri Surabaya), an online learning platform designed to facilitate teaching and learning activities, both synchronous and asynchronous. The components included in each OBE-based RPS are: Course description, Learning model, Course learning resources, Graduate Learning Outcomes, Course Learning Outcomes, CPL-CPMK Matrix, and weekly activities. In the weekly activities, instructors must fill in the Course Learning Outcomes, Final Skills at Each Learning Stage, Teaching Methods, Assessment Indicators, Assessment Criteria, Assessment Model, Assessment Weighting, and References & Learning Materials. The RPS consists of 16 sessions (including the Mid-Term Exam and Final Exam).

To describe the implementation of the Easy German video to support German recipe writing in the German Literature Study Program at Surabaya State University, two cycles were conducted, namely cycle I and cycle II. According to Arikunto (2019), in each cycle there are four stages that must be carried out, namely: (1)

planning, (2) implementation, (3) observation, and (4) reflection. In Cycle I, during the planning stage, the instructor developed a lesson plan for the course Schreiben 4, which included learning objectives, German recipe materials, and the steps for utilizing the Easy German video as the primary medium. Next, the instructor searched for and prepared appropriate Easy German videos about the process of cooking typical German dishes. The third activity in this stage is to develop observation instruments and observation sheets for student activities in class, as well as a rubric for assessing German recipe writing skills. The number of students studied is 31 students enrolled in the Schreiben 4 class A in the German Literature Program at Surabaya State University for the 2024/2025 academic year.

The second stage of Cycle I is the implementation stage. There are six activities carried out in this implementation stage. First, students learn Konjugation der schwache Verben and Konjugation der starken Verben, conjugation of the verb werden, trennbare Verben and untrennbare Verben related to cooking activities in the form of Partizip Perfekt. Second, students are asked to find cooking ingredients, cooking utensils, and spices for cooking German dishes from various sources. Third, students listen to the pronunciation of vocabulary words and repeat them from the video Easy German https://www.youtube.com/watch?v=we6taRL_pWQ&t=59s about cooking vocabulary, which is watched together. Fourth, students listen to the teacher's explanation of grammar related to active and passive sentence patterns, vocabulary, and linguistic expressions (Redemittel) used in German recipes. Fifth, students are asked to write a German recipe using simple sentences (active sentences) based on the video they have watched. Sixth, students are divided into working groups and given the opportunity to discuss, revise, and save their work on their laptops in PDF format.

The third stage is the observation stage. Here, the instructor and colleagues observe the learning process, note any obstacles that arise, record student activity, and check the written work. This observation activity focuses on the use of active sentence structures, vocabulary variety, and students' creativity in writing recipes. The fourth stage is the reflection stage. In this stage, the instructor conducts an evaluation with students regarding the learning process that has been undergone, in

the form of suggestions and criticism as well as obstacles encountered. The second activity involves the instructor analyzing students' writings to identify sentence parts that are not yet mastered, incorrect vocabulary usage, and the format of German recipes. The third activity is to develop improvements that need to be implemented in the next cycle.

This first cycle is conducted over three face-to-face sessions. After cycle I is completed, cycle II is continued. Based on the reflection of cycle I, in the planning stage for cycle II, the instructor makes improvements to the RPS. These improvements include adding exercises to strengthen students' vocabulary and grammar related to cooking German dishes. The second activity is to select other easy German videos that vary in presenting German recipes. The final step in this planning stage is to prepare the observation and assessment instruments for the revised recipe writing.

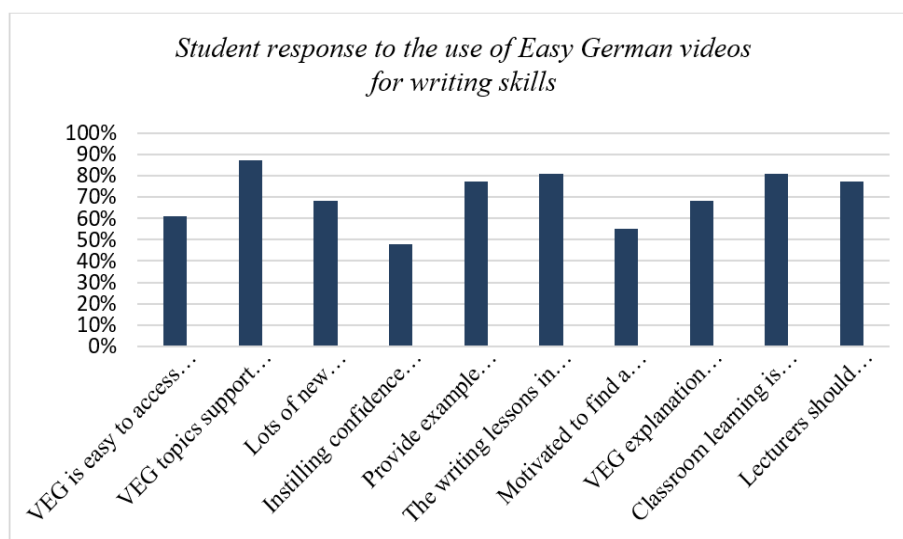
The second stage of Cycle II is the implementation stage. Students watch the new Easy German video, <https://www.youtube.com/watch?v=wVoJ5IKSfx0> paying attention to important words and taking notes. Next, the instructor teaches the cooking steps more intensively by changing active sentences into passive sentences that emphasize the active object of the sentence as the subject of the passive sentence. Each student is asked to independently write five passive sentences. In the fourth activity, students are given the opportunity to write a German recipe that is different from Cycle I, using passive sentences. Then, the German recipes written by the students are corrected and revised, then transferred into poster form using Canva. In the observation stage of Cycle II, the instructor and peers observe the learning process, the quality of the students' writing, student participation in class, and the implementation of feedback from Cycle I notes to assess how well the students have overcome the challenges of writing German recipes.

The final stage of Cycle II is the reflection stage. Here, the instructor and students jointly assess the improvements achieved. Positive development in students' ability to write German recipes is evidenced by the decreasing number of vocabulary and grammatical errors in the German recipes based on the Easy German video watched. Following this, an analysis of the written work is conducted to assess

recipe-writing skills. Out of 31 students, 24 completed their assignments correctly. The final step is to summarize all findings and successes for future learning in the upcoming semester.

To determine the response of students in the *Schreiben 4* course to the implementation of the Easy German video (hereinafter referred to as VEG) to support the learning of writing German recipes in the German Literature Study Program at Surabaya State University, 31 students in the *Schreiben 4* class A were given a questionnaire to complete. The questionnaire consisted of 10 questions with the following answers: Agree, Neutral, Disagree, Strongly Disagree. The table of the Student response to the use of Egvideos for writing skills is as follows

Table 1: Student response to the use of Egvideos for writing skills



The questionnaire results show that: 19 students (61%) agree that VEG is easy to access and use in class; 27 students (87%) agree that the topics presented in VEG are relevant to support German language learning; 21 students (68%) agree that students can learn many new vocabulary words related to German cooking recipes after watching VEG; 15 students (48%) agree that students become more confident in writing German recipes after watching VEG; 24 students (77%) agree that VEG provides examples of sentences that students can directly use in writing German recipes; 25 students (81%) agree that by utilizing VEG, learning to write German

recipes in class becomes more interesting; 17 students (55%) agreed that students were motivated to look for other VEG related to German recipes;

Moreover, 21 students (68%) agreed that the explanations and examples in VEG helped students to construct passive sentences in German, both orally and in writing; 25 students (81%) agreed that students found the use of VEG in German language learning in class more interesting and less boring for various language skills; 24 students (77%) agreed that German language instructors should have utilized Easy German videos in teaching various materials to enhance students' language skills.

The results show that VEG is effective in supporting German language learning. It helps students expand vocabulary, gain confidence in writing, and makes learning recipes more interesting and engaging. Overall, VEG enhances both motivation and competence in using German.

CONCLUSION

The conclusion of this study is that learning German language skills in writing, especially writing German recipes, can be facilitated through the use of Easy German videos. German language learning materials delivered by teachers will be more meaningful if students are involved in the learning process in a way that is closer to real life in German society. One solution is to use German YouTube channels such as Easy German videos. German language teachers need to be able to maximize the learning functions of Easy German videos to achieve learning objectives, so that German language learners who are far from Germany can keep up with cultural developments and situations in German society. Learning German recipes is one way to bring learners closer to German culinary culture. To understand this, students need skills in listening, speaking, reading, writing, as well as mastering German grammar, vocabulary, and linguistic expressions. Easy German provides a wealth of contextual and authentic materials, thereby fostering students' motivation to learn German.

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