

RESEARCH ARTICLE

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SPEAKING MATERIALS IN “NETZWERK” BOOK BY USING EXPRESSIONS TO DEVELOP STUDENTS' SPEAKING ABILITY

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Abstract : This study aims to enhance German language acquisition by analyzing speaking materials in the *Netzwerk B1* textbook, focusing on practical exercises and thematic alignment with real-world scenarios. There are problems faced by them during their class related to the learning materials. Obstacles related to learning inevitably arise related to learning materials, causing the learning objectives to not be achieved properly. The obstacle faced is the learning materials not to be interested and presented in a way which sometimes takes time to understand and to apply. There are things that need to be addressed so that students are more motivated to study the materials either in a guided or specifically independent manner. The objectives of this study are: 1. to find appropriate learning materials for the students in order to give them motivation to study better with the teaching materials specifically in relation to speaking, 2. to analyse the model of exercises of learning materials. The research method used to obtain data is content analysis. The data collected and analyzed by using the techniques given by Krippendorff. The data show that there are many expressions presented to be practiced by the students to develop their speaking ability. The Presentation of the expressions to be trained is in a way of dialogs, reports, question-answer and small text like emails The significance of this study is to give contribution for the learner that can facilitate them to study German better.

Keywords : *German speaking materials, Speaking expression*

INTRODUCTION

Recently there are some programs offered by the German State (Ausbildung, Aupair and FSJ/Freiwilliges soziales Jahr), that increase the number of students, who learn German as one of the foreign languages. They try to learn German by using some textbooks, align (Abramović et al., 2023). During the time used, they face problems specifically related to speaking materials. The complexity of the textbook materials occasionally overwhelms learners, particularly in speaking exercises. This is one of the reasons, that the materials presented in textbooks should take this into

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account, supported by (Kansil et al., 2022; Manggo et al., 2022).

As Liando et al., (2022), the speaking materials are still difficult to study independently because the explanations, tend to be difficult to understand and the comprehension exercises are not easy to apply. Speaking materials and topics as well as test models in particular must be mastered well because they are directly related to *Hoeren* (listening), *Lesen* (reading) and *Schreiben* (writing) materials. In other words, the *Sprechen* (speaking) material related to German intermediate level (B1) is very important to be improved because the components are found in all forms of language, both in the types of texts for *Lesen* (reading), as well as in dialogues for *Hoeren* (listening). Learners must be prepared as early as possible and as well as possible in order to master these speaking materials, supported by (Truong, 2024; Saeedi, 2023).

An International B1 certificate (intermediate level of German skill) is one of the absolute requirements that students or people must have if they intend to take part in the above programs (Dengler et al., 2017). In relation to the *Ausbildung*, *Aupair* and *FSJ* Programs, the German Language Education Study Program FBS UNIMA offers a superior course, namely B1 *Vorbereitung* (B1 preparation) where students are prepared with B1 speaking materials in the hope that they will be able to pass the international test, tested by the Goethe Institute Indonesia (Kispál, 2021). Based on this reason, the purposes of this study are: 1. to find the appropriate learning material in the main textbook used today (*Netzwerk*) in order to attract more students motivation, 2. to analyse the trained materials in appropriate ways, that students are expected to be more motivated to study these B1 speaking materials. This study presents a novelty by conducting an in-depth analysis of the speaking material in the *Netzwerk B1* book, which is the main book for learning German at the intermediate level. The focus of this study

is on the expressions and models of speaking exercises presented in various forms such as dialogues, reports, questions and answers, and short texts (e.g. emails), which are systematically analyzed using the content analysis method with an abductive approach based on the Krippendorff technique. This approach allows for a more contextual and creative interpretation of the material, resulting in more targeted recommendations for the development of practical and thematic speaking materials according to students' real-world needs. In addition, this study emphasizes the importance of presenting materials that can motivate students, considering that so far speaking materials at the B1 level are often considered difficult to understand and less interesting to study independently. By identifying and reviewing the speaking exercise models in the *Netzwerk* book, this study contributes to developing learning materials that are not only in accordance with the curriculum, but also relevant and easily accessible, so that they can increase students' learning motivation. This is very important considering the practical needs of students who want to follow programs such as *Ausbildung*, *Aupair*, and *FSJ* in Germany, where the ability to speak German at level B1 is an absolute prerequisite.

In addition, this study also presents novelty through the integration of learning themes that are very relevant to the social and cultural context of Germany and the European Union, such as the world of work, new technologies, environmental protection, and social relations. These themes not only train language skills, but also prepare students to communicate effectively in real situations, so that the learning material becomes more contextual and applicable.

The urgency of this study is very high because the ability to speak German at level

B1 is the key to students' success in obtaining international certificates which are the main requirement for following work and social programs in Germany. However, the main obstacle faced by students is speaking material that is less interesting and difficult to understand, so that learning motivation decreases and learning objectives are not achieved optimally. Therefore, this study makes an important contribution in addressing this gap by providing analysis and recommendations for the development of more effective and motivating speaking materials.

Furthermore, this research is also relevant in the context of increasingly independent learning, especially in the digital era and distance learning. By developing easy-to-understand and self-study materials, this research supports improving the quality of German language learning at the secondary level and helps students achieve the competencies needed to succeed in certification exams and real life in Germany.

RESEARCH METHOD

This study uses Content Analysis Method, adapted from (Krippendorf, 2004). The techniques used are based on Krippendorf, which consists of 6 steps (Unitizing, Sampling, Recording/coding, Reducing, Abductively inferring and Narrating). The steps that will be taken in the research process are: Collecting data from the main sources, namely the Netzwerk B1 (Kursbuch), Netzwerk B1 (Arbeitsbuch).

In collecting data, the first thing to do according to the steps above is to sort out all the teaching materials according to the research objectives and describe them so that they can be easily classified according to their respective sections. The data sources from the two books above are used in an integrated manner so they are not separated, followed guideline from (Moleong, L, 2016).

FINDINGS

In this section, the first part will be presented the units of the speaking material as a whole in the Netzwerk book in terms of the themes that are the main focus for the four language skills. This section also presents some of the main speaking skills objectives of each Part. In the second part, models or the sampling materials in this case speaking activities and expressions are presented, which at the same time presents the training models or exercises models for speaking skills. This section does not discuss each chapter or lection in the book Netzwerk, but takes samples from some chapters.

Themes, Expressions and Activities for B1 Materials

The themes discussed in this Netzwerk book are oriented towards Germany and the European Union. The themes discussed in this book cover all the language skills that are trained, namely Hören (Listening), Sprechen (Speaking), Lesen (Reading) and Schreiben (Writing). The themes presented are *Gute Reise, Alles neu, Wendepunkte, Arbeitswelt, Umweltfreundlich, Blick nach Vorn, Beziehungskisten, Von Kopf bis Fuß, Kunststücke, Miteinander, Vom Leben in Städten, and Geld regiert die Welt*.

Especially the *Sprechen* material presented has certain goals for each Lektion: Lektion 1 the goal is *über Vorlieben und Abneigungen sprechen* (talking about pleasure and displeasure) and *ein Gespräch im Reisebüro verstehen und führen* (understanding and starting a conversation at a travel agency). Lektion 2 *on über Kaufentscheidungen sprechen* (talking about shopping decisions), *Gruende und gegengruende ausdruecken* (expressing contradictory reasons and reasons), *Informationen über neue Technik verstehen und ausdruecken* (understanding and disclosing about new technology), *Meinungen zu Werbung äußern* (expressing opinions about advertising), suggested by (Köksal et al., 2020). Lektion 3 is about

über vergangenes berichten (telling about the past), *Informationen über historische Ereignisse verstehen und berichten* (understanding past events and telling them). Chapter 4 discusses *Irreales ausdrücken* (revealing something that is not real), *sich entschuldigen* (apologizing), *auf Entschuldigung reagieren* (responding to an apology), *über Bewerbungen sprechen* (talking about job applications), *am telefon nach Informationen fragen* (asking by phone). In Chapter 5, the main focus is *etwas vergleichen oder begründen* (comparing or arguing about something), *über Umweltschutz diskutieren* (discussing on protecting nature), and *ueber das Wetter sprechen* (talking about the weather). Next up is *Plaene und Vorsaezte sprechen* (talking about plans and predictions), *über Lieder sprechen* (talking about songs) is discussed in Chapter 6. Meanwhile, Chapter or Lection 7 discusses *über Kontakte sprechen* (talking about conflict), *Conflcttgespräche führen* (starting talk about conflict to find a solution), *über Fabeln sprechen* (talk about fable). In Lektion 8 the topics discussed are *Hilfe anbieten, annehmen, ablehnen* (offering help, accepting help and refusing), *jemanden warnen* (threatening someone), *ueber Gewohnheiten sprechen* (talking about habits), *über Musik und Gefühle sprechen* (talking about music and feelings).

The Speaking Expressions

Trained expressions to express pleasure

Findest du esam Strand zu liegen?
(*toll/langweilig/anstrengend/schön/interessant/entspannend*)
Hast du Lust, (Sport zu machen)?

Possible answers given:

Ja, ich will mich immer im Urlaub ausruhen
Ja, ich finde es toll, am Strand zu liegen
Nein, das finde ich langweilig
Ich finde es schoen, den ganzen Tag am Strand zu sein

Nein, keine Lust

Ja, ich versuche jeden Tag auszuschlafen

Learners are directed to make questions related to liking something by using the expressions that has been prepared above or the appropriate phrases.

Trained phrases:

Im Urlaub faulenzten, viele Bücher lesen, Sport machen, mit der Familie zusammen sein, eine Stadt besichtigen, in der natur sein, ausschlafen, jeden Tags etwas neues erleben, am strand liegen, netten Leuten begegnen

Example:

Ist es für dich wichtig, mit der Familie zusammen zu sein?

Macht es dir Spass, in der natur zu sein?

Fidest du es langweilig, eine Stadt zu besichtigen?

Nein, ich finde das interessant

Findest du es toll, nette Leute zu begegnen?

Ja, ich find es toll.

Im Reisebuero (at a travel agency)

Language skills training in this theme is trained on expressions related to understanding conversation and starting a conversation in a travel agency.

The following Redemittel are expressions that customers usually use when they visit a travel agency for the purposes of an itinerary:

Kunde (customer)

Ich möchte eine Reise buchen, und zwar nach.....

Was können Sie mir empfehlen?

Haben Sie noch andere Angebote?

Wo liegt das Hotel?

Wie lange dauert die Fahrt/der Flug?

Was kostet die Reise?

Das muss ich mir noch mal ueberlegen

Dann würde ich die Reise nachnehmen

Next expressions are phrases that officers who work in travel agencies usually use in response to customers:

Reisebuero (travel agency).

Wohin/wann/Wie lange möchten Sie denn fahren?

Waren Sie schon mal in ...?

Wie wäre es mit...? Das kann ich sehr empfehlen.

Wir haben da ein gutes Angebot: ...

Der Aufenthalt kostet...

Der Preis ist inclusive Frühstück/...

The expressions above must be studied and then trained in various situations.

Technische Neuerungen.

The next Sprechen exercise model is the introduction of new vocabulary according to the theme which is then trained in the context of the purpose of speaking. An example of a discussion about the theme.

Alles neu new vocabulary introduced such as *der Walkman mit Cassette und Kopfhörer, die Zeitschaltuhr mit einer Kaffeemaschine, die Einparkhilfe, das Hawk-Eye, der Türöffner mit Zahlencode*. In understanding these new vocabularies, students are directed to talk about the function of the new tools introduced. Example exercise:

Was war mit dieser Technik möglich? (what is the function of this engineering tool?)

Da gibt es beim Tennis, aber auch beim Fussball. Es ist eine Hilfe für den Schiedsrichter (das Hawk-Eye)

Welche technischen Geräte haben Sie in Ihrer Kindheit oder Jugend benutzt?

Wie haben Sie sich seitdem verändert?

Was hat es in Ihrer Kindheit oder Jugend noch nicht gegeben?

(Which technical tools did you use in childhood and adolescence? Has anything

changed and what hasn't been in childhood and adolescence?)

Learners must express orally about the above discussion related to the purpose to reveal the reasons that support and do not support.

Was machen Sie mit Ihrem Handy?

Welche anderen Geräte ersetzt Ihr Handy?

Sammeln Sie Ihre Meinung (what do you do with your Handy?)

What tools can replace your Handy?)

Learners express opinions and reasons related to the function of Handy.

"Samira needs a new phone but struggles to decide. Imagine you're advising her. Use phrases like:

„Sie sollte Kundenbewertungen im Internet lesen“ (She should read online reviews)

„Ich würde Preise vergleichen“ (I would compare prices)
Role-play this conversation with a partner, incorporating technical vocabulary."

The next exercise model is the presentation of a graph with the theme: *"Wie treffen viele Leute ihre Kaufentscheidung an? (How people decide to buy something). Samira braucht neue Handy. Aber sie kann sich nicht entscheiden. Was kann sie tun? Geben Sie Tipps. Was hilft bei der Kaufentscheidung (Samira needs a new Handy but she can't decide. Give her some tips that can help her make a buying decision).*

New vocabulary trained to use in conversation are: *Reherschieren, lesen, informieren, vergleichen Im Internet..., Erfahrungsberichte..., sic him Geschäft, ..., Produktbeschreibungen, Funktionen von verschiedenen Handys..., Bewertungen im Internet..., Preise..., Werbeprospekte..., im Freundeskreis..., Kundenbewertungen im Internet*

Example sentences that are suggested to be practiced orally:

Sie sollte im Internet recherchieren

Ich würde Erfahrungsberichte über die Produkt lesen

Man informiert sich im Freundeskreis

Sie sollte Werbeprospekte studieren

Ich würde Kundenbewertungen im Internet lesen

Handy-Problem (Problem with Handy)

The purpose of speaking in the following example exercise is *etwas reklamieren* (expressing complaints about something). Learners are taught expressions related to expressing complaints about something in this theme is related to the purchase of a new Handy.

The learner listens to a conversation between a customer and a salesperson in a store. While listening they have to answer some questions which will be discussed later orally

Welches Problem hat Samira?

Welche Fragen stellt der Verkäufer?

Was bekommt Samira am Ende?

Welchen Service bietet die Chefin Samira noch an?

Trained expressions:

Kunde/Kundin

....funktioniert nicht (richtig), So kann ich nicht gebrauchen., Kann ich Bitte umtauschen?, Ich bin mit ... leider gar nicht zufrieden., Und was kann man da jetzt machen?, Das geht doch so nicht., Ich finde das wirklich sehr ärgerlich!, Kann ich... haben?, Ich habe noch Garantie

Verkäufer/Chefin

Kann ich Ihnen helfen?, Haben Sie ...kontrolliert/eingesetzt/geladen/..?, Kann ich das Gerät bitte mal sehen?, Oh, das tut mir leid., Ich kann verstehen, dass Sie verärgert sind., Was ist das Problem?, Das wundert mich., Ich brauche noch Ihren Kassenzettel., Ich gebe Ihnen ein neues Gerät.

Früher und Heute

Next, the Sprechen practice begins with new vocabularies related to themes such as those related to Schule (School), Arbeit (work) and Familie (family): *die Disziplin, der Unterricht, die Schulbildung, das Klassenraum (Schule) , die Arbeitszeit, die Arbeitskraft, die Arbeitsbedingung, die Technik, die Pause, die Fabrik, automatisiert (Arbeit) and Kleinfamilie, die Berufstätigkeit , alleinerziehend, autoritär*

The language skill that is trained is speaking. But also the learner should pay attention to the use of past tense verbs, as suggested by (Trakya et al., 2021). This model exercise is also intended to sharpen the understanding of the use of certain verb forms. Learners are given key words related to the above theme and then tell the difference between then and now. They must correctly use the past tense of the verb and the present tense of the verb. In improving their speaking skills they have to practice various expressions which are also trained for the grammar being discussed. Expressions or phrases like:

...hat sich stark/wenig verändert, Im gegensatz zu heute/früher..., Zum Glück..., leider..., Im vergleich zu früher gibt es heute ..., Ich finde früher war/heute ist....besser/schlechter.

To increase the quality of speaking skills, students are directed to talk about the above themes related to their respective countries because the context in Netzwerk's book is Germany and other European Union countries.

Speaking skills exercises that must be done by learners:

Sprechen Sie über einige Berufe und Bedingungen. Benutzen Sie die obengenannten Wörter und Phrasen (Talk about some of the jobs and their requirements. Use the vocabulary and phrases above).

Example sentences:

Eine Briefträgerin muss früh aufstehen, weil ihr Beruf früh am Morgen anfangen muss.

Was ist in Ihrem Beruf oder Ihrem Wunsch-Beruf wichtig? Was muss man gut können?

Machen Sie Notizen und Stellen Sie den Beruf mündlich vor (What is important in your job or in your future work? What must be done well? Take notes and introduce your work orally).

To express Apologies and Respond.

The learner plays the role of a person who serves a job (eg. hotel waiter) and becomes a customer. Learners are introduced to Redemittel (expressions) to apologize and respond: **Wenn etwas schiefgeht** (*When things don't go according to plan*):

Expressions: Sich entschuldigen (to apologize)

Entschuldigung!/Verzeihung! / Entschuldigen/Verzeihen Sie bitte/ Das wollte ich nicht./Das war keine Absicht'/ Das ist mir wirklich (sehr) unangenehm/peinlich/ Es tut mir (sehr/schrecklich) Leid

Auf eine Entschuldigung reagieren (response for apologies)

Bitte/ Schon gut/ Das macht doch nichts./ Reden wir nicht mehr davon./Das ist (doch) nicht so schlimm./Das kann doch (jedem) mal passieren.

To Reveal Future Plans and Forecasts

Was sind Ihre Pläne und Vorsätze für die nächste Zeit? Sprechen Sie. Benutzen Sie die folgenden Redemittel (What are your plans and predictions for the future? Talk about it. Use the following expressions):

Expressions used to express plans and forecasts:

Ich werde...../ Ich möchte mehr...../ Ich will nicht so oft/ nicht mehr...../

Morgen/nächste Woche/im nächsten Jahr...../ Ich habe vor,zu...../ Ich fange an/

Ich begin..... Zu...../ Ich habe mir vorgenommen, dass.....

Additional expressions to learn to motivate someone:

Du schaffst das! - Wer wagt, gewinnt! - Das wird schon! - Trau dich doch! Augen zu und

durch!

Hilfe anbieten, annehmen und ablehnen

In this sub-chapter, students are presented with Redemittel which is used to offer, accept and refuse assistance. Learners role-play using the prepared expressions

The expressions presented was trained orally in a dialogue model.

Trained expressions:

Hilfe anbieten (ask for help)

Brauchen Sie noch Hilfe?/ Was kann ich für dich tun?/ Und sonst noch etwas?/ Kann ich etwas für Sie tun?/ Sie brauchen mich nur zu rufen, wenn ich Ihnen helfen soll.

Hilfe annehmen/ablehnen (to refuse or to take help)

Ja, das wäre sehr nett./ Ja, das wäre gut./ Danke, das wäre toll./ Nein, danke das ist nicht nötig/notwendig/ Nein, du brauchst sonst nichts zu machen

eine Präsentation halten (presenting a presentation)

For the last training model, how to present a theme. Learners are introduced to some important expressions and vocabularies used for a presentation.

Some important elements that used for a presentation: *Zusammenfassen* (important points summarize), *Beispiele nennen* (examples state), *Vor- und Nachteile nennen* (advantages and disadvantages state), *Informationen zum Thema geben*

(information on the theme provide), *sich Bedanken* (thanks), *über eigene*

Erfahrungen sprechen (talking about

Personal experience), *die eigene Meinung sagen* (personal opinion saying), *das Thema vorstellen* (introducing the theme), *Inhalt und Structure der Präsentation erklären* (explaining the structure of the presentation).

The tasks to be performed are:

Wählen Sie nun ein Thema und bereiten Sie eine Präsentation vor. Arbeiten Sie zu zweit, Jeder bereitet seine Präsentation vor und übt sie dann mit einem Partner /einer Partnerin. Er/.sie gibt ein Feedback. Verwenden Sie die Ausdrücke unten (choose a theme and prepare a presentation. Work together, each person prepares her/his own presentation and practices with a partner. Partner must provide feedback. Use the expressions below).

Selected theme:

Practicum im Ausland, Sprachen in der EU, reisen in Europa, Freiwilliges Engagement, Wählen schon mit 16, Tradition in Europa,

Trained expressions

Einleitung/Introduction

Ich mache heute eine Präsentation zum Thema...../ Mein Thema heute ist...../ Ich spreche ueber folgende Punkte:.../ Meine Präsentation ist folgendermassen gegliedert:

Hauptteil:

Zu meiner ersten Frage/meinem ersten Punkt: .../ Damit komme ich zum zweiten Punkt./ Ich möchte ein Beispiel nennen: .../Ich gebe Ihnen ein beispiel:..../ Ich bin der Meinung, dass...

Meiner Meinung nach sollte/ könnte....

Schluss:

Abschliessend möchte ich kurz zusammenfassen: .../ Zum Schluss möchte

ich noch einmal sagen, dass.../ Vielen /Herzlichen dank für Ihre Aufmerksamkeit./ Gibt es/Haben Sie noch Fragen zum Thema?

Halten Sie den Vortrag jetzt in der Klasse ! (Presentate your theme in front of the class)

DISCUSSION

The data show the varieties of speaking materials from the book "Netzwerk". The expressions the learner must master are presented in some ways. Not only the presentation of the learning materials, but also the type of exercises are vary, as (Muscan, 2021) found. The speaking expressions found according to the theme of each chapter and its objectives.

In terms of the exercises models, the dialog are mostly used like for the expressions to express pleasure and to express idea in a travelbiro:

- *Findest du es toll am Strand zu liegen?*
- + *Ja, ich finde es toll am Strand zu Liegen*
- *Waren Sie schon mal in Bali?*
- + *Nein, leider nicht.*

The learner can apply their knowledge related to some expressions with partner. They are given motivation to speak freely with their classmate through dialog.

Beside this, the learners are also given some phrases to be trained according to the new theme. For example for the theme *Reise* (Trip). The phrases given are *viele Buecher lesen, Sport machen, mit der Familie zusammen sein, eine Stadt besichtigen*. They have to apply these phrases in giving response to the question about doing a trip. The questions are like *"Was machst du waehrend der Ferien?"* (What are you doing during the vacation?) They must give the response in phrases, like *Sport machen, eine Stadt besichtigen*, etc. This kind of exercises are easy and the learners can do it happily, because it is simple.

Another interesting activity presented is studying new vocabularies for the new topic. What is done here is that before practicing speaking, the new words or phrases are introduced. In accordance to Costa et al., (2014), this task could help learner speak more, because they have already known the situation. This can be seen for the topic *Alles Neu* (all new). The new vocabularies presented are *Walkman mit Casette, Kopfhörer, Kaffee maschine, das Hawk-Eye, Tueröffner mit Zahlencode*, supported by (Dobstadt, 2020; Dobstadt, 2023). Some of the words or phrases are new for learner, and it can cause problems if they must speak something. This model of activity is recommended for they need preliminary knowledge before speaking about the new topic.

For the need to be able to present a topic well, the learners are trained to master some specific expressions given. The Netzwerkbook present the materials like expression to introduce topic: *Ich mache heute eine Präsentation zum Thema...../ Mein Thema heute ist...../*. For the next steps to express the content of presentation: *Zu meiner ersten Frage/meinem ersten Punkt:..../ Damit komme ich zum zweiten Punkt./ Ich möchte ein Beispiel nennen:.../Ich gebe Ihnen ein beispiel:..../ Ich bin der Meinung, dass...*

To conclude the presentation: *Abschliessend möchte ich kurz zusammenfassen:.../ Zum Schluss möchte ich noch einmal sagen, dass.../ Vielen /Herzlichen dank für Ihre Aufmerksamkeit./ Gibt es/Haben Sie noch Fragen zum Thema?*

The model of these expressions must be mastered well by the learners, because one of the testtypes is topic presentation, supported by (Hachenberg, 2016; Nicolaescu, 2021; Dengler et al., 2017). For being able to master all these expressions, they have to present many different topics by using the expressions above. The results of this study indicate that the speaking materials in the Netzwerk B1 book have

been designed to cover a variety of exercise models that are relevant to the needs of everyday communication in a German-speaking environment. However, if reviewed critically, there are several important aspects that need to be considered further in the development and utilization of these teaching materials.

First, the textbook does not only function as an instructional tool, but also as a cultural artifact that carries values, representations of identity, and the perspectives of its authors. In the context of Netzwerk B1, it is important to evaluate the extent to which the speaking materials presented are able to represent the diversity of cultures and identities of learners, especially for Indonesian students who have different cultural backgrounds from native German speakers. Lack of adjustment or personalization of the material can cause students to feel that the material is less relevant or difficult to access, thus reducing motivation and effectiveness of learning.

Second, the process of developing language learning materials should not only focus on delivering linguistic content, but must also pay attention to the needs, context, and characteristics of learners. This requires continuous stages of evaluation, adaptation, and innovation, so that the materials used are truly in accordance with the development of actual needs and challenges in the field. In practice, we often find generic materials that do not accommodate the specific needs of students, for example in terms of themes that are close to their lives or professional goals.

Third, in terms of methodology, the use of content analysis in this study provides advantages in identifying both explicit (manifest) and implicit (latent) meanings of the teaching materials analyzed. However, it must be acknowledged that content

analysis also has limitations, such as the potential for subjectivity in the process of categorizing and interpreting data, as well as threats to the reliability and validity of findings if not carried out systematically and transparently. Therefore, it is important to apply mitigation strategies such as data triangulation, validation between researchers, and detailed documentation of the analysis process.

Fourth, critical discussions also need to highlight aspects of innovation and teacher and student involvement in the development of teaching materials. Recent literature emphasizes that effective material development depends not only on the creativity of the author, but also on the active involvement of teachers and students in the process of adaptation and implementation in the classroom. Thus, teaching materials will be more contextual, relevant, and able to provide meaningful learning experiences.

Overall, this study provides an important contribution in identifying the strengths and weaknesses of the speaking materials in the *Netzwerk B1* book. However, to increase its impact and relevance, a more critical and participatory approach is needed in the development, evaluation, and adaptation of teaching materials, so that they are truly able to meet the needs and challenges of German language learning in Indonesia.

CONCLUSION

The use of the *Netzwerk* book is highly recommended for students who will take the B1 Certificate. The materials presented are very systematic, even in the discussion of language skills, in this case, *Sprechen* or speaking skills are always integrated with other skills so that they can be trained simultaneously with listening, reading and writing skills. The themes presented are

oriented towards Germany and the European Union and it is resulted in the vocabularies presented. The exercises are varies and can attract students interest.

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