



ANALYSIS OF THE SUITABILITY OF MATERIAL AND PRACTICE QUESTIONS IN THE *NETZWERK* A1 BOOK WITH THE CORE COMPETENCIES AND BASIC COMPETENCIES OF THE 2013 CURRICULUM CLASS X

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Abstract

*Textbooks are included in the supporting components of learning. Therefore, textbooks have a vital role in realizing education by the Core Competencies and Basic Competencies of the 2013 Curriculum in the 10th grade. Core Competencies and Basic Competencies in the 2013 Curriculum are a reference in making material and practice questions in textbooks so that learning in schools is by the standards set by the government. However, not all textbooks are by the standards and needs of each level of learners. Research on textbooks was conducted to determine the suitability of the content of the *Netzwerk A1 Kursbuch* textbooks with the Core Competencies and Basic Competencies of the 2013 Curriculum for class X. The textbook used as research material or the corpus in this research is the *Kursbuch Netzwerk A1* book. The purpose of this study is to describe the suitability of the material in the *Netzwerk A1* book with Core Competencies and Basic Competencies for 10th-grade class and describe the suitability of practice questions in the *Netzwerk A1* book with Core Competencies and Basic Competencies for 10th-grade class. The method used in this research is descriptive analysis. The data analysis technique in this research is content analysis using documentation studies to collect data in the form of material and practice questions in the *Kursbuch Netzwerk A1* book. After collecting the data, then the data is analyzed for compatibility with the Core Competencies and Basic Competencies of the 10th-grade class. The results of the analysis showed that the *Kursbuch Netzwerk A1* book is not all compatible with the Core Competencies and Basic Competencies of the 10th-grade class because the scope of the *Kursbuch Netzwerk A1* book is still too broad to be a supporter of learning for 10th-grade students. Based on the data obtained, there are 71 materials, with 21 data or 29.60%, 18 materials in 1st semester and 3 materials in 2nd semester relevant, 11 data or 15.50% less relevant, and 39 data or*

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54.90% irrelevant. Then, the data obtained for practice questions as much as 429, with 66 data or 15.38% by 48 practice questions in 1st semester and 18 practice questions in 2nd semester relevant, 30 data or 7.00% less relevant, and 333 data or 77.62% irrelevant. The results showed that the material and practice questions in the *Kursbuch Netzwerk A1* book were not all or only a tiny part compatible with the Core Competencies and Basic Competencies of the 10th-grade class because the book has a broader range of themes and materials, as well as the practice questions for 10th-grade students.

Keywords: Core Competencies and Basic Competencies, *Kursbuch Netzwerk A1*, Materials and practice questions.

1. INTRODUCTION

In essence, teaching and learning activities cannot be separated from the supporting components of learning. Textbooks are included in these components, so they have a vital role in realizing education in accordance with the Core Competencies and Basic Competencies of the 2013 Curriculum at grade X level. This research uses textbooks to focus on the level of understanding of Senior High School (SMA) grade X students in German language subjects.

The textbook contains materials and practice questions that support learning activities at school and outside school (independently). These materials and practice questions are a form of learning that helps students better understand the knowledge that educators have given them. Therefore, materials and practice questions in textbooks are fundamental to realizing education following Indonesia's core and basic competencies.

Learning to use textbooks is not just using them as a learning resource. However, proper research is needed to determine whether the material and practice questions in the book cover and match the standards of the textbook as a learning guide and according to the needs and level of the learner or the material and practice questions in the book do not cover the standards needed to be a learning guide because the material and practice questions must be adjusted to the Core Competencies and Basic Competencies in the curriculum currently in effect in Indonesia.

The curriculum applied to all educational institutions in Indonesia now is the 2013 curriculum, one of which is in Senior High School (SMA) class X. In the 2013 curriculum, Core Competencies (KI) and Basic Competencies (KD) have a level of ability to achieve the graduate competency standards that a learner must have at each grade level. This is under Permendikbud number 37 of 2018, which explains the changes to the regulation of the Minister of Education and Culture number 24 of 2016 concerning Core Competencies and Basic Competencies for lessons in the 2013 primary and secondary education curriculum.

German is one of the subjects with Core Competencies (KI) and Basic Competencies (KD) per the 2013 curriculum in Indonesia. German is a foreign language subject taught at the high school, MA, and SMK levels. Like Indonesian, German can also be used as a means of communication, both orally and in writing. In learning a foreign language, in this case, German, there are four language skills: listening (*Hören*), speaking (*Sprechen*), reading (*Lesen*), and writing (*Schreiben*). The four language skills are contained in the Core Competencies and Basic Competencies of German Language following the 2013 curriculum.

The textbook used in this study is *Netzwerk A1*, written by Stefanie Dengler, Paul Rusch, Helen Schmitz, and Tanja Sieber. This textbook consists of *Kursbuch* and *Arbeitsbuch*, equipped with a DVD-ROM containing Audio, *Videodateien*, *Grammatikübersicht*, *Lernwortschatz* and *Alphabetische Wortliche*. This book was published in 2017 by Ernst Klett Sprachen GmbH, Stuttgart, and published by Katalis in Indonesia. *Netzwerk A1* German textbooks are written and made in the country of origin of the language, namely in Germany. The content in the book includes material and practice questions that are organized without considering the curriculum in the learning country, such as Indonesia. The Core Competencies and Basic Competencies of German language subjects in Curriculum 2013 refer to the *Gemeinsamer Europäischer Referenzrahmen für Sprachen (GER)* standards. Textbooks are used as a means to achieve Core Competencies and Basic Competencies. With this research, it is expected that the suitability and incompatibility of the material and practice questions in the *Netzwerk A1* book with the Core Competencies and Basic Competencies of German class X can be known. If the textbook does not follow the level of Core Competencies and Basic Competencies that apply, then the book is not recommended to be used as a learning guide. Moreover, vice versa, if the textbook follows the level of Core Competencies and Basic Competencies, then the book can be used as a learning guide.

Based on the above background, researchers are interested in conducting research titled "Analysis of the Suitability of Material and Problem Exercises in *Netzwerk A1* Books with Core Competencies and Basic Competencies of Curriculum 2013 Class X."

2. LITERATURE REVIEW

Learning materials are the curriculum content that students must master in accordance with basic competencies to achieve competency standards for each subject in a particular educational unit (Sanjaya, 2008, p. 141). A similar definition of learning materials is expressed by Kröner (2020, p. 173) that "*Lernmaterialien sind Materialien, die für das Lernen in Erwachsenenbildungsangeboten verwendet werden. Beispiel dafür sind Bücher, die Wissen vermitteln, Hefte, in denen die Teilnehmenden Übungen ausfüllen können und Filme, die gemeinsam angesehen werden. Papier und Stifte, die im Rahmen didaktischer Methoden zur Verfügung gestellt werden sind Lernmaterialien*" which is interpreted as follows 'Teaching materials or materials are materials used for learning in further education. Examples are books that convey knowledge, notebooks where learners can complete exercises and movies that can be viewed together. Paper and pens provided as part of didactic methods are learning materials'. In other words, materials in textbooks are used as learning materials in education.

Schrowe (2004, p. 3) states that "*For the Unterricht ist allerdings wichtig, zu akzeptieren, dass Übung und Wiederholung von Gelernten ist ein wichtiger Bestandteil eines jen Lernprozesses. For this reason, Lehrerinnen und Lehrer erst einmal ein pädagogisches Verständnis des Übens entwickeln, das aber in der Fülle der lernpsychologischen Rezepte zur Übungsgestaltung unterzugehen droht.*" The above quote can be interpreted as follows: 'In learning activities, it is important to accept that practice and repetition of what has been learned are the most important part of any learning process. To do so, educators must develop a pedagogical understanding of practice, which unfortunately often does not appear in the form of exercises.' Therefore, practice is an integral part of the learning process.

The benefits of practice questions according to Festman et al. (2021, p. 222) are "*Spezifische(r) Vorteil(e): individuelles und zielorientiertes Üben und Festigen von Kompetenzen des Lehrplans im Deutschunterricht (oder anderen Fächern); spezifische Übungen für Kinder mit Deutsch als Zweitsprache; Motivation durch Digitalisierung und Erhalt der Münzen.*" The above quote can be interpreted as follows: 'Specific benefits: individual and goal-oriented exercises and strengthening of competencies in the curriculum in German (or other subjects) learning; special exercises for learners with German as a second language; Motivation through digitization'.

Festman et al. (2021) explain the forms of practice questions in German language learning are "*Folgende Übungen sind für den Deutschunterricht enthalten: Laute hören, Buchstaben lernen, Schreiben und Rechtschreibung trainieren, Lesen von Silben und Wörtern, Grammatik/Satzglieder üben, Texte planen und schreiben usw.*" The above quote can be interpreted as follows: 'The following exercises are included in German lessons, namely: listening to sounds, learning letters, writing and spelling training, reading syllables and words, practicing grammar/sentence parts, planning and writing texts, etc.'. In other words, practice questions in German lessons have various forms adjusted to the material.

Law Number 20 of 2003 concerning the National Education System, article 1 paragraph 13, states that: The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organizing learning activities to achieve specific educational goals. Core Competencies in the 2013 curriculum are the level of ability to achieve graduate competency standards that must be possessed by a learner at each grade level. Basic Competencies are details or further elaboration of Competency Standards with narrower material coverage. Basic Competencies are the minimum knowledge, skills and attitudes that learners must master to show that they have mastered the established Competency Standards (Permendiknas, 2006, p. 22).

Factors in learning a foreign language, according to Djunaidi (1987, pp. 15-16), are (1) student motivation, (2) relationship with the foreign culture whose language is studied, (3) the size of the school, (4) teacher-student interaction, (5) the way the lesson is presented, and (6) the influence (interference) of the student's mother tongue in learning the foreign language. In other words, foreign language learning is learning about the language and culture of other countries studied by students to be able to communicate with the foreign language they learn both orally and in writing.

According to Průcha in (Šturalová, 2008, p. 9) the definition of a textbook is "*Ein Lehrbuch ist ein Unterrichts- und Lernmittel in einer Buchform, in der die bestimmten Fachthemen und die Bereiche des benannten Faches methodisch eingeordnet und so didactisch gestaltet sind, dass sie das Lernen ermöglichen.*" The above quote can be interpreted as 'Teaching books are learning teaching materials in book form in which certain subject matter and subject areas mentioned are methodically classified and didactically designed so that learning activities can be created'. According to the above explanation, teaching books are teaching materials in the form of books in which subject matter and subject areas are methodically classified and didactically designed.

In Faridah (2018, p. 23) according to Neuner and Kanst (1994) the criteria for analyzing textbooks are "*Jeder Analyse von Lehrwerken braucht Kriterien, anhand welcher sie beurteilt werden können. Die Kriterien in ihrer Zusammenstellung in the form of a liste werden übersichtlich und damit anwendbar.* In this form, they provide a relative contrast between the *Ergebnisse ihrer Anwendung auf unterschiedliche werke.*" The above quote can be interpreted as

'Every textbook analysis always requires criteria that can be used to assess the book. The criteria in the content of this textbook have a clear form of organization because students can apply them. In this form, they ensure the comparison of the results of their application to different works'. In other words, every textbook needs criterion that can be used so that the learning process can be planned and precise so that textbooks need analysis to determine the value of a book.

On the website www.klett-sprachen.de (2021) the *Netzwerk* textbook is "*Netzwerk ist ein Lehrwerk für Erwachsene und Jugendliche ab 16 Jahren ohne Vorkenntnisse und bietet eine einfache Orientierung, Klare Lernwege, die Berücksichtigung der Lernerpersönlichkeiten und Verbindungen zur digitalen Welt. Es führt in 6 bzw. 3 Bänden zu den Niveaustufen A1, A2, und B1 und bereitet auf die gängigen Prüfungen vor. Netzwerk zeichnet sich durch die Integration der neuen Medien aus: Layout, many themes, textsorten and aufgaben offer a protection against the digital world. Mit Netzwerk kommen die Lernenden schnell auf ein Niveau, auf dem sie erfolgreich kommunizieren können, da Redemittel, Wortschatz und Strukturen nicht nur kleinschrittig, sondern auch schon frühzeitig im Überblick angeboten und geübt werden.*" The above quote can be interpreted as follows: '*Netzwerk* is a textbook that can be used by adults and teenagers from the age of 16 without any previous (German) knowledge with a simple orientation, clear learning objectives, personality development and digital world connections. Available in 6 or 3 book packages for levels A1, A2 and B1. *Netzwerk* textbooks consist of new media with different looks, themes, text types and exercises connected to digital media. With *Netzwerk*, learners can reach the level of language competence quickly, can communicate well, because it does not only convey vocabulary, and structure (grammar) but also practice it'. This research will focus on the *Netzwerk A1 Kursbuch* book.

3. METHODOLOGY

The research method used in this research is qualitative with descriptive analysis. According to Bodgan and Biklen (1982), qualitative research is "descriptive. The data collected is in the form of words, of pictures rather than numbers." The quote above can be interpreted as follows: 'Qualitative research is descriptive. The data collected is more in words and pictures than numbers. Therefore, this research uses qualitative research with descriptive analysis by analyzing the material and practice questions in the *Netzwerk A1 Kursbuch* book with the Core Competencies and Basic Competencies of the 2013 German curriculum in class X, which obtained research results in the form of data and described in writing.

The corpus in this study is the German textbook *Netzwerk A1 Kursbuch*, which is used as teaching material by A1-level German learners. The object of this research is the material and practice questions in the *Netzwerk A1 Kursbuch* German textbook. The data analysis technique in this research is content analysis, which uses documentation studies such as curriculum, materials, practice questions in textbooks, core competencies, and basic competencies. From the data collected using documentation studies, then valid and relevant conclusions can be drawn.

From the information above, it can be concluded that this research includes the documentation method or content analysis because it concludes documents in the form of material and practice questions in the *Kursbuch Netzwerk A1* book. After the data were collected using the methods above, the data in this study were processed and analyzed using descriptive analysis by the researcher. From the data obtained, the suitability of the material and practice questions with

the Core Competencies and Basic Competencies of the 2013 German curriculum class X is analyzed by giving a score of 1 (one) if it is following KI and KD and giving a score of 0 (zero) for less suitable and not by KI and KD. The data obtained from the analysis is quantitative and then converted into qualitative data with descriptive percentage analysis:

$$\% = n/N \times 100\%$$

Description:

n = score obtained by the sample

N=the score that the sample should obtain

% = suitability of material and exercise questions with KI and KD.

4. RESULTS AND DISCUSSION

Based on this research, the data obtained in the form of material and practice questions in the *Netzwerk A1 Kursbuch* book from Chapter 1 to Chapter 12 are determined based on suitability, less suitable and not following the Core Competencies and Basic Competencies of class X, as well as material and practice questions that are following the learning material in semester 1 and semester 2. The data obtained amounted to 500, with 71 data in the form of material and 429 data in the form of practice questions.

The analysis of the suitability of the material with KI and KD is divided into three parts, namely: **Appropriate**, the subject matter or sub-subject matter in the material contained in the book following KI and KD (S), **Less suitable**: the subject matter or sub-subject matter in the material contained in the book is less suitable or incomplete with the KI and KD (KS), and **Not Suitable**: the subject matter or sub-subject matter in the material contained in the book is not following the KI and KD (TS).

The formulation of KD 3.2 is that students can demonstrate speech acts to give and request information related to introducing themselves and others and activities in the school environment in the form of short and simple oral and written transactional interaction texts by paying attention to social functions, text structure, and correct language elements according to context. In the *Netzwerk A1 Kursbuch* book, there is material that is appropriate and related to KD 3.2, as in the following picture:



Figure 1. *W-Frage* in *Kursbuch Chapter 1 Guten Tag!*

The picture above contains a discussion of interrogative sentences or *W-Frage* in *Kursbuch Kapitel 1 Guten Tag!* page 10. The material above is included in the discussion of *sich und andere sprechen* and contains sentences related to asking and giving answers related to introducing themselves and

others and is in semester 1 learning. The form of questions in the picture above is in the form of *W-Frage* such as *Wie heißt du?* "What is your name?", *Wer bist du?* "Who are you?".

The material is said to be less following KI and KD grade X, if the material is included in the German syllabus grade X, but the theme is not following KI and KD grade X. One of the components of the syllabus is KI and KD in which it is arranged according to certain theme groups or subjects. Here are some examples of themes in the material that are not following the KI and KD of German class X.



Negationsartikel: <i>kein, kein, keine</i>		
maskulin	der	ein/kein Bus
neutrum	das	ein/kein Hotel
feminin	die	eine/keine U-Bahn
Plural	die	/keine Autos

Figure 2. *Grammatik: Negationsarticles (kein, kein, keine) Chapter 3 In der Stadt*

The picture above contains a discussion of *Grammatik: Negationsartikel (kein, kein, keine)* in *Kursbuch Chapter 3 In der Stadt* page 32. It is said to be less appropriate because the material is included in the syllabus of German class X, but the theme is not following KI and KD class X (self-identity and school environment). The material discusses *Grammatik: Negationsartikel (kein, kein, keine)* but with the theme *In der Stadt (Dinge und Verkehrsmittel benennen)*, which means that the theme is not following KI and KD German class X.

The materials are said to be inappropriate because the material is not included in the syllabus of German class X and does not cover the themes contained in the KI and KD of German class X (self-identity and school environment).



mögen
ich mag
du magst
er/es/sie mag
Sie mögen

Figure 3. *Grammatik: mögen Chapter 4 Guten Appetit!*

The picture above contains a discussion of *Grammatik: mögen* in *Kursbuch Chapter 4 Guten Appetit!* page 47. The material above is said to be inappropriate because the material is not included in the syllabus of German class X and does not cover the themes contained in the KI and KD of German class X (self-identity and school environment).

Analysis of the suitability of exercise questions with KI and KD is divided into three parts, namely: **Appropriate**, the subject matter or sub-subject matter in the material contained in the book is following KI and KD (S), **Less suitable**, the subject matter or sub-subject matter in the material contained in the book is less suitable or incomplete with KI and KD (KS), and **Not Suitable**, the subject matter or sub-subject matter in the material contained in the book is not following KI and KD (TS).

The formulation of KD 3.1 is that students are able to: demonstrate speech acts to greet, say goodbye, express gratitude, apologize, ask / express opinions, express requests / requests (*eine Bitte formulieren*) in the form of short and simple oral and written interpersonal interaction texts, by paying attention to social functions, text structure, and correct linguistic elements according to context. In the *Netzwerk A1 Kursbuch* book there are practice questions that are appropriate and related to KD 3.1., as in the picture below.

3
1,5-7

a Guten Tag. Wie heißen Sie? Hören Sie und lesen Sie. Wie heißen die Personen?

1

- ◆ Guten Morgen. Mein Name ist Nina Weber.
- ◆ Guten Morgen, Frau Weber!
- ◆ Ich heiße Hansen, Oliver Hansen.

◆ Guten Tag, Frau Kowalski.

◆ Guten Tag, Frau Weber. Wie geht es Ihnen?

◆ Danke gut. Und Ihnen?

◆ Auch gut. Danke.

◆ Guten Tag, Frau Weber.

◆ Hallo, Herr Hansen.

◆ Das ist meine Kollegin, Natalia Kowalski.

◆ Guten Tag, Frau Kowalski. Mein Name ist Hansen.

◆ Guten Tag! Entschuldigung, wie heißen Sie?

◆ Oliver Hansen.

2

- ◆ Auf Wiedersehen, Herr Hansen.
- ◆ Tschüs, Frau Weber.
- ◆ Auf Wiedersehen, Frau Kowalski.
- ◆ Auf Wiedersehen!

3

Guten Morgen!

Guten Tag!

Figure 4. *Grüssen, sich und andere vorstellen und verabschieden Chapter 1 Gute Tag!*

The picture above contains a discussion of exercise questions about *Grüssen, sich und andere vorstellen und verabschieden* in *Kursbuch Kapitel 1 Gute Tag!* page 11. The exercise question is delivered by means of *hören*/'listening' learning, which later learners can answer the blanks by listening to the answer. The question asks about *Wie heißen die Personen?* 'What is the name of the person? The practice question is in the first semester learning.

Exercise questions are said to be less following KI and KD class X, if the exercise questions are included in the syllabus of German class X, but the theme is not following KI and KD class X. One of the components of the syllabus is KI and KD in which it is arranged according to certain

theme groups or subjects. Here are some examples of practice questions that are not following KI and KD grade X.

4 a ein, ein, eine oder der, das, die? Vergleichen Sie die Sätze und ergänzen Sie.

	unbestimmter Artikel 	bestimmter Artikel 
maskulin	Das ist ein Bahnhof.	Das ist der Bahnhof von Hamburg.
neutrum	Das ist ein Hotel.	_____ Hotel heißt Wagner.
feminin	Das ist eine Straße.	_____ Straße heißt Müllerstraße.
Plural	Das sind ■ Schiffe.	_____ Schiffe sind im Hafen.
	neu / nicht bekannt	bekannt

Figure 5. Grammar: unbestimmter Artikel und bestimmter Artikel Chapter 3 In der Stadt

The picture above contains a discussion of exercise questions about *Grammatik: unbestimmter Artikel und bestimmter Artikel in Kursbuch Chapter 3 In der Stadt* page 31. The exercise questions are said to be less appropriate because the material in the exercise questions is included in the German syllabus grade X, but the theme is not following KI and KD grade X (self-identity and school environment). The exercise question discusses *Grammatik: unbestimmter Artikel und bestimmter Artikel* but with the theme *In der Stadt*, which means that the theme is not following KI and KD German class X. In the picture above, the articles that follow the noun are *Bahnhof*, *Hotel*, *Straße* and *Schiffe*.

Exercise questions are said to be inappropriate because the exercise questions are not included in the syllabus of German class X and do not cover the themes contained in the KI and KD of German class X (self-identity and school environment).

14 a Termin beim Arzt. Hören Sie das Gespräch. Ordnen Sie die Antworten zu.

1. <u>C</u> Guten Tag, Praxis Dr. Steinig, Svetlana Keller. Was kann ich für Sie tun?	A Danke. Auf Wiederhören.
2. _____ Können Sie am Freitag um 10.45 Uhr?	B Nein, ich muss am Freitag arbeiten. Geht es auch am Montag?
3. _____ Nein, leider, am Montag ist nichts frei. Mittwoch? Geht es um 11.30 Uhr am Mittwoch?	C Guten Tag! Mein Name ist Mara Dobart. Ich hätte gern einen Termin.
4. _____ Also Mittwoch um 11.30 Uhr. Wie ist noch mal Ihr Name, bitte?	D Ja, das geht. Vielen Dank.
5. _____ Danke, Frau Dobart. Bis Mittwoch. Auf Wiederhören.	E Mara Dobart.

Figure 6. Termin beim Arzt Chapter 5 Tag für Tag

The picture above contains a discussion of exercise questions about *Termin beim Arzt in Kursbuch kapitel 5 Tag für Tag* page 59. Exercise questions are said to be inappropriate because the exercise questions are not included in the syllabus of German class X and do not cover the themes contained in KI and KD German class X (self-identity and school environment).

5. CONCLUSION

Based on the findings and discussion of the suitability of the material and practice questions in the *Kursbuch Netzwerk A1* book with the Core Competencies and Basic Competencies of the 2013 curriculum grade X, it can be concluded as follows:

First, the results of the analysis of the material in the *Netzwerk A1 Kursbuch* book adjusted to the Core Competencies and Basic Competencies of the 2013 curriculum amounted to 71 data. With 21 data or 29.60% in accordance with 18 materials in semester 1 and 3 materials in semester 2, 11 data or 15.50% are less appropriate and there are 39 data or 54.90% that are not in accordance with the Core Competencies and Basic Competencies of German class X.

Second, the results of the analysis of exercise questions in the *Netzwerk A1 Kursbuch* book that are adjusted to the Core Competencies and Basic Competencies of the 2013 curriculum amount to 429 data. With 66 data or 15.38% in accordance with 48 practice questions in semester 1 and 18 practice questions in semester 2, 30 data or 7.00% are less appropriate and there are 333 data or 77.62% that are not in accordance with the Core Competencies and Basic Competencies of German class X.

This research has implications, which can be a reference and provide an overview of textbooks that are in accordance with the Core Competencies and Basic Competencies of German class X, because the suitability of the material and practice questions in textbooks can affect the learning outcomes of students and can provide benefits and knowledge about learning resources that are in accordance with the level of users.

There are several recommendations based on the results of the study, namely: *Kursbuch Netzwerk A1* textbook can be optimal if it is in accordance with the level of use, because the book is widely used at universities and non-formal educational institutions such as courses. The *Netzwerk A1 Kursbuch* book can be used as a complementary book for educators to teach grade X students. The coverage in the *Netzwerk A1 Kursbuch* book is too broad for grade X students, so it is not recommended to be the main teaching resource. For further research on the *Netzwerk A1 Kursbuch* book, it can be developed not only for the Core Competencies and Basic Competencies of grade X only, but also for grade XI and or XII. In connection with the suitability of the material and practice questions in the *Netzwerk A1 Kursbuch* book with the Core Competencies and Basic Competencies, the author suggests analyzing the suitability of other German language textbooks.

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