
USING PICTURE MEDIA TO IMPROVE STUDENT LEARNING OUTCOMES IN ENGLISH
STUDY IN CLASS X OF MA. MIFTAHUL MIDAD LUMAJANG

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ABSTRACT

The problems in this research are: Can image media use in English study improve the learning outcomes of tenth-grade students at MA. Miftahul Midad Lumajang? Image media is a form of communication used to present information. The problem to be solved in this research is the low learning outcomes of tenth-grade students at MA. Miftahul Midad Lumajang. The method uses qualitative data and quantitative data. Data was obtained through teacher and student observation sheets. The results of the researcher's observations in the first cycle of the first meeting acquired an average value of 53.57%. The second meeting increased to 68.75 %. While in the second cycle, the first and second meetings increased by 75.00% and 87.50%. Therefore, the overall value of student activity was in a suitable category. The results of observing teacher activities in the first cycle of the first meeting and the second meeting, respectively, were 53, 57%, and 64.69%. In contrast, in the second cycle, the first meeting and second meeting increased to 71.43% and 89.89%, according to the indicator that the level of success of teacher activities was in a Good category. Student learning outcomes obtained after applying image media in English study were classical completeness in the first cycle, 20.08% increased to 95.80% in the second cycle, and classical absorption obtained in the first cycle was 54.58% to 75.42%. From these results, we can conclude that image media can improve student learning outcomes in MA. Miftahul Midad Lumajang.

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Introduction

The learning process is one of the supporting activities for a teacher who is aware of the learning objectives or essential competencies and standards that can be formulated and determined before the learning process occurs, which are clearly and firmly contained in the syllabus. Big problems in learning that are widely considered in learning activities in the classroom include the low quality of education, which is reflected in the low average learning achievement obtained in the lesson. Another problem in classroom learning that is also commonly encountered is that teachers are more active than students; this causes student learning outcomes to be passive.

There are still many learning processes that have been unable to achieve optimal results to achieve the stated goals. Therefore, teaching methods are needed to improve learning outcomes and increase student activity, so students are more active than teachers.

Learning methods known as alternatives to improve student learning outcomes are learning techniques that apply image media so students will be more active in knowing what they see. Students tend not to imagine things that cannot be seen in real life.

Picture media can display subject matter visually through making transparencies made by the teacher or by taking pictures from other sources (books or magazines) according to the material to be discussed. With the use of image media, it is hoped that the delivery of teaching materials will be more transparent and easier to digest because it helps students learn by using their sense of sight; besides that, learning will further increase students' attractiveness. More importantly, whether learning using picture media will stimulate the thinking power of students, or students will be more careful in observing all the steps of learning. Furthermore, they can sharpen their thinking power in connecting various theories received through concrete evidence through pictures shown in the image they saw.

Based on the results of initial observations made at MA. Miftahul Midad Lumajang has a typical example of student learning outcomes in grade X, so the researchers conducted a study entitled "Use of Image Media to Improve Student Learning Outcomes in English Study in Grade X at MA. Miftahul Midad Lumajang.

Implementation of learning is the result of education. The following is the definition of learning outcomes according to experts:

Dimiyati and Mudjiono (2006) learning outcomes are the results achieved in the form of numbers or scores after being given a learning outcome test at the end of each lesson. The value obtained by students becomes a reference to see students' mastery in receiving subject matter; Djamarah and Zain's (2006) learning outcomes are what students get after learning activities are carried out. Hamalik (2008) states that learning outcomes are the occurrence of changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes, and skills. These changes can be interpreted as an increase and development. So learning outcomes are the implementation of learning that results from education.

Learning can be interpreted as a process that allows the emergence or change of behavior due to teaching and learning activities. Changes in behavior resulting from experiencing these learning activities are called learning achievements.

The success or failure of learning activities will depend on the factors and conditions that influence them. Therefore, to obtain the best learning outcomes, it is necessary to calculate the facts and requirements that affect the process of learning activities.

M. Surya (2003: 62) suggests seven factors that influence learning activities, namely:

- a) Characteristics of students
- b) Characteristics of the teacher or instructor
- c) Interaction between students and teachers in learning activities.
- d) Characteristics of study groups.
- e) Characteristics of physical facilities.
- f) Subject.

g) External environmental factors.

The teacher factor is quite decisive in the learning outcomes of students. Teacher behaviors in teaching are grouped as behaviors that should be owned by a teacher, such as giving praise, appreciation, acceptance of students' ideas and thoughts, teaching with an inductive approach, and fluency in speaking. The teacher must be very supportive of the success of student learning; on the other hand, behaviors that are not supposed to be owned by a teacher, such as a habit of criticizing, punishing, or finding fault with students, will hinder student learning success.

Learning Process of English Study in Senior High School

According to Panen (2003: 1.5.), the term learning is a new term used to indicate the activities of teachers and students and was previously known as the term teaching and learning process and teaching. The term learning is a translation of the word instruction. In further developments, the term learning is more widely used because the term learning refers to all activities that directly affect students' learning process.

According to Surya (2003: 11), it can formulate that learning is a process carried out by individuals to obtain a new behavior change due to their own experience in interacting with their environment.

English study is one of the subjects taught at all levels of education, from elementary school to high school. Learning English study will affect the behavior of each student because each student is an inseparable part of daily social life, both at home, in the community, and at school.

The Ministry of Education and Culture (2004: 3) states:

"Learning is changing attitudes and behavior after interaction with learning resources. These learning resources can be in the form of books, the environment, teachers, classmates, and others, and behavior as a result of the learning process is shown in the form of skills, attitudes, habits, skills, and understanding."

The definition above is that learning English study is a process of effort by a person to obtain changes in behavior in the form of knowledge or attitudes at school. The process, in this case, implies that English study is a series of activities carried out by an individual or a student to achieve something or several goals contained in the meaning of learning. Thus, all aspects of learning are related activities; each activity supports each other, influencing which in the end is centered on achieving the goal, namely changing learning behavior.

Learners as learning subjects have the potential to grow and develop well, needs that must meet, duties and obligations that must carry out, and noble dignity that must be treated humanely. Students in life and learning activities have problems concerning themselves and other parties. Self-conditions and facilities obtained from the parties involved are the primary capital to solve their problems. The teacher must understand the students' strengths and the weakness of the students quickly, precisely, and in-depth. A complete and in-depth understanding of the condition of students, both advantages and disadvantages, can be used as a basis for providing assistance services to students, such as determining effective and efficient learning models, including on issues of social and cultural diversity based on natural appearances.

Gagne and Briggs in Ismail (2003: 1.13) describe "learning as a person's effort whose goal is to help people learn, or learning is a set of external events designed to support the occurrence of some internal learning process."

Corey puts forward a similar understanding that learning is a process in which a person's environment is deliberately managed to allow him to participate in particular conditions or produce a response to certain situations. Students learn and are not centered on teacher teaching activities. In essence, English study is a process that is intentionally designed to create an environmental atmosphere that allows someone (student) to carry out English studies learning activities. English study must provide opportunities for students to try and seek experience about social aspects that exist in the environment around their lives.

Based on the notion of learning in schools, English study is intended as a deliberate process designed to create an environmental (class/school) atmosphere that allows students to learn some activities at school. From this understanding, it is clear that the main elements in English study are the teacher as one of the process designers who must design the learning process

where the students as implementers of learning activities, in this English study is the fields of study.

Through observation, reasoning, and expression, students can show whether they are experiencing the learning process or not. Students' learning process needs to be planned by considering the supporting factors, such as time, facilities, the capacity of teachers and students, and environmental conditions. However, every process does not happen if these factors do not support it.

If you use the word teaching, you will limit yourself only to the face-to-face context of the teacher and students in the classroom. Meanwhile, in terms of learning, student interaction is not limited by the teacher's physical presence. Students can learn through printed teaching materials, radio, television, or other media. But, of course, the teacher still plays an essential role in designing each learning activity. Thus teaching is a form of learning activity.

Based on the above understanding, the main characteristic of learning is to improve and support students' learning process. This main characteristic shows that the element of intentionality from parties outside the individual who carries out the learning process is the main characteristic of the learning concept.

This understanding is in line with the definition of education given by the Ministry of National Education (2003: 5), which says that:

"Education is a conscious and planned effort to create a learning atmosphere and learning process. As a result, the students develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state."

The situational characteristic of learning is interaction. These interactions occur between students who study in their learning environment, with teachers, other students, tutors, media, and other learning resources. A teacher's understanding of the notion of learning will affect how the teacher teaches. The complete knowledge of learning is in line with the above experience,

Another characteristic of learning is the existence of components that are interrelated with each other. These components are objectives, materials, activities, and evaluation of learning. Learning objectives refer to the abilities that students are expected to have after participating in a particular lesson. Learning material is everything that is discussed in learning to achieve the goals that have been set. Learning activities refer to using methods and media to discuss the material to achieve learning objectives optimally. Finally, evaluation is an activity carried out to assess the success of learning. Both materials, activities, and evaluations are developed based on learning objectives.

Some principles that form the basis for understanding learning described above are (1) Learning as an effort to obtain behavior change. This principle implies that the main characteristic of the learning process is a change in individual behavior. It means that someone who has experienced learning will change their behavior, (2) Learning outcomes are marked by changes in overall behavior. This principle implies that behavior change as a result of learning covers all aspects of behavior, not just one or two factors. Behavior changes must include cognitive, affective, and psychomotor aspects, (3) Learning is a process. This principle implies that learning is a continuous activity, and learning cannot be separated from the interaction of individuals with their environment. So during the learning process, individuals will always be in various activities they cannot separate from their environment.

Teacher Activities in Improving English Study Outcomes.

Teachers in English study with practical teaching activities will be able to analyze the objectives of the material to be delivered; it will be easier to plan learning activities. Designing for learning activities here is not only compiling Learning units but more broadly and comprehensively.

In terms of time, lesson plans can be made for one year, one semester, quarterly, weekly, or daily. Although, in essence, the primary school activities are learning activities, even all school activities must support learning activities, either directly or indirectly. Teachers who teach English study and who have suitable teaching activities will be able to adapt to these conditions, even though the lesson plans they prepare include activities inside and outside the school

environment. The basic skills possessed by the teacher are knowledge, abilities, skills in interpersonal relationships, and technical skills. These skills are needed in learning activities because they are activities that will appear in learning activities due to a process of knowledge, abilities, interpersonal relationship skills, and technical skills.

Image Definition

An image is something that is visually manifested in two-dimensional form as an outpouring of thought. The pictures used as learning media are paintings, illustrations, advertisements, cartoons, portraits, caricatures, and serial photos. That can be obtained from magazines, newsletters, calendars, and other media. Even creative teachers can make their own.

Picture media is one of the practical teaching aids to stimulate children in learning aspects of speaking. Before using picture media as a learning tool, what must be prepared is to arrange pictures regularly, so they are easy to use on time. Be careful pasting the image so that it doesn't stick or fall, etc., so that it distracts the child's attention. The teacher does this while pasting pictures that match the story's content on the picture media board.

In education, the terms tools or communication media are often used interchangeably or as a substitute for educational (learning) media. With the use of tools in the form of communication media, communication relationships will be able to run smoothly and with maximum results.

Sudirman (1992: 203) states that:

Media are all physical tools used to convey the content of teaching materials. In this sense, books/modules, tape recorders, cassettes, video recorders, video cameras, television, radio, films, slides, photos, pictures, and computers are learning media. Media are forms of communication, both printed and audio-visual, and their equipment.

Among learning media, image media is the most commonly used media. Students prefer pictures to write and speaking, especially if photos are made and presented according to reasonable requirements. Of course, it will increase the enthusiasm of students to participate in the learning process. Teaching aids can give ideas and encouragement to the teacher in teaching senior high school children. So that it does not depend on pictures in textbooks but can be more creative in developing teaching aids so that students become happy to learn English media. Media is used to carry messages with a purpose. Be the advantage of visual aids, especially as one of the practical learning media.

The following is the definition of image media according to (Hamalik: 2000: 98), As a learning aid tool: (1) Picture media are everything that is visually manifested in 2-dimensional form as an outpouring of various thoughts such as paintings, portraits, slides, films, strips, opaque projectors". the most commonly used media, which is a general discussion that can be understood and enjoyed anywhere".

Methods

Types of Image Media

Various kinds of image media are commonly used in learning materials, namely blackboard, flannel board, magnetic board, rope board, skid board, and drawing.

1. Blackboard

The blackboard is a learning medium that has long been used in education and is very popular. So that until now, the blackboard is still used as the primary learning media from Kindergarten to High School use. Besides being cheap, the whiteboard is also very easy to use.

2. Flannel Board

A Flannel board is a kind of board whose surface is coated with a flannel cloth, or it could be with carpet so that the cost is lower and the adhesive power is more substantial. Its purpose is to paste programs in the form of a series of pictures that can be attached to a board, word card schematics, and the like when telling an event.

3. Wall Charts

This media is in the form of pictures, plans, charts, or schemes usually hung on the classroom wall. If needed, this media can be hung on the whiteboard. One form of a wall chart is a picture story. The use of this media is to practice vocabulary mastery and sentence structure. This picture story media is very dependent on the teacher's creativity. Without the teacher's invention, this media only functions as a wall decoration. Creative teachers can use these media to practice various skills with various variations in studying English study.

4. Flashcards

This media is in the form of 30 to 40 cards measuring 15 x 20 cm. The best material for making these cards is manila paper. Each card is filled with pictures in the form of stick figures containing simple lines that already describe a clear message. Any text must not accompany the images. This media is suitable for spontaneously practicing speaking skills using specific sentence patterns. The most suitable learning method using this media is the drill and practice method.

5. Substitution Ridge

This media is a form of a tube or long bamboo, coated or equipped with manila paper on the outside. The manila paper is folded in such a way as to allow the form to rotate. The number of scoping papers is three or four according to the number of sentences to be substituted. Each cover paper contains words that can fill the same data in a row from top to bottom. How to use this media is by twirling the cover paper.

6. Picture Card

This media is made of small cards measuring 6 x 9 cm. Each paper contains an image obtained by pasting cutouts from magazines or other places. The nature of thematic ideas can be sweet and can also be semantic. But the best is a semantic image. The cards must not have anything written on them. The number of cards is approximately 50 pieces.

7. Reading Box

This media trains reading skills. The toolkit consists of a box containing a complete set of texts or readings with a list of critical questions. The sentences have varying degrees of difficulty. The reading material also varies or varies. Each level of reading uses paper of a different color. Usually, the lowest level uses light green paper, and the next level is light blue and pink. The use of this media is based on the principle of progressive reading.

8. Map

A map is a flat image of the earth's surface that embodies the earth's position and size, symbolized by lines and signs

Results and Discussion

In teacher activity, the percentage of teacher activity shows that the score obtained at the first meeting is 15 from a maximum score of 28, and the rate reaches 53.57%. It is still in the less category, and the deficiency of the first meeting is corrected at the second meeting so that the score obtained increases to 18 scores obtained from the maximum score is 28 and the score obtained is 64.28%. According to the level of success, it is in a suitable category.

In student activities, it shows that It obtained a score of 8 at the first meeting, and the second meeting received a score of 11 from a maximum score of 16. So from the results of data processing, the percentage of the average value in the first meeting was 50.00%, categorized as more minor, and 68.75%, classified as sufficient in the second meeting. Therefore based on the criteria for the success rate of the action below, it shows that the student activities from the first meeting are categorized as more minor, and the second meeting is in a suitable category.

Based on the analysis of the questions in the formative test in the first cycle, the highest score was 90, the lowest score was 20, and individual absorption in the first cycle. Obtained is 54.58%. Of the ten students, five students finished with a classical completeness percentage of 20.08%. Therefore, the acquisition of learning outcomes in the first action cycle has not been successful because it has not reached the specified performance success indicators. It must continue a minimum of 80% classical completeness, and a minimum of 65% classical absorption power must be continued in the second cycle.

The results of observing teacher activity in the second cycle showed that the first meeting obtained a score of 20, and the second meeting obtained a score of 25 from a maximum score of 28. Therefore, from the data processing results, the average value of the first meeting was 71.43%, categorized as good, and meeting II was 89.29%, classified as very good.

The results of observing student activities in table 4.5 for the first meeting obtained a score of 12 and the second meeting received a score of 14 from a maximum score of 16. From the results of data processing, the percentage of the average value in the first meeting was 75.00%, categorized as good, and the second meeting was 87.50%, classified as very good. Using the criteria for the success rate of the same action in the second cycle. We can see that the student activities at the first meeting were in a suitable category and the second meeting was in a good variety.

Based on the results of the formative test analysis in the second cycle, the highest score was 90, the lowest score was 40, the classical absorption obtained by the students was 75.42%, and the classical completeness got was 95.80%, so these results have shown the success of the research conducted by the researcher. Therefore, with these results, this research was declared victorious.

Discussion

Based on the results of research that has been done, provide information that the use of image media in learning is an alternative to improve student learning outcomes. It can be proven by the student learning outcomes obtained, and student and teacher activities at each meeting have increased. From an observational analysis of student and teacher activities and evaluation tests to determine student learning outcomes in understanding and mastering English learning by completing the assigned questions, there appears to be an increase in each learning indicator in cycles I and II.

Based on the description above, the research results can be divided into:

1. For student activities

The results of the observation that the students' activity increased the most were students who were active in group work. It is because students like picture media, students are easier to understand the material being taught, students are used to being present on time, attentive in following lessons, and able to socialize with friends.

2. Student learning outcomes

The results of the first cycle of action tests showed that some students had not been able to work on the questions given, especially for numbers 4 and 10. The cause was that students were less able to understand the concept of English learning material for technological developments. Students also were not motivated to learn. They did not copy back the explanation of the material presented by the teacher thoughtfully. But in the second cycle, student learning outcomes have met the performance indicators that have been set.

The results of the research above show that by applying the image media, learning mastery has reached the set standard, which is 80%. Furthermore, from the observational data on cycle I and cycle II learning activities, it appears that the actions of students and teachers during learning have met the performance indicators.

These results show that the average values of the first and second cycles increased by 20.08% to 95.80%. Based on these results, it shows that students' outcomes in technology development materials have improved. Furthermore, with the application of image media, students are more active in asking the teacher. Using the image media, students can immediately find the problems obtained and directly ask the teacher, are motivated to learn to work together in groups to solve problems, and conduct discussions with group friends to get information about more profound technological developments.

Conclusion

Based on the formulation of the problem in this study, and supported by data obtained from the analysis of several assessments, it was found that there was an increase in the achievement of performance indicators from cycle I to cycle II, both qualitative data indicators and quantitative data. For example, the analysis of students' ability tests in the first cycle which only reached 72.90%, showed an increase in the second cycle to 95.42% for classical completeness. Furthermore, there was a significant increase in test analysis results supported by observations of student and teacher activities. In the first cycle, the student and teacher activities were still in the excellent category, where the highest score of the first cycle student activity was 100% who worked on evaluation questions. However, there were still many who did not complete, namely 15 students and nine students who completed, and the average value of teacher activity was 72.90%. Then there was an increase in the data from the observations of students and teachers in cycle II who worked on evaluation questions to 100%. Still, there was an increase, namely 24 students who completed. In comparison, those who did not meet 0 students out of 24 students and the average value of teacher activity was 100% or in the category very good.

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einkaufen (shopping) in the chapter *Guten Appetit!*; *tägliche Aktivitäten* (daily activities), *Uhrzeiten* (time), and *Familie und Termine* (family and appointments) in the *Tag für Tag* chapter; *Freizeitaktivitäten* (free time activities), *typische Lokale* (local special places), and *Freizeitprogramm* (free time programs) in the *Zeit mit Freunden* chapter (Dengler et al., 2020a; 2020b). German learning has been adapted to the culture of German speakers, namely Germany, Austria, and Switzerland. This is in line with the statement of Tarnopolsky et al. (2020) that German as a second foreign language must be taught in accordance with the verbal, nonverbal, mixed, and lifestyle communicative behavior patterns of its speakers. The implementation of teaching the material is undertaken by teachers' strategy of how to discuss the material with students, both synchronously and asynchronously. Each student has the same book as the teacher so that it facilitates the learning process. Synchronous learning is carried out through an application that has function as a video conference. During the synchronous lecture process, teachers can interact with students and can monitor student activities. Yates et al. (2021) stated that the teaching activities enjoyed by students were giving direct instruction, receiving feedback, sources from various media, class discussions, clear communication, interactive activities, and games. This was also expressed by students who took the Deutsch I course with their teachers. The following is the student statement with the S8 and S15 code.

"... in explaining material through WA or zoom and never in a hurry and also always correcting during something is wrong..." S8

"Very happy, because Frau Amalina taught us in detail if we make a mistake, it will be repeated until we can do it." S15

Dealing with the student's statement, it can be seen that students feel happy when they get corrective feedback, either synchronously via Zoom or asynchronously through WhatsApp. It is in line with this statement, Saeed et al. (2020) argue that feedback given by teachers to students can confuse students if the feedback is given asynchronously, thus, it is better if the feedback is also given synchronously. This is done by the teacher to avoid students' misunderstanding of the feedback given. In synchronous learning, students can listen and read the material, instructions, and feedback provided by the teacher. In addition, students can also react and participate actively when teachers or other students speak (Drucker & Fleischhauer, 2021).

Yates et al. (2021) assert that the main point is the teacher provides pedagogy that supports learning to increase students' learning motivation. In line with this statement, to increase students' learning motivation, the teacher invites students to play educational games. The educational game that was carried out is a match game. Students are asked to match the picture with the appropriate sentence. For example, in the *Uhrzeiten* material, students are invited to pair a picture of a clock with an appropriate description of the time. Examples of these games will be explained in the next section. In the student questionnaire, it is suggested to use a variety of applications so that students are more enthusiastic. The following is a student statement with the intended S2 code:

"...Interactive learning, it can encourage students to be more active during class hours. My suggestion is that Frau can stay creative with future learning systems, such as using Quizizz, etc. so that students are more enthusiastic..." S2

From the statement above, it can be seen that teachers should be able to maintain creativity in online teaching. The implementation of online learning can be regarded as a digital society trend. It can develop the potential and creativity of teachers and students and can improve the quality of teachers. Therefore, the teacher needs to design interesting learning for students (Koknova, 2020; Purwanto and Nurhamidah, 2021). Besides, S2 argues that students can be active during the lecture. The activeness of students while attending lectures can be seen through interactions between fellow students, lecturers and students, and students and learning content. The positive impact generated by the three types of interactions is direct student involvement and student satisfaction when attending lectures (Muzammil et al., 2020).

The implementation of German learning above was carried out without lowering the curriculum standards that have been created. Besides, the implementation of online learning in German learning can help prevent the transmission of COVID-19 (Crawford et al., 2020; Firman, 2020; Herdiana, 2020). In addition,

teachers are also required to be able to master teaching and learning support technology and be creative in packaging learning so that students are active and not bored. Thus, the learning of German can be undertaken in virtual learning and it can be still implemented following the curriculum that has been made and the teaching materials that have been determined.

1.1 Learning of Deutsch I course based on technology aspect

In connection with the use of online learning technology, there are applications and sites used to support the learning of German in the Deutsch I course. According to Drucker & Fleischhauer (2021) online learning is not only a replica of online learning however, online learning requires digital devices and digital knowledge to be able to use these devices. Asri et al. (2020) state that there are seven functions of technology that can support learning, namely (a) sharing materials, (b) sending assignments, (c) providing feedback, (d) sending announcements, (e) conducting discussions and interactions in a direct manner online, (f) giving tests or quizzes, and (g) playing games related to learning. To be able to carry out these seven functions, teachers use Android, Windows, and internet-based applications. The Android and Windows-based applications were WhatsApp and Zoom, while the internet applications were Padlet, Quizlet, Kahoot, and Google Form.

During the COVID-19 pandemic, the teacher has changed their teaching and learning activities directly to online by using an application that functions as a video conference. Applications with this function can replace face-to-face teaching and learning in a different way, namely synchronously (Henriksen et al., 2020). By utilizing pre-existing applications, it is expected to facilitate the teaching and learning process. The following describes student statements regarding online learning by using applications.

“It's fun, the material is easy to understand, unfortunately that learning is only through WA and Zoom because it's impossible to meet face-to-face situations.” S12

“It's better to use Zoom to discuss problems that have been done and or that need to be spoken among several people.” S11

In the statement, S12 regretted that learning was only carried out through WhatsApp and Zoom and was not carried out face-to-face. According to Noor et al. (2020) online teaching and learning activities pose problems and challenges faced by teachers and students, such as expensive internet packages, uncooperative students, low student attendance, teacher confidence in using technology, limited availability of learning resources, the lack of ICT knowledge, and poor internet network. In agreement with the statement of Permatasari & Oktiawati (2021), who argued that the un-satisfaction of the students during online learning is caused by technology, the learning practice, and from within themselves. The problems faced by some students while attending Deutsch I lectures with their teachers were low student attendance and poor internet network, so that when teaching and learning activities through video conferencing applications took place, not all students could attend lectures. Student anxiety about online teaching and learning activities can arise because of an inappropriate online environment and obstacles in the use of technology such as the problems experienced by these students (Russell, 2020). Therefore, teachers do not only use one application to support teaching and learning activities. On the other hand, S11 stated that to be able to discuss questions and answers and to find out students' speaking skills, Zoom should be used in the learning process. As affirmed by Kohnke & Moorhouse (2020), synchronous learning via Zoom can involve students in learning to be able to communicate and interact, so that teachers can provide feedback to students. The use of applications and websites to support German learning in the Deutsch I course is explained as follows.

1.1.1 WhatsApp

WhatsApp is used as a medium of interaction between teachers and learners because it has features that can support teaching and learning and is easier to be accessed by teachers and students. According to Sobaih et al. (2020), WhatsApp is used in higher education for matters related to academics, especially formal communication between teachers and students. One example is the use of WhatsApp groups which are used to follow the learning process, build online communities, and support one another. In agreement with the statement of Jasrial (2018), who argued that the use of WhatsApp as a tool for teaching and learning makes students

accessed the material easily, they can also ask their teachers or classmates when they get difficulties understanding the material, and the teacher can give feedback to their students. The following is an example of a screenshot on the WhatsApp group for the Deutsch I course during the learning process.



Figure 1. Learning of German through WhatsApp group

Based on the picture above, it can be seen that groups on the WhatsApp application are made so that educators and learners can carry out learning and communicate easily. Learning of German can be supported by maximizing the use of the WhatsApp feature. In the WhatsApp application, educators and learners can upload audio, images, videos and documents (Sobaih et al., 2020; La Hanisi et al., 2018; Orijj & Anikpo, 2019). Dealing with the case, the learners were assigned to upload an audio pronunciation of material about *Uhrzeiten* (time), namely the sentence "*Es ist zehn vor halb sieben*". The sentence implies that it is already twenty-past six.

Recording the audio conducted by learners was considered as the follow-up to the feedback provided by the teacher in the form of a written message. It is line with this statement, Sippel, (2020) who argues that feedback that aims to correct mistakes is one way for learners to experience meaningful learning while focusing on linguistic accuracy. Thus, the teacher could integrate several forms of media and learning resources, as well as provide feedback to learners. This feedback is reinforced by the addition of emoji to group chat rooms. This is carried out to show expressions and reactions, both from teachers and students. Furthermore, Veytia-Bucheli et al. (2020) argued that the use of emoji in chat can strengthen self-confidence and social presence in the pedagogical design itself, such as creating an atmosphere of trust, space for open communication, social cohesion, and group collaboration. This could increase the intensity of the interaction between teacher and learners.

1.1.2 Zoom

Zoom application in the Deutsch I course was used for face-to-face online meetings. According to Goetz, (2020), educators could explain materials to learners through Zoom. Teacher and learners could interact live via Zoom video conference. The Zoom application was chosen as a medium for teaching and face-to-face online learning because Zoom has features that can be used to support learning, such as annotation tools, polls, group workspaces, and video and screen sharing. These functions can facilitate communicative language learning through the use of authentic language instruction to increase interaction between teachers and students (Kohnke & Moorhouse, 2020). In its application, the teacher and learners played Vocabulary Games. In this game, learners had to look for vocabularies related to food and beverage in the boxes that had been shown.

Then, learners mentioned vocabulary that they had found in the singular and plural forms. Here is a screenshot of the German students offering B when playing a vocabulary game via Zoom.

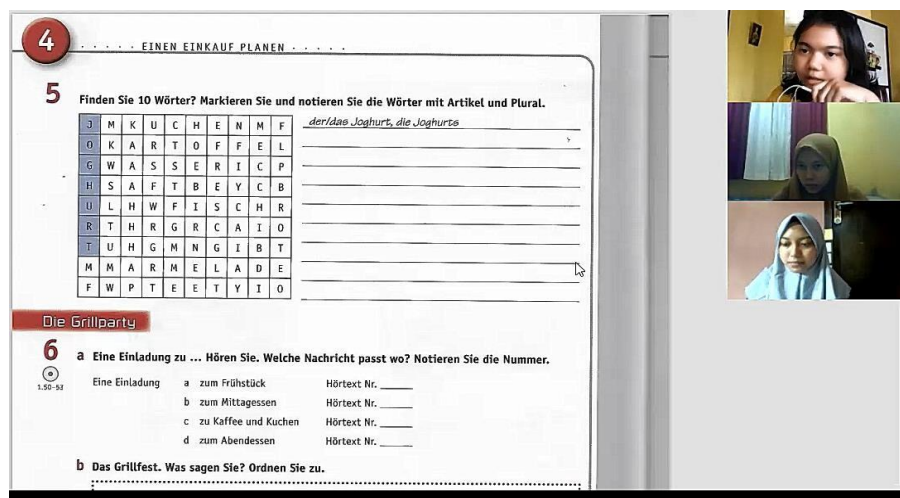


Figure 2. Students were finding vocabularies related to food and beverage in the boxes through Zoom

In the picture above, it can be seen that the learners played a vocabulary game and one of the learners mentioned the vocabulary she had found. This activity is carried out so that students can use German communicatively and in accordance with the material being taught. Thus, it is in line with this statement, Sobitalieyva & Abdimajitovna (2021) suggested that applying communicative language teaching and learning can improve students' communicative competence, which also includes grammatical and lexical competence. This is applied so that students undergo meaningful learning.

Unluckily, not all learners in *Deutsch 1* course could enter a video conference at Zoom. This was caused by the power outage in the learners' residence, the learners' devices experiencing interference, and a bad internet network which could be called a technical problem (Boeckmann et al., 2020). Learners conveyed obstacles they experienced through private messages on WhatsApp. This showed that learners had a high enthusiasm for learning, even though there were still obstacles they faced during the learning process.

Regarding the problems, the teachers gave the solution was that learners should find vocabulary in the book entitled *Netzwerk A1 Deutsch als Fremdsprache Arbeitsbuch* (Netzwerk A1 German as Foreign Language Work Book) on page forty-eight and write down the vocabularies they had found in singular and plural forms. After the learners played the vocabulary game, the teacher showed a video about food and beverage via Zoom. For learners who could not attend the video conference, teacher had prepared a link to Google Drive which contained a video displayed on Zoom conference. So, learners would not miss the materials delivered on Zoom and they could answer questions in the book *Netzwerk A1 Deutsch als Fremdsprache Kursbuch* on page 50 later on.

Based on the statement above, it can be seen that learning resources that supported learning German in this course could be found online. Thus, this could accelerate digitalization in the world of education (Boeckmann et al., 2020; Dobstadt et al., 2020; Goetz, 2020; Huber et al., 2020). However, students still encounter obstacles. Thus, teachers use other applications to be able to provide and explain the materials to students who are left behind.

1.1.3 Padlet

During the internship, Padlet was used as a means of collecting student assignments. As stated by Hamid et al. (2019) that Padlet was shaped like a virtual bulletin board that could support language learning. Kharis et al. (2020) suggested that the use of Padlet in German language learning could provide new experiences for learners of the German Literature Department, State University of Malang. Padlet was used by the teacher to make it easier to collect and correct students' assignments. Here is a screenshot of using Padlet for assignment submission in the form of learners' conversational audio.

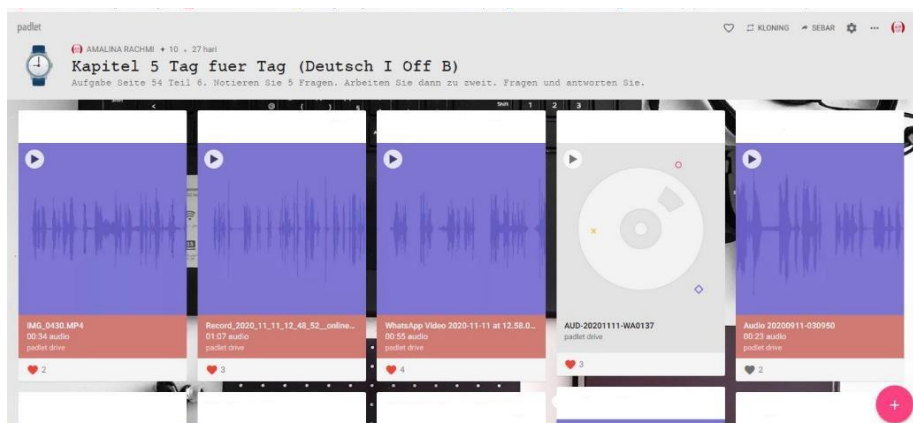


Figure 3. Assignment submission in the form of audio through Padlet

Based on the picture above, it can be seen that the features provided by Padlet could support learning. Educators could upload questions or instructions through Padlet and learners could upload answers to these questions on Padlet. In the picture above, it could be seen that learners could upload dialog assignments in pairs in the form of audio. Padlet provided features that could support video and audio uploads. Assignments assigned to learners could be uploaded to Padlet and the teacher could see learners who had not uploaded an assignment or learners who had not got a partner (Fisher, 2017). By using Padlet as a learning medium, teacher could easily store data in the form of learners' assignments and control learners' performance.

1.1.4 Quizlet

In this section, Quizlet was used by the teacher as a game to assist learners in reviewing learning at previous meetings. The teacher used Quizlet to review materials about *Uhrzeiten* (time). This application is used because the teacher could choose a game to share with students and could choose the appropriate image. In addition, Quizlet provides users with automatic voices that students can use to learn the pronunciation of words or sentences (Kazhan et al., 2020). The following shows a matching game on Quizlet about *Uhrzeiten*.

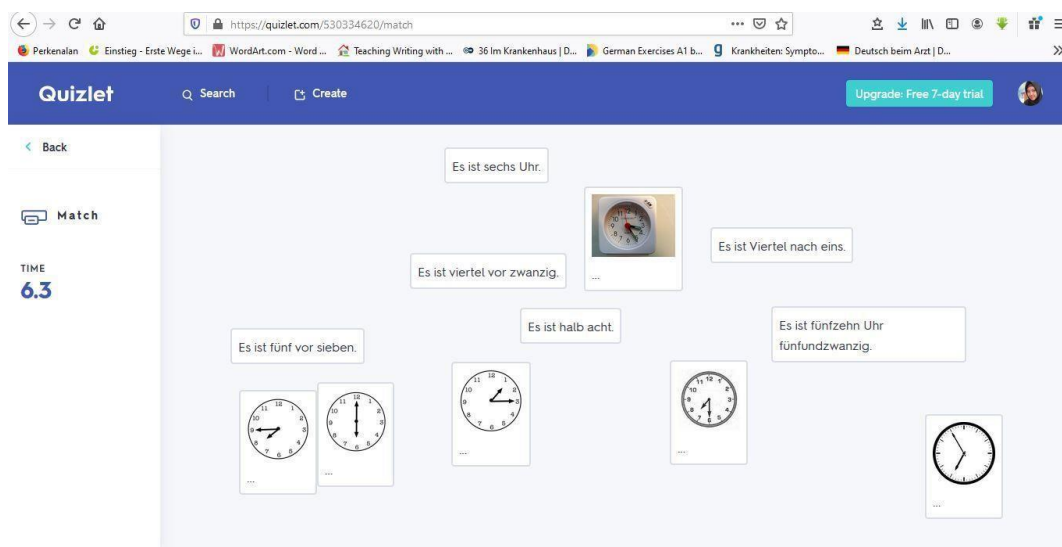


Figure 4. Matching game on Quizlet about *Uhrzeiten*

Based on the picture above, it could be seen that the game could be played by learners by dragging and dropping. These games could help learners in strengthening their understanding of the material about *Uhrzeiten*. According to Sanosi (2018), language learning using Quizlet could improve vocabulary learning and provided

active learning. The features provided by Quizlet facilitate for teachers to create games. To be able to write the letters Umlaut (ä, ö, and ü) and Eszett (ß) a button in the form of these letters is provided, so that teachers do not need to type these letters in other applications and copy them. In line with this opinion, Rivera, (2019) stated that Quizlet was a site that could support the making of language tests for language learners. So, based on these statements, it could be seen that the features contained in Quizlet were compatible with German learning.

1.1.5 Kahoot!

Kahoot app! facilitate users with features that can support learning such as quizzes, surveys, games, and even discussion forums (Dianati et al., 2020). In this research Kahoot! was used by the teacher to review the material in the previous chapter. The review was in the form of a quiz that had a total of ten questions. In line with this statement, Rivera (2019) stated that Kahoot could be used to test learners' knowledge. This could be seen from the following picture.

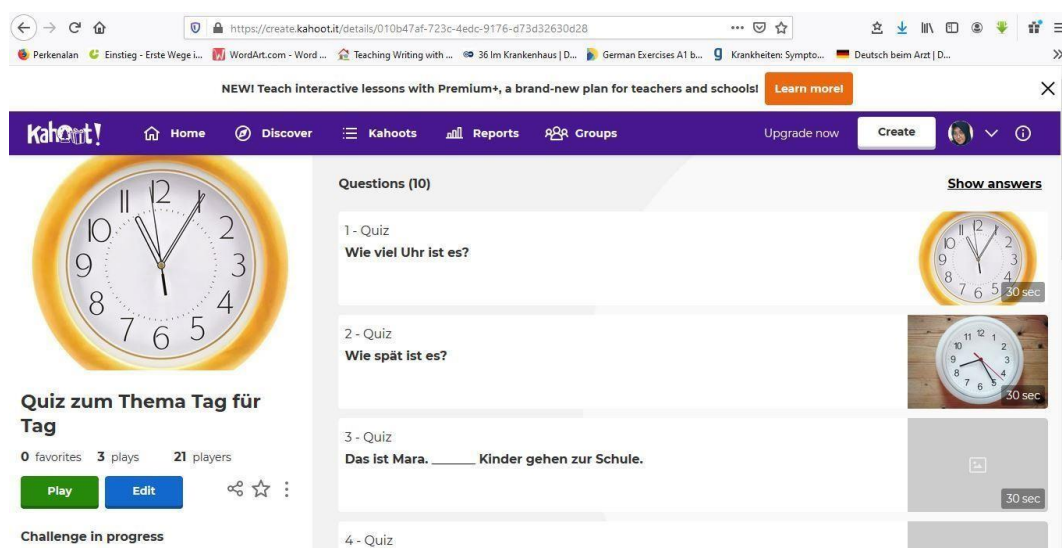


Figure 5. Quiz about *Tag für Tag* theme through Kahoot

In the picture above, it can be seen that learners could do a quiz with a predetermined time for each question. By quiz, learners could review and recall the materials studied in the previous chapters with the easy access provided (Mustata et al., 2018). Thus, Kahoot could be used as a medium to recall the material that had been learned. On the other hand, educators could set the time duration needed for each question.

1.1.6 Google Form

Google Form can be used as a medium for learning reflection by teachers and students. Teachers can write questions or statements related to the materials that have been studied (Majid, 2014). As in the findings of the study, Google Form was used by the teacher to reflect on learning at the end of the internship. On Google Form, the teacher wrote five statements about material difficulties experienced by learners. The learners could answer the five statements by selecting agree or disagree. For the next four open-ended questions, learners should type the answers directly on the blank space provided. The statements in question were described as follows.

- a. I can understand the information in the text, both descriptive text and advertising text.
- b. I can find the required information in the text easily.
- c. I can hear the voice of a native German speaker clearly.
- d. I can understand what is being said in the audio.
- e. I can understand the material being taught well.

In addition, students were asked to fill in easy and difficult materials according to students Learners were also asked to write the impression, messages, and suggestions while attending lectures with the teacher. Here are the statements and open-ended questions on the Google Form.

The image shows a Google Form interface. At the top, there is a decorative header with a film projector icon. Below the header, the title of the form is "Refleksi Perkuliahan Matakuliah Deutsch I Offering B Tanggal 8 Desember 2020". A red asterisk indicates a required field. The first question is "Nama *", with a text input field below it. The second question is "Saya dapat memahami informasi dalam teks, baik teks deskriptif maupun teks iklan *", with two radio button options: "Setuju" and "Tidak setuju".

Figure 6. Statements and open-ended questions related to learning reflection

Dealing with the picture above, it was the display of the Google Form which was used as a medium for learning reflection. However, the questions in the form cannot be presented entirely due to the limited screenshots, thus, the statements and questions could be accessed via the following link <https://forms.gle/JPAifJCdRNC7xmm68>.

Students could assess themselves in understanding the material that has been taught, it can be seen through the use of Google Form above. Google Forms could be used for gathering feedback and self-reflection on the material that has been taught. In addition, Google Form could facilitate the teacher to store data obtained from learners (Shah et al., 2016). It is consistent with Godwin-Jones (2013) who argued that learners could increase their efforts in analyzing, comparing, and reflecting with self-assessment. Based on the use of applications and learning support sites above, it can be seen that learning could be integrated with technology. The teacher can support learning activities with sites that could be accessed by learners so then they can avoid boredom in attending lectures.

Based on the explanation previously explained, the teacher implemented a variety of platforms to support learning of German for offering B learners. The use of this digital platform was integrated with the material contained in the book of *Netzwerk A1 Deutsch als Fremdsprache Kursbuch* (Netzwerk A1 German as Foreign Language Course Book) and *Netzwerk A1 Deutsch als Fremdsprache Arbeitsbuch* (Netzwerk A1 German as Foreign Language Work Book). In addition, teachers are also required to be able to master teaching and learning support technology and be creative for designing the learning so that students are active and not bored. Therefore, it can be asserted that the implementation of German learning could be carried out without lowering the curriculum standards that have been created.

In its implementation, teaching learning process could still be carried out through both WhatsApp and Zoom. The interaction between teacher and learners could run as well. WhatsApp groups were used as a medium of interaction between teacher and learners. Face-to-face online learning was carried out through Zoom. However, technical problems such as blackouts, devices problems, and poor internet networks were still

experienced by learners, so that it is found that several learners could not join face-to-face learning through Zoom. Therefore, the teacher offered a solution in the form of notifications of exercises being carried out and sending videos via WhatsApp. Padlet was used as a medium for collecting assignments to make it easier for learners and teacher. In addition, the teacher also used supplementary sites to avoid boredom such as Quizlet, Kahoot, and Google Form.

Thus, it can be concluded that even though there were still obstacles in the implementation of teaching learning process, German learning still be carried out following the curriculum that has been created and the teaching materials that have been determined. However, to overcome these obstacles, teachers can use other applications to provide and explain material to students who are left behind, so that the materials have been determined in the curriculum, it can be delivered properly. In addition, interactions between the teacher and learners could be undertaken and the use of features that found on WhatsApp could be done optimally.

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