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# The Learning of DaF Subject during the Covid-19 Pandemic: The Perspective of the Teachers

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## ABSTRACT

Face-to-face learning has been shifted to online learning during the COVID-19 pandemic. Due to the online learning, learning support tools are needed to facilitate teaching and learning German. This study aims at describing the implementation of online German teaching and learning and the use of platforms to support German language learning in higher education based on pedagogy and technology aspects. The researcher talks about the experience of teaching German in the Deutsch I course through online learning. The German language that students learned was German at level A1. The research method used was qualitative research with a narrative approach. This method was chosen due to it was based on the researcher's experience while teaching in the Deutsch I course. In this study, the data used were pictures and the results of students' reflection with data collection techniques of observation, documentation, and questionnaire. The data were explained based on the pedagogical and technological aspects. In the pedagogical aspect, the implementation of German online learning was explained as well as the materials that were taught, whereas, in technological aspects, the applications used to support learning were explained namely WhatsApp, Zoom, Padlet, Quizlet, Kahoot, and Google Form. The results show that obstacles in online learning cannot be avoided. However, to overcome these obstacles, teachers can use other applications to provide and explain the material to students who are left behind, so the materials that have been determined in the curriculum can be delivered properly.

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## 1. Introduction

The entry of Corona Virus Disease 2019 (COVID-19) in Indonesia has led to altering face-to-face learning into online learning. These efforts have been undertaken to prevent the transmission of COVID-19 and learning can be carried out (Basilaiia & Kvavadze, 2020; Murphy, 2020; Telles-Langdon, 2020; Toquero, 2020; Wargadinata et al., 2020; Yunus & Rezki, 2020). Marioni et al. (2020) suggest that two-thirds of 424 institutions in the world substitute face-to-face lectures into online lectures. On the other hand, a quarter of the 424 institutions postponed lectures and the institutions were looking for solutions to continue their studies. This opportunity is utilized well by online learning service providers, both in the form of applications and websites. With the implementation of online learning, especially in higher education, educators, employees and learners require readiness from all aspects, both technology and learning design. In agreement with the statement of Skulmowski & Rey (2020) who argue that both teachers, employees and students are required to be able to

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make good use of technology because all activities on campus are shifted to digital format. This situation can accelerate digitization and the formation of hybrid campuses that offer flexibility and autonomy to learners and teachers.

Responding to the statement, Mansyur (2020) highlights from a learning perspective that learning media, learning methods, and learning evaluation is adapted to available technology and can support learning. However, the implementation of online learning activities has positive impacts on education sector. Those impacts are the reduction of international education, disruption of activities on the academic calendar, cancellation of local and international conferences, teaching and learning gaps, termination of employment relations in educational institutions, and budget cuts in higher education (Jacob et al., 2020).

Moreover, the effect of online learning is also encountered for foreign language learners, especially German learners. Lay & Giblett (2020) reveal that learning German at the University of Sydney, Australia is also conducted online. The German learners at the University of Sydney are learners of German as a foreign language or also known as *Deutsch als Fremdsprache* (DaF). The Zoom video conferencing application is used for face-to-face online operations. DaF learning is also supported by the use of applications and pages, such as Padlet and Screencast. Padlet is used as virtual whiteboards and discussion forums. Screencast is used by the teacher to record explanations of grammar. The use of integrated applications and digital pages to support this learning can be done well. However, this study merely revealed the examples of the use of applications and pages were presented during German learning and did not refer to the material and the four language skills.

In line with the research findings above, according to Dobstadt et al. (2020), the transformation of learning with the use of digital media can assist the learning of DaF and DaZ (*Deutsch als Zweitesprache* or German as a second language) and the teacher can develop learning ideas and concepts according to the media that is needed. Koknova (2020) in its research also suggests that online learning which is synonymous with digital society can expand the scale of education, develop skills for both educators and learners, and improve the quality of expert competence in learning German. However, in this study, there was no specific mention of digital sources in learning German. In line with the results of the study, Boeckmann et al. (2020) reveal that learning German, especially for DaZ learners can be conducted through face-to-face online. By implementing face-to-face online, technical problems were found that it needed a lot of time before learning began. In his study, Boeckmann et al. (2020) only highlights the implementation of online learning and the obstacles faced by DaZ learners in terms of the technological aspect.

Aforementioned, the discussion on teaching German as a foreign language from the apprentice teachers' perspective has not been carried out. Besides, online learning is also applied at Universitas Negeri Malang, especially for DaF students. This is in accordance with Circular Number 8.6.35 / UN32 / TU / 2020 Concerning Regulation of Campus Activities of Universitas Negeri Malang during the COVID-19 Pandemic. In this policy, all campus activities can be carried out online, but if offline activities are required, then the lecturers, employees, and students of the Universitas Negeri Malang need special permission and must apply health protocols during activities on campus. This policy also affects lectures in the German Literature Department, especially in the *Deutsch I* (German I) course. In this course, learners learn basic German (level A1). In this course, the researcher taught German online. The change in the lecturing system from face-to-face to online can affect the pedagogical and technological aspects used. In addition, apprentice teachers who have been prepared for face-to-face teaching must be able to adapt to the change in lecturing system. From the pedagogical perspective, the materials that will be taught have not changed, but these materials will be taught through technology that can support teaching and learning. The technology used in this study is in the form of applications, both based on Android, Windows, and internet applications. Therefore, pedagogical and technological aspects will be discussed in this study to know the implementation of German online learning by using learning support applications based on pedagogical and technological aspects. In this study, the researcher recounts the researcher's experience as a teacher in *Deutsch I* course. As stated by Mendieta (2013) that the use of stories in the study can help readers in understanding and adding insights to the field of language teaching and learning. The experience of the researcher during implementing online learning in the *Deutsch I* course is explained in terms of pedagogy and technology.

## 2. Methods

In this research, the researcher used qualitative with a narrative approach. This was based on the researcher's experience when carrying out Teaching Internship (KPL) at offering B. In line with the statement, Barkhuizen (2014) also states that narrative research in language teaching and learning is associated with the experiences of teachers or students in learning a language. In the context of this study, the researcher would focus on the researcher's experience as a German teacher for first-semester students. The researcher acted as a key instrument, and the data used in this study were collected when the researcher was doing teaching practicum. The data were in the form of observational results, pictures during the learning process, and the results of student reflections who took the *Deutsch I* course. The pictures were taken through the screen capture feature on smartphone and laptop. Therefore, the data collection techniques used in this study were documentation and observation. The questionnaire was also used in this study to find out the students' opinions when attending lectures with apprentice teachers. The questionnaire in this study was used to ease students in giving feedback to the teachers. In the questionnaire, there were five statements with agree and disagree answer options, short answer questions about materials that were easy and difficult to understand, students' impressions of the researcher during lectures, as well as suggestions. The link of the questionnaire was shared through WhatsApp group. A total of eighteen students filled out the questionnaire. Other media were also used in the learning process such as media for video conferencing and educational games. These data were explained and told based on the experiences of the researcher and the opinions from the students. Thus, the type of this study could be said as autobiographical since the researcher acted as both the subject and the writer of this study (Fraenkel et al., 2012: 432; Basthomi, 2012: 16-17).

Regarding to the students who took *Deutsch I* course, German learners at offering B have experienced learning German at a previous level, so that learners at this offering had the basic knowledge of German. The total number of students who took the *Deutsch I* course at the offering was 21 students. During the teaching internship, the researcher had the opportunity to teach four times on Tuesday and once on Wednesday. On November 10 and 11 2020, the researcher got the opportunity to teach four full credits each. Furthermore, the researcher also taught for two credits on Tuesday. This was the result of discussions with the supervisor lecturer, so that teaching hours were divided into two credits. KPL was held from November 3 to December 8, 2020. Based on the results of discussions with the supervisor lecturer, the researcher taught on November 10, November 11, November 17, December 1, and December 8, 2020.

## 3. Results and Discussion

Based on the researcher's experience during implementing online learning in the *Deutsch I* course is explained in terms of pedagogy and technology. The implementation of online learning based on the pedagogy and technology aspects is explained as follows.

### 3.1 Learning of *Deutsch I* course based on pedagogical aspect

This section describes the teaching of materials online in accordance with the applicable curriculum. According to Stadler-Heer (2021) that the topics taught are constant in the online teaching. However, the difference between online learning and face-to-face learning is that these topics must be taught online. Based on the Course Learning Outcomes (CPMK), students who take the *Deutsch I* course are expected to have knowledge and skills in spoken and written German equivalent to A1 which is in accordance with the *Europäischer Referenzrahmen* (European frame of reference) with certain themes receptively and productively. The materials studied are related to everyday life such as introductions; language, city and country; food and Drink; daily activities; hobby; residence; and jobs (Department of German Literature Catalog Universitas Negeri Malang, 2020).

The *Deutsch I* course has eight Semester Credit Units (SKS). This course was taught by two lecturers, each of whom has four credits and was held on different days. In accordance with the previously described CPMK, lecturer (in this case and so on were the researcher) used teaching materials in the form of workbooks and exercise books entitled *Netzwerk A1 Deutsch als Fremdsprache Kursbuch* and *Netzwerk A1 Deutsch als Fremdsprache Arbeitsbuch*. The teaching materials have been equipped with audio and video that could support learning German. German learning was carried out by following the material provided in these books. During the implementation of KPL, the teacher taught material on *Berufe rund ums Essen* (work around food) and

*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.

### 3.2 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 & Oktiwati (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.

#### 3.2.1 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; Orijji & 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.

### 3.2.2 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.

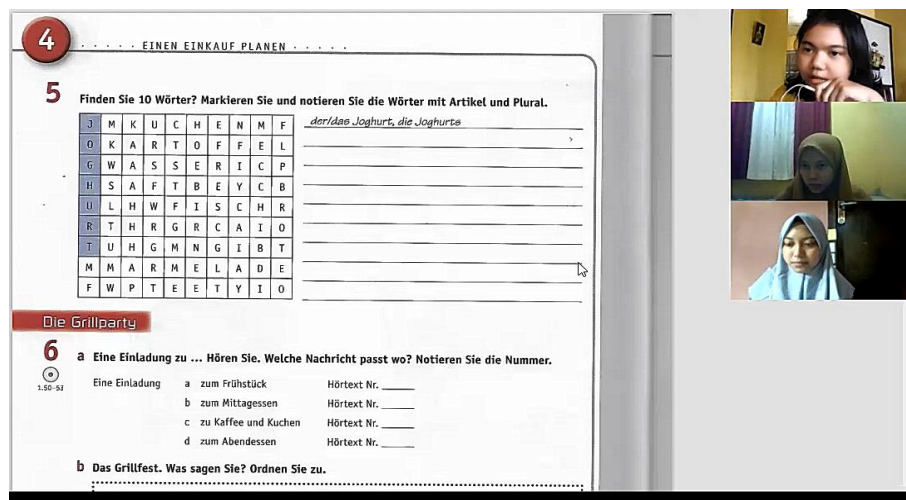


Figure 2. Students were finding vocabularies related to food and beverage in the boxes through Zoom

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 I* 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.

### 3.2.3 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.

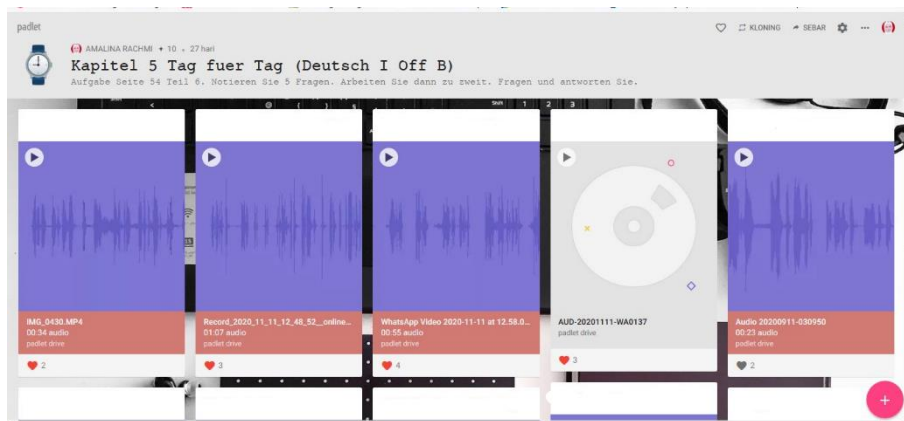


Figure 3. Assignment submission in the form of audio through Padlet

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.

### 3.2.4 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*.

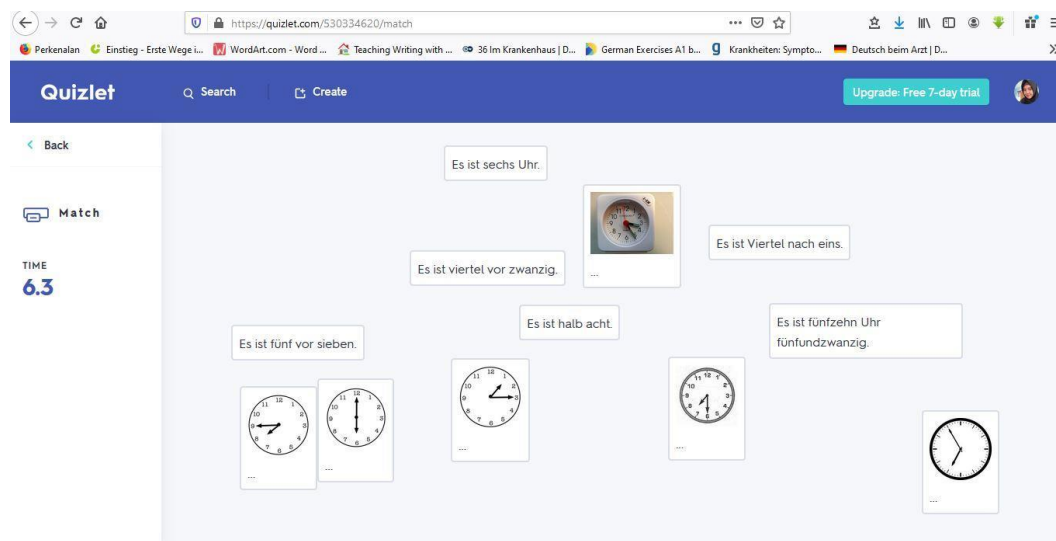


Figure 4. Matching game on Quizlet about *Uhrzeiten*

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.

### 3.2.5 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.

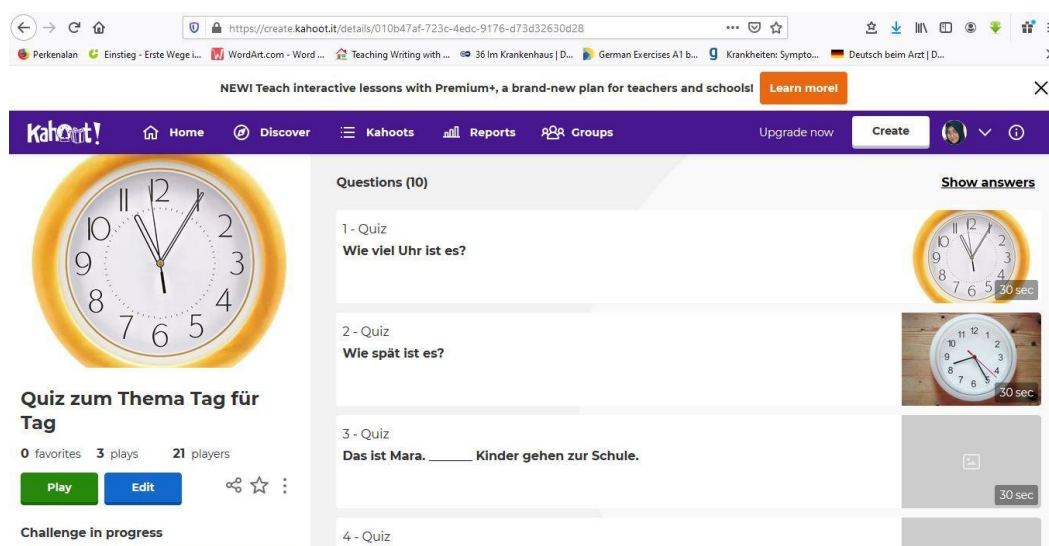


Figure 5. Quiz about *Tag für Tag* theme through Kahoot

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.

### 3.2.6 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.

Refleksi Perkuliahan Matakuliah Deutsch I  
Offering B Tanggal 8 Desember 2020

\* Wajib

Nama \*

Jawaban Anda

Saya dapat memahami informasi dalam teks, baik teks deskriptif maupun teks iklan \*

Setuju

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.

#### 4. Conclusion

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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