

The Development of A1-Level Vocabulary Learning Media on the Topic of Daily Life and Family

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Abstract: Vocabulary mastery is a fundamental component of foreign language learning because it supports the development of listening, speaking, reading, and writing skills. However, many students experience difficulties in memorizing and applying German vocabulary, particularly on the A1 level topic Alltag und Familie (Daily Life and Family). The limited use of interactive digital learning media and the predominance of conventional learning methods often reduce students' motivation and learning effectiveness. Therefore, this study aimed to develop interactive learning media based on LearningApps to support German vocabulary mastery on the A1 level. This research employed the Research and Development (R&D) method using the Richey and Klein development model, which consists of three stages: planning, production, and evaluation. Data were collected through needs analysis, observation, documentation, and expert validation. The developed product consists of various interactive learning activities, including matching exercises, quizzes, puzzles, and vocabulary games related to the topic Alltag und Familie. The evaluation results indicated that the LearningApps-based learning media achieved a "very good" category according to expert validation. The findings demonstrate that the developed media are suitable for supporting German vocabulary learning and can facilitate students' understanding of vocabulary through interactive and engaging activities. It can be concluded that LearningApps-based learning media provide an effective and practical digital learning resource for improving German vocabulary mastery and enhancing students' motivation in learning German at the A1 level.

Keywords: A1 Level; German Vocabulary; Instructional Media Development, Interactive Learning Media; Learningapps.

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1. Introduction

In the era of globalization, foreign language learning has become increasingly important due to the growing international cooperation in education, science, economy, and culture. Among various foreign languages, German is considered one of the most significant languages in Europe and is widely used in international academic and professional contexts. As a language of science, technology, and philosophy, German provides learners with substantial academic and career opportunities in global institutions.

Foreign language acquisition involves four essential skills, namely listening, speaking, reading, and writing. However, vocabulary mastery is considered the fundamental component underlying all language skills. Rahman et al. (2023) emphasize that without sufficient vocabulary knowledge, learners face difficulties in effective communication. Similarly, Ridwan (2024) states that vocabulary, along with grammar, significantly influences reading comprehension, with vocabulary playing a more dominant role in understanding meaning.

At the A1 level of the Common European Framework of Reference for Languages (CEFR), learners are expected to master basic vocabulary related to everyday life contexts. One of the key topics at this level is "Alltag und Familie" (Daily Life and Family), which includes

vocabulary related to family members, daily routines, household activities, and social interactions. This topic is not only linguistically relevant but also culturally meaningful as it reflects daily life practices in German-speaking countries.

Despite its importance, previous studies have shown that many students experience difficulties in retaining and applying German vocabulary in communication. Schmitt (2020) highlights that learners often struggle with long-term vocabulary retention and practical usage. Traditional learning methods such as memorizing vocabulary lists and repetitive writing are often perceived as monotonous and unengaging, which negatively affects learning motivation (Siregar & Dalimunte, 2025).

A preliminary needs analysis conducted among students of German as a Foreign Language revealed that 75% of respondents find German vocabulary difficult to memorize, while 81.3% expressed a strong preference for interactive digital learning media. Lai and Zheng (2021) argue that interactive digital tools can accelerate vocabulary acquisition and improve learning effectiveness. These findings indicate a clear need for innovative learning media that can enhance vocabulary learning motivation and outcomes.

The rapid development of educational technology offers opportunities to improve foreign language instruction through interactive digital media. One such platform is LearningApps, which allows the creation of interactive learning activities such as quizzes, matching exercises, puzzles, and audio-based tasks. These tools enable students to learn independently, receive immediate feedback, and engage in more enjoyable learning experiences.

In addition, interactive digital media have been shown to improve student motivation, autonomy, and engagement. Putra et al. (2023) found that digital and audiovisual learning media positively influence student participation because they provide more contextual and interactive learning experiences compared to traditional methods. Furthermore, Syafaatussalamah and Salsabilla (2025) state that digital learning tools significantly increase student motivation, particularly among learners familiar with technology-based environments. Based on these considerations, it is necessary to develop innovative and interactive learning media to improve German vocabulary mastery at the A1 level, particularly on the topic "Alltag und Familie." Therefore, this study aims to develop LearningApps-based interactive learning media using the Research and Development (R&D) method with the Richey and Klein model, which consists of planning, production, and evaluation stages.

The expected outcome of this study is an interactive learning product that enhances vocabulary mastery, increases learner motivation, and supports more effective and engaging German language learning. Furthermore, this research is expected to contribute to the development of digital learning media in foreign language education and serve as a reference for future studies in similar fields.

2. Literature Review

The Concept of Development

Development is a systematic process aimed at creating, improving, and refining products, systems, or services so that they can meet user needs more effectively and efficiently or achieve specific objectives. In the educational context, development generally refers to the process of designing and improving teaching materials, learning media, curricula, and assessment instruments.

Lubis (2025:3) explains that development is a process consisting of the stages of planning, product development, testing, and repeated evaluation until the final product meets the desired quality standards and can be optimally used by users. Development is characterized by its iterative nature, where evaluation results at each stage serve as the basis for product revision in order to achieve optimal outcomes.

The development model proposed by Richey and Klein (in Choirunnisa, 2022:45) is a model used in educational research, particularly in the development of instructional materials and learning media. This model is systematic, structured, and interactive, and consists of three main phases: (1) Planning; (2) Production (Development); (3) Evaluation.

The Concept of Learning Media

Learning media are tools or instruments used to deliver learning content in order to facilitate the teaching and learning process and enhance interaction between teachers and students. These media can be digital and may combine various elements such as text, audio, video, animations, and graphics, enabling active learner interaction. The use of digital media in 21st-century education is highly important because it can increase learning motivation and help students understand learning materials more effectively and efficiently.

Choirunnisa et al. (2022:10) explain that the use of digital media in education is an innovation that supports learning aligned with current technological developments, making the learning process more interesting and relevant for students.

In addition, digital learning media allow for personalized learning, enabling each student to adjust their learning style and pace individually. Sadiman et al. (2014:60–65) state that appropriately used learning media can help students better understand material, strengthen memory, and encourage independent learning. Therefore, the development and use of effective, efficient, and engaging digital learning media have become essential in modern education, including in foreign language learning such as German.

Based on the perspectives above, it can be concluded that digital learning media play a strategic role in creating innovative, interactive, and learner-centered education. They not only function as teaching aids but also as dynamic learning platforms that enhance motivation, participation, and learner autonomy.

Learning media play an important role in supporting the teaching and learning process. In general, learning media help attract students' attention, increase motivation, and facilitate understanding of learning materials in an enjoyable way. In addition, media also serve a cognitive function by helping students understand, remember, and organize information delivered by the teacher.

Furthermore, learning media have a compensatory function, helping explain concepts that are difficult to observe directly, such as abstract or complex phenomena. The stimulating function is also important, as media can encourage active learning and create a more interactive classroom environment. Finally, media improve efficiency and effectiveness by accelerating understanding and optimizing learning time.

Arsyad et al. (2020:337–343) state that learning media function to clarify message delivery, overcome spatial, temporal, and sensory limitations, and stimulate learners' motivation.

Sanjaya et al. (2023:2) emphasize that learning media contribute to more interactive learning situations, increase student attention, and facilitate understanding of abstract concepts. Sadiman et al. (2020:60–63) also state that learning media can improve students' motivation and engagement by connecting theory and practice.

Thus, the use of appropriate learning media can improve overall learning quality and increase students' enjoyment and achievement.

LearningApps

LearningApps is a web-based application designed to create interactive and structured learning experiences. It covers various subjects such as languages, mathematics, science, and social skills. The application allows learners to access materials anytime and anywhere using digital devices.

The topic of "Family and Daily Life" is highly relevant in A1 German learning because it relates directly to learners' everyday experiences, such as introducing family members, describing routines, and discussing daily activities.

Through LearningApps, students can practice vocabulary using matching exercises, fill-in-the-blank tasks, and question-based activities. The application can also be integrated with platforms such as Google Classroom or Moodle (Sari & Permana, 2022:134–142).

Vocabulary

According to Dudenredaktion (2020:120–121), vocabulary refers to the total set of words in a language or the words known and used by an individual speaker or writer. Vocabulary is a fundamental component of language competence because it strongly

influences comprehension and expression.

Topic: Family and Daily Life (A1 Level)

At the A1 level of the CEFR, learners are expected to master basic vocabulary related to everyday situations. The topic “Family and Daily Life” includes vocabulary related to family members, routines, time expressions, and daily activities.

3. Methode

This study is based on the theory of Richey and Klein. The development model proposed by Richey and Klein consists of three main stages: (1) planning, (2) development/production, and (3) evaluation. This study uses data in the form of words and sentences. The data source is taken from the textbook “*Netzwerk neu A1*” (2022), pages 54–63, which serves as the main reference for selecting vocabulary related to the topic “Daily Life and Family.” The subtopics used in this study include: (1) daily routines, (2) time expressions, and (3) family members. This research was conducted in the foreign language laboratory at the Faculty of Languages and Arts, Universitas Negeri Medan.

4. Results and Discussion

Based on the results of this study, it can be concluded that the online platform LearningApps.org is an appropriate German learning medium for improving vocabulary mastery at the A1 level. During the development process, it was found that this learning medium can not only be used for vocabulary acquisition but also supports the development of the three main language skills in German learning, namely reading comprehension, listening comprehension, and writing skills.

This study shows similarities with the research conducted by Silaban et al. (2021) entitled “*A1 Vocabulary Learning on the Topic of Daily Life and Family*,” as both studies developed learning media to improve German vocabulary at the A1 level. In addition, both studies applied the Richey and Klein development model, which consists of the stages of planning, development, and evaluation. Therefore, there are not only thematic similarities but also methodological similarities.

Both studies aim to develop concrete learning products and test their feasibility through expert validation. The main difference lies in the learning media used and the specific focus of the content. Silaban et al. (2021) developed a multiple-choice quiz, whereas this study focuses on the development of learning media on the topic “Daily Life and Family” using LearningApps.

Based on these similarities in terms of content and methodology, the study by Silaban et al. (2021) is considered the most relevant comparative study for this research.

5. Conclusion

Based on the results of this study, several conclusions can be drawn. First, the development process of German learning media for vocabulary mastery at the A1 level using LearningApps.org was carried out based on the Richey and Klein model, which consists of three stages: planning, production, and evaluation. In the planning stage, relevant literature was reviewed and learning materials were collected and designed. In the production stage, the learning media were developed into three interactive activities using LearningApps.org. In the evaluation stage, both the content and the media design were validated by experts to ensure their suitability and quality.

Second, the developed learning media produced three interactive learning activities focusing on the topics of daily routines, family, and time expressions, supported by approximately fifty vocabulary items. The products include a cloze text activity on “Daily Routine,” a free response activity on “Family,” and a matching game on “Time.” The results of expert validation showed a very good category, with a total score of 93 for both material and media aspects. This indicates that the developed learning media are appropriate in terms of content accuracy, instructional design, and usability.

Third, the findings of this study indicate that the LearningApps-based learning media are not only effective for supporting German vocabulary acquisition at the A1 level, but also have the potential to support basic language skills development, including reading, listening, and writing. This supports the idea that interactive digital media can enhance language learning by making the learning process more engaging, structured, and learner-centered.

In addition, this study contributes to the development of digital learning media in German language teaching, particularly in vocabulary learning at beginner level. However, this study is limited to expert validation and does not include large-scale classroom implementation or experimental testing of learning outcomes. Therefore, further research is recommended to test the effectiveness of the developed media in real learning environments and with a larger number of learners.

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