


## The Development of Interactive Learning Media to Improve Vocabulary Skills at the A1 Level

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### ABSTRACT

Tujuan penelitian ini adalah untuk membuat media pembelajaran interaktif untuk kompetensi kosakata pada tingkat A1. Penelitian ini merupakan penelitian pengembangan. Proses pengembangan media pembelajaran interaktif terdiri dari lima fase teori ADDIE. Di antaranya adalah: (1) Analisis, (2) Desain, (3) Pengembangan, (4) Implementasi, dan (5) Evaluasi. Data penelitian ini berupa kata, kalimat, teks, dan ungkapan. Sumber data diambil dari buku teks „Netzwerk A1” (2022: 136-144). Penelitian ini dilakukan di laboratorium bahasa Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Negeri Medan. Hasil penelitian ini adalah media pembelajaran interaktif yang dibuat menggunakan *LearningApps* dengan tema cuaca, musim, dan liburan. Media pembelajaran interaktif ini terdiri dari lima jenis permainan. Penilaian dari ahli media adalah 92,5, yang berarti sangat baik.

*The purpose of this study is to create interactive learning media for vocabulary competency at the A1 level. This research is a development research. The process of developing interactive learning media consists of five phases of the ADDIE theory. These are: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The data for this study are in the form of words, sentences, texts, and expressions. The data sources are taken from the textbook “Netzwerk A1” (2022: 136-144). This research was conducted in the language laboratory of the Department of Foreign Languages, Faculty of Languages and Arts, State University of Medan. The results of this study are interactive learning media created using *LearningApps* with the themes of weather, seasons, and holidays. This interactive learning media consists of five types of games. The assessment from the media expert is 92.5, which means very good.*



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### INTRODUCTION

In the era of globalization, mastering foreign languages, in addition to technological and informational competencies, is considered a highly important skill. Besides English as an international language, German also plays a significant role in education and international cooperation, as well as in opening opportunities to study or work in German-speaking countries. In Indonesia, German is taught in both formal and non-formal education. Therefore, it is very important to improve the quality of German language teaching, especially in terms of vocabulary mastery.

In learning German, vocabulary is a fundamental component that must be mastered to support the four language skills, namely listening, speaking, reading, and writing. For beginners at the A1 level, one of the biggest challenges is limited vocabulary mastery, which can hinder both comprehension and the ability to convey information fluently in spoken and written forms. The topic “Weather, Seasons, and Holidays” is one of the most important topics at the A1 level, as it relates to the ability to describe weather conditions, mention seasons, and explain daily activities in accordance with weather conditions.

However, many students still experience difficulties in memorizing and understanding vocabulary related to weather, seasons, and holidays, especially when the teaching methods used are not engaging, too passive, or lack contextual relevance.

Based on a questionnaire conducted on June 16, 2025, involving 50 students from the 2024 cohort of the German Language Study Program at Universitas Negeri Medan at the A1 level, data were obtained regarding the level of difficulty in understanding various German language learning topics. This questionnaire referred to 12 main topics from the *Netzwerk A1* textbook, namely: *Guten Tag!*, *Friends, Colleagues and Me*, *In Hamburg*, *Enjoy Your Meal*, *Daily Life and Family*, *Time with Friends*, *Everyday Working Life*, *Healthy and Fit*, *My Apartment*, *Study and Work*, *I Like This Jacket!*, and *Weather, Seasons, and Holidays*. Among all these topics, the majority of respondents stated that “Weather, Seasons, and Holidays” was the most difficult to understand. This is evident from the questionnaire results. These difficulties include mastering vocabulary related to weather, seasons, and holidays, as well as understanding sentence structures used to describe weather conditions in German.

In addition, the differences in climate between Indonesia and German-speaking countries make it difficult for learners to relate these terms to real-life experiences. The lack of engaging and interactive learning media is also one of the factors that hinders the understanding of this topic. These findings highlight the importance of developing digital learning media that can support the learning process in a visual, contextual, and enjoyable way.

This topic is often considered difficult because it contains a large number of specific vocabulary items that are rarely used in daily life in Indonesia, such as various types of precipitation, temperature expressions, or natural phenomena that are uncommon in the local environment.

Speaking, as an active skill in learning German, is often a challenge, especially for beginners at the A1 level. One of the main causes of this difficulty is the lack of basic vocabulary needed to construct simple sentences. The lack of interactive practice, limited vocabulary mastery, and teaching methods that do not encourage active communication make it difficult for students to express themselves orally. Therefore, there is a need for learning media that support vocabulary development while also offering engaging, contextual, and interactive learning experiences.

Like other components of language learning, German also consists of two main competencies, namely receptive and productive competencies. Reading and listening are classified as receptive skills, while productive skills are developed through writing and speaking (Mekarini, 2022: 50–51). To develop productive skills, especially speaking, vocabulary mastery is the most essential key.

Interactive learning media, as explained by Hodiyanto, Afriansyah, and Amalia (2020: 825–826), have the characteristic of delivering learning materials in an engaging way through various formats (text, images, audio, video, and animation), thereby encouraging active participation from learners.

One of the media that can be used in German language learning is interactive digital media. Interactive media such as *LearningApps* combine elements of text, images, and engaging activities, which can help learners understand the material, expand their vocabulary—especially related to the topic “Weather, Seasons, and Holidays”—and encourage them to speak actively and use vocabulary in appropriate contexts. *LearningApps* is considered interactive because it allows users to be directly involved in the learning process through various activities such as matching words with images, filling in blanks, answering quizzes, playing card games, or solving puzzles. These activities not only make learning more engaging and enjoyable but also provide immediate feedback to learners regarding their answers, enabling them to recognize mistakes and correct them independently. In this way, *LearningApps* contributes to an active, communicative, and learner-centered learning process. Based on the questionnaire distributed to 50 students, it was found that most of them did not have sufficient information or knowledge about *LearningApps* as a learning medium. This indicates the need for introducing and utilizing appropriate interactive digital media to support a more effective and enjoyable German language learning process.

Therefore, the researcher is interested in developing learning media in the form of interactive digital media with the theme “Weather, Seasons, and Holidays” suitable for the A1 level. The development of this media is intended as a solution to improve students’ vocabulary mastery, reading skills, and speaking abilities, as well as to increase learning motivation through an enjoyable and contextual approach. This study focuses on the use of an interactive learning media application with the theme “Weather, Seasons, and Holidays at the A1 Level” as an effort to support more effective German language learning.

## METHOD

### *Research Method*

This study adopts a developmental pedagogical approach by using the ADDIE model as its methodological framework. ADDIE stands for five systematic stages in the development of learning media: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.

### *Data and Data Sources*

The data in this study consist of words, sentences, texts, and expressions. The data source is based on the textbook “*Netzwerk A1*” (2022: 136–144), which serves as the foundation for selecting thematic vocabulary. The selected content includes weather, seasons, and holidays according to the seasons, holiday destinations, as well as holiday activities.

### *Research Location*

This study was conducted in the language laboratory of the Department of Foreign Languages, Faculty of Languages and Arts, Universitas Negeri Medan.

### *General Overview of the Study*

This study applies the ADDIE model, which consists of five stages, namely as follows:

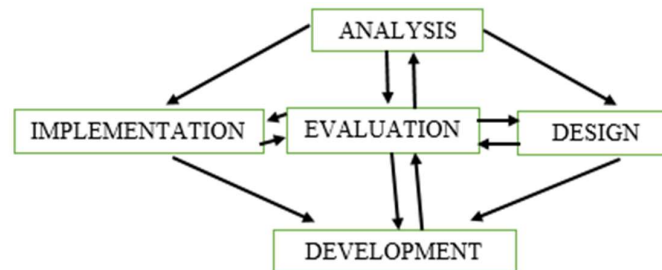


Figure 1. ADDIE Stages

## RESULTS AND DISCUSSION

### *Analysis*

The first step in the development process is conducting a needs analysis. At this stage, the researcher examines the needs of A1-level learners in understanding the topic “Weather, Seasons, and Holidays,” as well as its alignment with the German language curriculum and the learning objectives of the Common European Framework of Reference for Languages (CEFR). The topic “Weather, Seasons, and Holidays” is considered one of the most difficult topics for students. In addition, the potential use of interactive learning media such as LearningApps is also analyzed, as it can be used to train vocabulary in an engaging and contextual manner.

### *Design*

After the analysis phase, the next step is the design phase. In this phase, the researcher develops the initial design of the interactive media using the LearningApps platform. This design includes the formulation of learning objectives, the compilation of core vocabulary related to weather (e.g., sunny, windy, rainy), seasons (spring, summer, autumn, winter), and holiday activities (walking, swimming, traveling). In addition, the researcher develops interactive exercises such as matching images with words, multiple-choice questions, and sentence completion tasks. The content is designed to match the A1 level of difficulty, be thematically relevant, and be engaging and easy to understand for beginners.

### *Development*

The development phase is the implementation of the designed plan. In this phase, the researcher creates interactive media using LearningApps containing vocabulary exercises on the topic “Weather, Seasons, and Holidays” at the A1 level. The activities in this media include matching images with their German names, answering multiple-choice questions, and completing overlapping sentences. After the media is developed, the product is validated by subject matter experts (German language experts) and learning media experts. Their recommendations are used to improve and refine the media to suit beginner learners and achieve the intended vocabulary learning objectives.

### ***Implementation***

In the implementation stage, the developed product is intended to be tested directly with students as end users. However, in this study, the implementation phase was not conducted directly with students due to requirements from the supervising authority. Instead, this study focuses only on product development and expert validation.

### ***Evaluation***

To determine the quality of the developed product, an evaluation is conducted. This evaluation is carried out by experts who assess aspects such as content, accuracy of the German language, presentation of the interactive media, and its alignment with the A1 curriculum. The results of this evaluation serve as the basis for revising and improving the media before it is widely used in learning. The ultimate goal of this evaluation is to ensure that the LearningApps-based interactive media on the topic “Weather, Seasons, and Holidays” effectively supports basic vocabulary mastery in an engaging, effective, and contextual manner.

### ***Results of the Development of Interactive Learning Media Using LearningApps for A1 Vocabulary Training***

The result of this study is an interactive learning media based on LearningApps developed to train German vocabulary at the A1 level with the topics of weather, seasons, and holidays. This learning media is designed as a self-learning resource that can be used by students to improve their understanding and mastery of basic vocabulary interactively.

The developed learning media consists of various interactive exercises divided into several sessions. Each exercise is designed to train students’ vocabulary through different activities, such as matching pairs, free-text responses, crossword puzzles, word puzzles, and multiple-choice quizzes related to weather, seasons, and holiday activities. This variety of exercises aims to avoid boredom and increase student participation in the learning process.

Each exercise in this learning media can be accessed through the provided LearningApps links, allowing students to access the material anytime and anywhere. The media is also designed with a simple and user-friendly interface, suitable for A1-level German learners.

According to experts, the images used in the learning media are appropriate and aligned with the texts and vocabulary presented in each exercise. The vocabulary used includes nouns and verbs directly related to the topics of weather, seasons, and holidays. In addition, the images are selected to match the exercise questions in order to help students understand vocabulary meanings visually.

Thus, this LearningApps-based interactive learning media is considered to support the process of learning German vocabulary at the A1 level and has the potential to increase students’ interest and motivation in learning.

### ***Discussion***

This study is a Research and Development (R&D) study that applies the ADDIE model, which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. However, this study is limited to the Development phase and expert evaluation, without direct implementation with students.

The developed learning media is an interactive learning media based on LearningApps aimed at improving A1-level German vocabulary mastery. This media is designed using several templates available in LearningApps, including matching pairs, free-text responses, crossword puzzles, word puzzles, and multiple-choice quizzes. The selection of learning materials is adapted to the characteristics of vocabulary learning at the A1 level, which focuses on meaning, word forms, and simple contextual understanding.

In developing this interactive learning media, the researcher encountered several challenges:

1. The researcher developed interactive learning media using LearningApps to improve German vocabulary at the A1 level with the theme of weather, seasons, and holidays. However, LearningApps mainly focuses on exercises and quizzes, so theoretical explanations of vocabulary cannot be directly integrated. Additionally, the media sometimes needs to be reloaded multiple times, and the variety of available templates is limited.
2. Despite these limitations, the learning media allows students to practice vocabulary independently and interactively. Various types of exercises, such as matching pairs, free-text responses, crossword

puzzles, word puzzles, and multiple-choice quizzes, enhance students' understanding and application of vocabulary related to weather, seasons, and holidays. This media increases student participation and supports their learning motivation.

A study conducted by Syahrul, Wardani, and Kurniawan (2021) discusses the development of LearningApps-based interactive learning media for general vocabulary development in foreign language learning, without focusing on a specific competence level or topic. In contrast, this study specifically develops LearningApps-based interactive media for German vocabulary at the A1 level with the topic "Weather, Seasons, and Holidays." The learning materials are adapted to beginner level and include various forms of interactive exercises. In addition, the ADDIE model is systematically applied as the development framework.

Both studies can be considered comparable, as they focus on the development of interactive learning media using LearningApps. However, the difference lies in the level of specificity. This study is more thematically and level-specific, thereby complementing previous research with a targeted orientation toward thematic vocabulary mastery in German at the A1 level.

## CONCLUSION

This study discusses the development of LearningApps-based interactive learning media to improve German vocabulary mastery at the A1 level. The developed media focuses on basic vocabulary and is presented through various interactive activities such as matching pairs, free-text responses, crossword puzzles, word puzzles, and multiple-choice quizzes. This study is evaluated through validation by media experts and subject matter experts. The conclusions of this study are as follows:

1. The development of LearningApps-based interactive learning media was carried out using the Research and Development (R&D) method and the ADDIE model, with the following stages:
  - a. Analysis Phase  
Needs analysis was conducted through questionnaires distributed to students of the 2024 cohort of the German Language Study Program. The questionnaire aimed to identify difficult A1-level vocabulary topics and measure students' knowledge of LearningApps and their experience with interactive learning media. The results served as the basis for determining the topic and designing the media.
  - b. Design Phase  
The interactive learning media was designed by determining the types of exercises, LearningApps templates, and the selection of vocabulary and supporting images. The design was adapted to the characteristics of A1-level vocabulary learning.
  - c. Development Phase  
The media was developed by integrating vocabulary, images, and exercises into the LearningApps platform. Various templates were used, such as matching pairs, free-text responses, crossword puzzles, word puzzles, and multiple-choice quizzes.
  - d. Implementation Phase  
The media was not directly implemented with students. This phase was limited to expert use for validation purposes.
  - e. Evaluation Phase  
The evaluation was conducted through validation by media and subject matter experts. It assessed aspects such as presentation, language, content suitability, and functionality. The results were used to improve and optimize the media.
2. The result of the development is an interactive learning media using LearningApps for A1-level German vocabulary. The media includes various interactive exercises adapted to beginner learners. Expert evaluation shows that the media achieved a score of 92.5, categorized as "very good." Based on these results, the LearningApps-based interactive media is considered suitable as a supporting medium for learning German vocabulary at the A1 level.

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