

Development of A1-Level Reading Learning Media with the Theme “Enjoy Your Meal”

Elfretty Br Sitanggang¹, Ahmad Bengar Harahap²

^{1,2}Universitas Negeri Medan, Indonesia

Corresponding Author:

Elfretty Br Sitanggang

elfrettystg@gmail.com

Abstract

Along with the development of globalization, foreign language proficiency has become an important necessity in education, employment, and social life, including German language learning at Universitas Negeri Medan. However, students still experience difficulties in understanding A1-level reading texts due to limited vocabulary mastery, lack of understanding of sentence structures, and the use of less interactive learning media. Therefore, this study aims to develop an interactive learning medium based on the Socrative application with the theme “Guten Appetit” to improve A1-level German reading skills. This study employed a Research and Development (R&D) method based on the Richey and Klein model, which consists of planning, development, and evaluation stages. The data were collected through questionnaires distributed to 29 students of the German Language Education Study Program at Universitas Negeri Medan. The results showed that 82.8% of the students experienced difficulties in understanding texts related to the theme “Guten Appetit,” especially in vocabulary mastery and understanding simple sentence structures. The developed learning media took the form of interactive quizzes using the Socrative application, consisting of multiple-choice, true/false, and short-answer questions. The material expert validation obtained a percentage of 95.8%, while the media expert validation reached 86.11%, with an overall average of 90.95%, which falls into the “highly feasible” category. The use of Socrative-based learning media also showed positive impacts on students’ participation, learning motivation, and reading comprehension. Thus, the Socrative application can be used as an interactive, contextual, and effective learning medium to support A1-level German reading instruction.

Keywords: German language learning, reading skills, vocabulary, Socrative, A1 level.

Introduction

Along with the development of globalization, foreign language proficiency has become an important necessity in various aspects of life, including education, employment, and social interaction. German, as one of the foreign languages, plays a strategic role in education in Indonesia, particularly in preparing university students to face global competition. However, in practice, German language learning, especially reading skills at the A1 level, still faces various challenges. Students often experience difficulties in understanding simple texts due to limited vocabulary, sentence structures that are considered complex, and low learning motivation. In addition, the use of learning media that still tends to be conventional makes the learning process less interesting and less interactive.

Reading skill is one of the fundamental abilities that is important in foreign language learning because through reading, students can understand information, expand vocabulary, and improve overall language proficiency. Harianto (2020) states that

reading skills play an important role in helping learners comprehend text content and obtain information effectively. In beginner-level German language learning, students are required to understand simple texts related to daily life, such as topics about food, beverages, and daily activities. Furthermore, the use of instructional media also plays an important role in increasing the effectiveness of the foreign language learning process. Arsyad (2017) states that instructional media can help deliver material in a more interesting, effective, and understandable way for learners. Similarly, Sudjana and Rivai (2013) explain that the use of instructional media can increase learners' attention, motivation, and participation during the learning process. In German language learning, Aruan (2016) also states that learning models involving active student participation can improve students' motivation and learning outcomes. Therefore, the use of digital learning media is considered an alternative that can support beginner-level German language learning.

In German language learning, vocabulary mastery is an important aspect that supports students' reading ability. Fitri, Rijal, and Burhanuddin (2022) explain that the use of digital-based learning media can help improve German vocabulary mastery more effectively and attractively. In addition, research by Octavira (2021) shows that web-based learning media can help beginner learners understand foreign language vocabulary interactively. The use of digital applications such as Socrative has also been widely implemented in interactive learning. Awedh, Mueen, Zafar, and Manzoor (2015) state that the use of the Socrative application can increase student participation and provide immediate feedback in the learning process. Abdullah, Afrizal, and Suryani (2021) also explain that the Socrative application can enhance interaction between teachers and learners through various interactive quiz features. Research by Darmansyah (2022) shows that Socrative can significantly improve students' reading skills, while Maesaroh, Faridi, and Bharati (2020) state that the interactive features in Socrative enable students to actively engage in learning. Mayer (2021) further adds that the use of multimedia in learning can help learners understand materials through the combination of text, images, and interactive activities.

Nevertheless, these previous studies still focus more on the effectiveness of learning media in general and have not specifically linked them to German reading instruction at the A1 level. Based on the review above, it can be seen that the development of learning media integrating reading skills and vocabulary mastery within the context of daily life has not been optimally carried out. In addition, the use of the Socrative application in German language learning has not been widely directed toward the development of systematic and contextual thematic materials. Therefore, this study aims to develop a German reading skills learning medium for the A1 level with the theme "Guten Appetit" using the Socrative application. This research is expected to provide an innovative digital-based learning medium that is interactive, contextual, and suitable for students' needs in improving reading skills and A1-level vocabulary mastery.

Method

This study is a research and development (R&D) study employing a qualitative descriptive approach. The study applies the development model proposed by Richey and Klein, which consists of three main stages: planning, development, and evaluation. This research design was selected because it is appropriate for achieving the objective of the study, namely to develop learning media and describe the results of its implementation in improving German reading skills at the A1 level with the theme "Guten Appetit."

The subjects of this study were students of the German Language Education Study Program at Universitas Negeri Medan, particularly 29 students from the 2024 Batch Class B. The subjects were selected purposively because they were studying German reading skills at the A1 level. The data in this study were collected through questionnaires and documentation techniques. The research instruments included a student needs questionnaire used during the planning stage to identify students' difficulties and needs in reading instruction. In addition, validation sheets were used to obtain assessments from material experts and media experts regarding the developed product.

At the planning stage, the researcher conducted a needs analysis by distributing questionnaires to students to determine their level of difficulty, interests, and experiences in reading instruction with the theme "Guten Appetit". The development stage focused on creating learning media in the form of interactive quizzes using the Socrative application. The developed quizzes consisted of three types of questions: multiple-choice, true/false, and short-answer questions, with five items for each type. These questions were designed based on indicators of reading skills and A1-level vocabulary mastery.

At the evaluation stage, the developed product was validated by material experts and media experts to assess the appropriateness of the content, language, presentation, and technical aspects of the media. The validation results were used as the basis for revising and improving the learning media before its implementation in the learning process. Through these stages, the study is expected to produce an interactive and contextual learning medium that supports students in improving their German reading skills and vocabulary mastery at the A1 level.

Results

1. Development Process of A1 Reading Learning Media with the Theme "Guten Appetit"

1. Planning Stage

At the planning stage, the researcher identified problems in reading instruction (Lesen A1) with the theme "Guten Appetit" by distributing a questionnaire to 29 students of Class B, 2024 Batch, in the German Language Education Study Program at Universitas Negeri Medan using Google Forms. The questionnaire, which consisted of 10 questions, aimed to identify students' difficulties in learning German reading skills.

The analysis results showed that 82.8% of students experienced difficulties in understanding texts with the theme "Guten Appetit," particularly in vocabulary mastery, the ability to identify key information, and comprehension of simple texts related to daily activities. In addition, conventional teaching methods were considered less effective in improving students' reading comprehension.

Based on the A1-level reading (Lesen A1) learning outcomes and an analysis of the textbook *Netzwerk neu A1*, instruction was focused on understanding simple texts with themes such as food, beverages, shopping, and everyday conversations. Therefore, the Socrative application was chosen as an interactive learning medium to help improve students' reading skills and vocabulary mastery.

2. Development

At the development stage, the A1-level reading learning media with the theme "Guten Appetit" was developed in the form of interactive quizzes using the Socrative application. The quizzes were designed based on A1-level reading competencies and included simple texts related to food and beverages, such as restaurant dialogues, menus, and everyday conversations.

The materials and texts prepared during the planning stage served as the basis for constructing the quiz questions. The developed questions consisted of three types: multiple-choice, true/false, and short-answer questions. Each question type was designed to train students' reading comprehension and vocabulary mastery.

The steps for developing the learning media through the Socrative application are as follows:

Figure 1. Initial Display (Registration Page) of Socrative for Instructors

This figure shows the registration and question creation page for instructors, where three types of questions multiple-choice, true/false, and short-answer are available for users to choose from.

Figure 2. Display of Question Types in Socrative

This figure illustrates the different types of questions available in the Socrative application, including multiple-choice, true/false, and short-answer formats, which were used to develop the A1-level German reading quizzes with the theme "Guten Appetit."

NAME	SCORE %	I1 1	I1 2	I1 3	I1 4	I1 5	I1 6	I1 7	I1 8	I1 9	I1 10
Class Total											

Figure 3. Display of Assessment Results (Live Results) in Socrative

This figure shows the live results page in the Socrative application, where students' quiz performance is displayed immediately after completion. This feature enables instructors to monitor student progress in real time and provides instant feedback to support interactive and effective learning.

1. Evaluation

The evaluation stage was the final phase of this study, aiming to determine the feasibility of the A1-level reading learning media with the theme "*Guten Appetit*" using the Socrative application. The evaluation was conducted through validation by material experts and media experts.

The results of the material expert validation showed that the media received a score of 95.8%, which falls into the "very feasible" category. However, several suggestions for improvement were provided, including the selection of vocabulary, grammatical accuracy, and sentence construction to better match the characteristics of A1-level learners.

Meanwhile, the media expert validation resulted in a score of 86.11%, also categorized as "very feasible." This assessment covered aspects such as visual appearance, clarity of content, ease of use, and media interactivity. Nevertheless, some aspects still required improvement, such as design variation and the use of images within the learning media.

Based on the results of both material and media expert validations, the overall average score was 90.95%, which falls into the "very feasible" category. Therefore, the Socrative-based learning media is considered highly suitable for supporting A1-level German reading instruction with the theme "*Guten Appetit*."

Table 1. Results of the Development of Socrative-Based Learning Media

Research Stage	Indicator	Result	Description
Needs Analysis	Number of participants	29 students	Class B, 2024 batch
Needs Analysis	Student difficulty level	Difficulty level: 82.8%	Difficulty in understanding vocabulary and text content
Media Development	Type of media	Interactive quiz (Socrative)	Theme: " <i>Guten Appetit</i> "
Material Expert Validation	Feasibility percentage	95,8%	Very feasible
Media Expert Validation	Feasibility percentage	86,11%	Very feasible
Final Result	Overall average	90,95%	Highly feasible for use

Based on the results presented in Table 1, the Socrative-based learning media developed was categorized as "highly feasible." The media was found to effectively support students in understanding vocabulary and comprehending simple German texts at the A1 level. In addition, the integration of Socrative into the learning process contributed to increased student engagement and motivation, thereby enhancing the overall effectiveness of reading instruction.

Discussion

The results of the study indicate that the use of A1-level reading learning media based on the Socrative application is both feasible and effective in helping students comprehend simple German texts. This interactive digital learning media is capable of

enhancing students' participation, motivation, and engagement during the learning process.

During the planning stage, the needs analysis revealed that students experienced difficulties in understanding vocabulary, simple sentence structures, and text content related to everyday life. Therefore, the materials developed focused on simple texts with the theme "*Guten Appetit*", tailored to the characteristics of A1-level learners. In the development stage, the Socrative application provided students with opportunities for more interactive learning through various types of exercises, including multiple-choice, true/false, and short-answer questions. Additionally, the Live Results feature enabled students to receive immediate feedback, making the learning process more engaging and active.

Nevertheless, there were still some limitations in using the Socrative application, particularly regarding media design and the limited use of images. Therefore, future media development should pay attention to display variations and design creativity to make the learning process more appealing. Validation results from material and media experts showed that the developed learning media received an overall average score of 90.95%, categorized as "highly feasible." Consequently, the Socrative-based learning media can be effectively used to support interactive, contextual, and dynamic A1-level German reading instruction.

Conclusion

The development of A1-level reading (Lesen) learning media using the Socrative application was successfully implemented following the Richey and Klein model, covering planning, development, and evaluation stages. Material and media expert validation yielded scores of 95.8% and 86.11%, respectively, with an overall average of 90.95%, indicating high feasibility. Socrative positively influenced student engagement, motivation, and reading proficiency, making it an effective and interactive tool for supporting A1-level German reading instruction.

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