

The Development of Learning Media for A1-Level Reading Skills Using the Quizlet Application

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Abstract

This study aims to develop a learning medium based on the Quizlet application to improve German reading skills at the A1 level with the theme “Zeit mit Freunden.” This research employs a Research and Development (R&D) method using the Richey and Klein model, which consists of three stages: planning, development, and evaluation. The subjects of this study are students of the German Language Education Study Program at Universitas Negeri Medan. Data were collected through observation, questionnaires, and documentation. The results of the study indicate that the Quizlet-based learning media developed can help students understand simple German texts, increase vocabulary, and enhance learning motivation. This media consists of three subtopics: leisure activities, food and beverages, and activities or events, presented in the form of flashcards, multiple-choice exercises, true-false questions, and fill-in-the-blank tasks. Based on the validation results, this media is considered suitable for use in learning.

Keywords: *Quizlet, learning media, reading skills, German language, A1*

Introduction

Foreign language learning, especially German, plays an important role in improving global communication skills and broadening cultural and scientific knowledge. In the process of learning German, students are required to master four language skills: listening, speaking, reading, and writing. One of the most fundamental skills is reading, because through reading, students can understand written information, expand their vocabulary, and improve their critical thinking skills. However, in practice, many students still experience difficulties in understanding German texts, especially at the beginner level (A1). Based on the results of the questionnaire, most students had difficulty understanding texts with the theme “Zeit mit Freunden.” These difficulties are caused by several factors, including difficulty in comprehending reading texts, limited vocabulary, low learning motivation, and the use of learning media that is still conventional and less interactive.

Several previous studies have shown that the use of digital learning media can be a solution for improving language skills. Research by Pitriani, Anisah, and Budiarsa (2023) showed that the use of Quizlet can improve students’ vocabulary mastery and learning motivation. In addition, research by Rahmadany, Nuryadin, and Susilawati (2023) also found that Quizlet significantly improves students’ ability to recognize and understand foreign language vocabulary, which is an important factor in reading skills. Other studies have also confirmed that interactive digital-based learning media can create a more engaging and effective learning environment.

However, these previous studies generally still focus on improving vocabulary in a broad sense and have not specifically developed learning media integrated with reading skills for a particular theme, especially at the A1 level. In addition, there is still limited research that develops Quizlet-based learning media using a systematic development model such as Richey and Klein's theory.

Based on this gap, this study aims to develop Quizlet-based learning media to improve German reading skills at the A1 level with the theme *Zeit mit Freunden*. The research problem of this study is to examine the process and results of developing the learning media. This study applies the development model proposed by Richey and Klein, which includes the stages of planning, development, and evaluation. The novelty of this study lies in the development of learning media specifically designed for reading skills through the integration of thematic vocabulary, as well as the use of a systematic development model.

Method

This study uses a Research and Development (R&D) research design with a descriptive qualitative approach. The aim of this study is to develop Quizlet-based learning media to improve German reading skills at the A1 level with the theme "*Zeit mit Freunden*". The development model applied in this study is the Richey and Klein model, which consists of three main stages: planning, development, and evaluation.

The subjects of this study are students of the German Language Education Study Program, Universitas Negeri Medan, particularly the 2024 cohort. The selection of the subjects was based on the results of preliminary observations, which showed that students still experienced difficulties in understanding simple German texts.

The data in this study consist of vocabulary, sentences, and reading texts related to the theme "*Zeit mit Freunden*". The main data source is the book *Netzwerk neu A1* by Dengler et al. (2019), pages 70–78. In addition, supporting data were obtained through a student needs questionnaire. The data collection techniques were carried out through several stages, namely distributing questionnaires to identify students' needs, analyzing learning materials, and documenting the media development process. The instruments used were questionnaires and material analysis sheets.

The research procedure followed the stages of the Richey and Klein model. In the planning stage, needs analysis and learning objectives were determined. In the development stage, Quizlet-based learning media were designed and created in the form of interactive exercises, including flashcards, matching, multiple-choice, true-false, and short-answer activities. In the evaluation stage, the developed product underwent validation by material experts and media experts to assess its feasibility in terms of content, language, presentation, and technical media aspects. Data analysis was conducted using a descriptive qualitative method by describing the results of the media development and students' responses to the use of Quizlet in reading instruction.

Results

The results section of this study presents the main findings in the form of the process and product of developing Quizlet-based learning media for German reading skills at the A1 level with the theme "*Zeit mit Freunden*".

1. Planning

In the planning stage, the researcher identified problems in reading instruction (Lesen A1) with the theme "*Zeit mit Freunden*" by distributing a questionnaire to 25 students from Class B of the 2024 cohort in the German Language Education Study

Program, Universitas Negeri Medan using Google Forms. The questionnaire, distributed on September 5, 2025, consisted of 10 questions and aimed to identify students' difficulties in reading instruction.

The analysis showed that 62.5% of the students had difficulty understanding reading texts with the theme "Zeit mit Freunden", while 34.8% were able to understand them well. These findings indicate that most students still experience difficulties in understanding simple German reading texts. In addition, most students were not yet familiar with Quizlet as a digital learning medium.

2. Development

At this stage, Quizlet was developed as a learning medium for reading skills. All materials and exercises with the theme "Zeit mit Freunden" were included in this application. The exercises consisted of the following: The first exercise, with the subtheme of leisure activities, included 40 questions in the form of flashcards, picture-matching tasks, multiple-choice questions, true-or-false questions, and gap-fill texts. The second exercise, with the subtheme of food and drinks, also included 40 questions in the form of flashcards, picture-matching tasks, multiple-choice questions, true-or-false questions, and gap-fill texts. The third exercise, with the subtheme of events, included 40 questions in the form of flashcards, picture-matching tasks, multiple-choice questions, true-or-false questions, and gap-fill texts. The steps for using the Quizlet application are as follows:

- 1.) To open the Quizlet application, website <http://quizlet.com> can be accessed through the Google search engine.

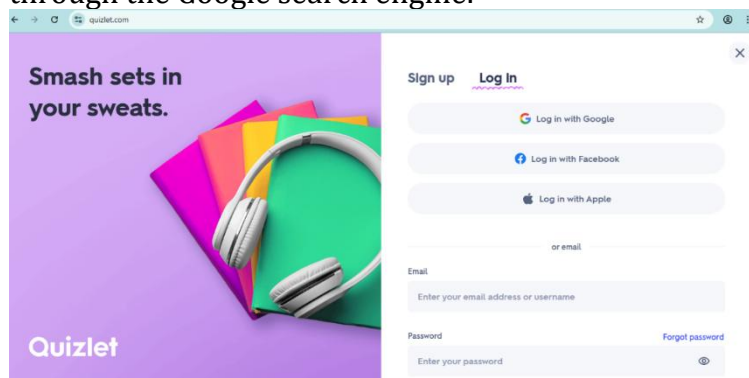


Figure 1 The Quizlet homepage

- 2.) The Quizlet page allows users to create a new class, folder, or lesson set. Furthermore, quizzes, surveys, and flashcards can be created according to individual needs. In addition, various features are available, such as flashcards, study mode, test mode, and matching tasks, which can also be applied interactively or in a game-based format.



Figure 2. The created lesson set display

- 3.) This page displays the results after all features have been completed, and at the end of the task, users can click “Study again” to repeat the questions.

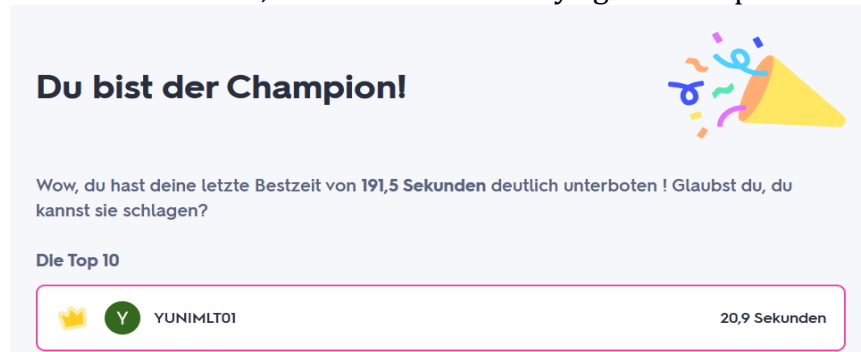


Figure 3. Final display of the review function in the Quizlet application

3. Evaluation

This stage is the final phase, which aims to assess the feasibility of the A1-level reading learning media with the theme “Zeit mit Freunden” using the Quizlet application through validation by material experts and media experts. The results of the material validation showed that the material obtained a score of 95 (very good). The expert commented that the material was sufficiently effective in improving reading comprehension. Meanwhile, the results of the media validation showed that the developed media obtained a score of 90 (very good) in terms of appearance, ease of use, and clarity of instructions. The media was considered practical and attractive, making it capable of optimally supporting the learning process. However, some aspects still need improvement, such as the fact that Quizlet systematically randomizes the questions, so the questions need to be designed in accordance with this system. Based on the results of both validations, the Quizlet-based learning media was declared suitable for use in teaching German reading at the A1 level.

Discussion

Based on the results of the study, it was found that Quizlet is suitable for use as a learning medium, particularly for improving comprehension of reading texts and sentences. From this study, a learning medium was developed with the theme Zeit mit Freunden and the subthemes “Leisure Activities,” “Food and Drinks,” and “Events,” based on the book Netzwerk neu A1 by Stefanie Dengler et al. (2019), pages 70 to 78.

This study is based on the theory of Richey and Klein, which consists of three stages: (1) planning, (2) development, and (3) evaluation. In the initial stage, namely the planning stage, the researcher observed that students had difficulties understanding reading texts with the theme “Zeit mit Freunden” in Chapter 6 of Netzwerk neu A1. This was identified through questionnaires distributed using Google Forms. The materials prepared by the researcher consisted of four types of exercises. The first exercise contained 10 flashcard questions. The second exercise consisted of 10 picture-matching questions. The third exercise contained 10 multiple-choice questions. The fourth exercise consisted of 10 true-or-false questions and sentence-completion tasks.

At the development stage, the researcher used Quizlet as the learning medium. This application contained learning materials designed by the researcher. It was chosen because it has several advantages: (1) Quizlet is easily accessible for beginners and can be used free of charge, (2) it offers various interesting and interactive features that support the learning process, (3) it displays the correct answers when learners answer

incorrectly, (4) for teachers, it provides an assessment system that shows students' learning results, enabling their progress to be monitored through scores and rankings, and (5) it is a learning medium that can be used continuously. The final stage was evaluation, in which the materials and media were revised and validated by experts.

In the material validation, there were six assessment aspects. Out of these six aspects, the material expert gave five "very good" ratings and one "good" rating, resulting in a total score of 95.8. Meanwhile, in the media validation, there were ten assessment aspects. Out of these ten aspects, the media expert gave six "very good" ratings and four "good" ratings, resulting in a total score of 90.

In using Quizlet, several challenges were identified, including the fact that some features require payment. In addition, Quizlet arranges questions randomly according to its available features, so the exercises had to be designed in accordance with this system. Based on the assessment results and suggestions from the material and media experts, the researcher made revisions to improve the quality of the learning medium.

This study has similarities with the research conducted by Erni Sion Uli Anggi Haloho (2023), particularly in the use of Quizlet as a medium for German language learning. The similarities are: (1) both studies developed web-based learning media, and (2) both used the research model based on Richey and Klein, consisting of planning, development, and evaluation stages. The difference lies in the learning focus, theme, and source book used. The study by Erni Sion Uli Anggi Haloho (2023) focused on vocabulary development with the theme "Clothing and Weather" from the book *Studio Express A1*.

This study aims to develop learning media with the theme "Zeit mit Freunden" using Quizlet for reading instruction and to obtain good and very good evaluations from material and media experts. The focus of this study is on reading texts from the book *Netzwerk neu A1*.

In Quizlet, there are six interesting features that can be used as learning media. However, in this study, the researcher only developed four features: flashcards, study mode, test mode, and matching. These four features were selected because they are easy to use and can be developed with engaging texts and images.

Based on the evaluation stage, it can be concluded that the development of learning media with the theme "Zeit mit Freunden" using Quizlet is highly effective and suitable for improving reading skills.

Conclusion

The results of this study show that the development of learning media for reading skills (Lesen) at the A1 level based on the Quizlet application was successfully carried out by applying the development model proposed by Richey and Klein, which includes three main stages: planning, development, and evaluation. Based on the validation results conducted by the media experts, the developed product obtained a score of 90, which falls into the very good category, and was therefore declared suitable for use in the learning process.

Furthermore, this learning media proved effective in helping students understand vocabulary and simple texts with the theme "Zeit mit Freunden" through the provision of various forms of interactive exercises. Therefore, the use of Quizlet can serve as an alternative learning medium that is able to improve students' reading skills in an interactive and contextual way.

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