

Creating a Picture Card Game for German Vocabulary on The Topic of Quite Mobile

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Abstract

This study aimed to develop a picture card game for German vocabulary level A2 on the topic of "Quite Mobile." The study was conducted in the language lab of the Foreign Languages Department at Medan State University. The data included words, images, and simple sentences thematically linked to the lesson "Quite Mobile." The textbook "Netzwerk neu A2," pages 80–89, served as the data source. The study was based on Richey and Klein's development model, which includes the phases of planning, development, and evaluation. The results are digital picture card games created with the Wordwall application, incorporating various game formats such as flashcards, match-up, and open the box. The developed learning resource can be accessed via the following link: <https://wordwall.net>. The resource was reviewed by a subject matter expert and a media expert, receiving 91.6 points for content quality and 92 points for media implementation. The picture card game is flexible and can be used anytime, anywhere, via laptop or smartphone. It's an innovative and interactive learning tool that encourages active participation from learners in German lessons.

Keywords: Creation, Picture Card Game, Vocabulary, Pretty Mobile.

Abstract

Penelitian ini bertujuan untuk mengembangkan permainan kartu bergambar untuk kosakata bahasa Jerman tingkat A2 dengan tema "Cukup Bergerak". Penelitian ini dilakukan di laboratorium bahasa Departemen Bahasa Asing Universitas Negeri Medan. Data yang digunakan meliputi kata-kata, gambar, dan kalimat sederhana yang secara tematis terkait dengan pelajaran "Cukup Bergerak". Buku teks "Netzwerk neu A2", halaman 80–89, digunakan sebagai sumber data. Penelitian ini didasarkan pada model pengembangan Richey dan Klein, yang mencakup fase perencanaan, pengembangan, dan evaluasi. Hasilnya adalah permainan kartu bergambar digital yang dibuat dengan aplikasi Wordwall, yang menggabungkan berbagai format permainan seperti kartu flash, mencocokkan, dan membuka kotak. Sumber belajar yang dikembangkan dapat diakses melalui tautan berikut: <https://wordwall.net>. Sumber belajar ini telah diulas oleh seorang ahli materi pelajaran dan seorang ahli media, dan mendapatkan nilai 91,6 poin untuk kualitas konten dan 92 poin untuk implementasi media. Permainan kartu bergambar ini fleksibel dan dapat digunakan kapan saja, di mana saja, melalui laptop atau ponsel pintar. Ini adalah alat pembelajaran inovatif dan interaktif yang mendorong partisipasi aktif dari para pelajar dalam pelajaran bahasa Jerman.

Keywords: Kreasi, Permainan Kartu Bergambar, Kosakata, Mobile yang Menarik.

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INTRODUCTION

When learning a foreign language, including German, vocabulary is the most important foundation for developing language skills because it enables learners to understand and participate in specific and relevant communication situations (Krause, 2021:101-113). Without a sufficient vocabulary, language skills such as speaking, writing, reading, and listening cannot be optimally developed. Mastering vocabulary is an essential foundation for learning a foreign language. The ability to recognize, understand, and use words correctly in a foreign language significantly impacts communication skills, such as reading, writing, and listening. Without sufficient vocabulary mastery, it is difficult to understand and use a foreign language effectively.

Mastering vocabulary is crucial when learning a foreign language, as a broad vocabulary allows for clearer and more precise expression of ideas, thoughts, and feelings. To improve reading comprehension, the more vocabulary a person knows, the easier it is to understand texts in a foreign language. To improve writing skills, a broad vocabulary allows a person to construct more complex and

varied sentences and paragraphs. A broad vocabulary also helps a person better understand conversations and speeches in a foreign language. Ultimately, a strong vocabulary can increase confidence in using a foreign language, which in turn increases motivation to continue learning.

Vocabulary learning is integrated into the acquisition of the four language skills. Each topic covered introduces new vocabulary that students must master. One such topic is "Moving Enough," which is found in the textbook "Netzwerk Neu A2." This topic covers a variety of vocabulary related to means of transportation, forms of mobility, travel, and travel-related activities.

Mastering vocabulary is one of the challenges in learning a foreign language. Observations of students in a German language course (Class C, intake of 2024) revealed that many struggled to understand and memorize vocabulary related to this topic. This difficulty arose from the large number of new words to learn in a short time, monotonous rote learning strategies, and a lack of supporting visual learning materials.

Effective learning media for foreign language vocabulary encompasses a wide range of types, from traditional to digital. The choice of appropriate media depends on the learning level and student preferences. Commonly used media include flashcards, images, audio, video, learning apps, and interactive games. One medium considered highly effective is flashcard games, as they meaningfully combine text and image elements. This medium is quite well-known among students. According to survey results, 71.4% of students stated that they were familiar with this medium. Furthermore, 92.9% of respondents believe that flashcards are beneficial for vocabulary learning and believe that flashcard games can accelerate vocabulary acquisition and speaking skills, especially in the " *Sufficiently Mobile* " area. All respondents (100%) even stated that this medium makes learning materials more interesting and easier to understand. This is in line with the statement of Hartati & Prasetyo (2022: 89-95) that game-based media can encourage active student participation in foreign language learning. In addition, image-based media is considered effective in supporting context-related learning, which specifically trains speaking skills (Susanti & Wulandari, 2023:78-86).

Based on this, a learning tool in the form of a picture card game was created to help students learn vocabulary. This learning tool was developed using the Wordwall application. Wordwall is a web-based digital learning application that allows teachers to easily create a variety of interactive learning games and teaching materials. With features such as flashcards, matching exercises, and interactive quizzes, Wordwall is ideal for developing digital picture card games. This learning tool not only expands students' vocabulary but also improves their speaking skills. Interactive activities such as naming, describing, and forming sentences based on the displayed images specifically encourage speaking skills. Therefore, the use of Wordwall contributes to the development of a motivating, communicative, and effective digital learning environment in German language teaching.

Based on the explanation above, it is important to create engaging learning tools for vocabulary acquisition. Therefore, this study developed a picture card game as a learning tool to support German vocabulary acquisition with the theme " *Ganz schön mobil*" (Just Move) at the A2 level. This tool aims to facilitate vocabulary learning, increase learning motivation, and encourage the development of students' long-term language skills.

METHOD

Examination method

This study uses a descriptive-qualitative approach, utilizing Richey and Klein's developmental model, which consists of three phases: planning, creation, and evaluation.

That Data And That Data source

That Data This Investigation consists of Words and pictures with the theme " *Quite mobile* ". That Data source this investigation origin from dem Book Network Neu A2 on the topic " *Simply mobile* " by Stefanie Dengler, Paul Rusch, Helen Schmitz and Tanja Sieber (2017), pages 80-89 and from other sources on the Internet.

Investigation Status

This research was conducted in the language laboratory of the Department of Foreign Languages, Faculty of Languages and Arts, State University of Medan.

That sketch of Investigation

The development of the picture card game in this study used the Richey and Klein model. This model consists of three phases: 1) planning, 2) creation, and 3) evaluation. The activities for each research step are shown in Figure 3.1. explained.



Figure 1. Investigation Sketch According to the Richey and Klein Model

Planning

Planning is the first phase of product development. In this phase, a needs analysis is conducted by surveying students about their needs for vocabulary learning materials. Based on the survey results, learning materials are designed. This involves the following steps: 1) creating a vocabulary list that aligns with the theme; 2) designing the presentation of the learning materials, in this case in the form of picture cards; and 3) developing exercises to reinforce the learning materials.

Creation

Each card should include an image relevant to the "*Just Move*" theme, such as a means of transportation like a car, bicycle, or bus, as well as an activity related to mobility and travel. Below the image are German vocabulary words and simple example sentences, such as: "The bus leaves at eight." The cards are attractively designed with bright colors and a clear layout.

Evaluation

Evaluation is the final stage. During the evaluation phase, the quality of the material is assessed. And Product checked to to determine whether That criteria For Good The media is full. The material *is quite easy to move*. came from A Material experts validate the materials, and the picture cards are validated by media experts to determine whether the materials and media are good and attractive, or whether they need improvement.

RESULTS AND DISCUSSION

This chapter explains the process of creating a picture card game for German. Vocabulary For Theme *It is indeed very easy to move*. The results of the creation process and related discussions are also presented in this chapter.

Process Creation of a picture card game for German people vocabulary For Theme Quite easy to move

Process Creation of a picture card game for German people Vocabulary For Theme *It's quite easy to move!* based on on That theory from Richey and Klein, which consists of three phases: 1) planning; 2) development; and 3) evaluation. Each of these phases is described in detail in this chapter.

Planning

The planning phase is the first and fundamental stage in the development process of the German vocabulary picture card game "*Just Move*." This phase is based on the Richey and Klein development model, which includes systematic planning, development, and evaluation of the product. The goal of the planning phase is to create a solid foundation for the development of an appropriate learning tool.

At the beginning of this phase, a needs analysis was conducted. This analysis was conducted through observations of German language students at Medan State University. The results of the observations indicated that learners experienced difficulties in acquiring and actively using thematic vocabulary, especially in the context of everyday communication situations. Furthermore, it was found that the use of traditional learning methods only partially stimulated student motivation. Therefore, interactive and visually supported learning media were needed. Based on this analysis, the development objective was set: the creation of an interactive picture card game to improve vocabulary in the topic area "*Just Moving*" at level A2. This picture card game was intended to support learners not only in recognizing vocabulary but also in using it actively and in context.

Learning objectives from development This in harmony with sub- objectives courses (CPMK) and levels skills Framework Common European Reference for Languages (CEFR) at level A2. By general, students expected capable read text speak German at level A2 with correct pronunciation and intonation, master structure language and vocabulary basic, and understand and summarize

information important from text . More further , competence specific following This be the target:

1. The students capable mention and pronounce related vocabulary with topic tool transportation with Correct .
2. use related vocabulary with direction and location (eg. , *left* , *right* , *straight ahead* , *opposite* , *next to* , *between*) with appropriate .
3. They capable use phrase with Correct For ask directions and explain road .
4. you can use related vocabulary with planning journey in a way appropriate in various situation .

Various materials and resources were used to create this picture card game. The primary source was the textbook *Netzwerk neu A2* by Dengler et al. (2020: pp. 80–89), specifically Chapter 7 on the topic " *Just Moving* ." All vocabulary related to this topic can be found in Appendix 1. In addition, topic-specific materials and appropriate task formats were developed. The digital platform Wordwall was chosen for the technical implementation of the learning game because it allows for the creation of interactive and visually engaging learning activities.

The content of this learning game is based on three main subtopics from the "*Just Move*" chapter : 1) means of transportation, 2) asking for and giving directions, and 3) trip planning. In the transportation equipment subtopic, students acquire vocabulary related to various modes of transportation, places and activities related to mobility. The subtopic giving directions focuses on linguistic tools for spatial orientation, including directions and place names. In the travel planning subtopic, students expand their vocabulary related to travel, such as terms for tickets, schedules, and travel preparations.

a. Related vocabulary with topic tool transportation

Subtopic This focus on related vocabulary with tool transportation , such as various type vehicle , place transportation and activities during travel , for example , bus, train fire , station train fire , and bicycle . Students Study recognize and use vocabulary This in context mobility daily .

b. Ask directions and explain the way

Subtopic This focus on related vocabulary with direction and place , such as words for place (station , road , intersection) , direction (left, right , straight to front) , and the term For explain route and position something place .

c. planning journey

Subtopic This focus on related vocabulary with planning journey , as the words say travel , tickets , schedules and preparations travel , for example , trip , flying, schedule , suitcase , booking , and planning . Students expand vocabulary they in context planning journey at level A2.

The product to be developed is an interactive picture card game, combining various types of tasks such as matching exercises and multiple-choice questions. The use of images is intended to enhance visual support in the learning process and facilitate vocabulary retention. In short, the planning phase includes conducting a needs analysis, defining learning objectives, identifying target groups, and selecting appropriate materials and media. This phase serves as the foundation for the subsequent development phase of the interactive learning game.

Creation

During this phase, a picture card game was developed using the Wordwall application. The "*Quite Mobile*" learning game was designed as an interactive learning tool to help learners understand, reinforce, and actively use German vocabulary at level A2, particularly in the context of mobility and travel.

Learning materials are presented in visually appealing flashcards to increase learning motivation and encourage active participation. The combination of visual elements and interactive task formats supports an effective and diverse learning process. The following steps explain how to create learning materials in the form of flashcard games using the Wordwall application. First, open a browser and visit <https://wordwall.net> . Then, log in with the appropriate account.

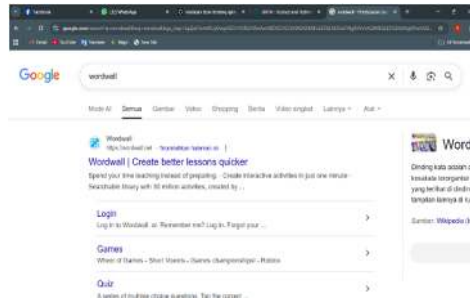


Figure 2. From the Wordwall Application

Through Click on That knob become That Login page open. If still If you don't have an account yet, we recommend you register. Advertisement to input That Account with Email Address

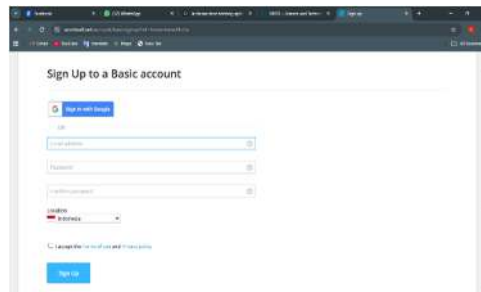


Figure 3. Registered With Email Address Or Google Account

To create a new activity, select the "Create Activity" menu, then select a game type such as Matching, Opening Boxes, or Picture Cards.

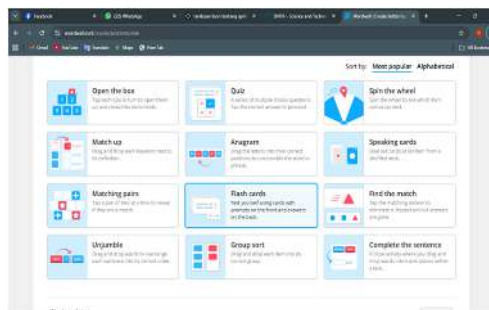


Figure 4. Manufacturing Activities

The next step involves adding vocabulary related to the topic "Moving Enough," found on pages 80–89 of the *Netzwerk Neu A2* textbook. This vocabulary includes words like *car*, *bicycle*, *train*, *bus*, and *airplane*. Each word is accompanied by a corresponding picture or simple example sentence to facilitate student understanding.

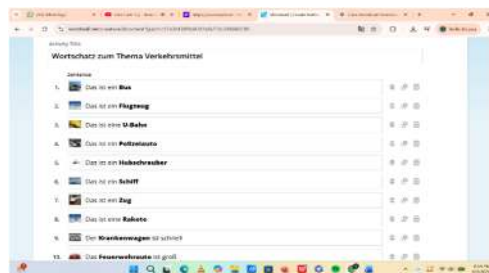


Figure 5. Vocabulary on the Topic "Quite Mobile"

After a number of Question added become, if you click on "Finished", to save the game. The display will then look like this.

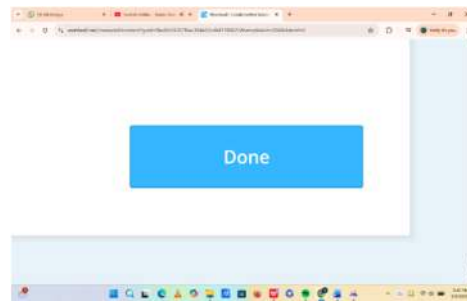


Figure 6. Shows That You Clicked “Finish”

In summary, the development phase involved systematically creating a picture card game using the Wordwall application, from preparing the content to designing interactive tasks. The developed learning media was based on predetermined learning objectives and was geared towards the needs of the target group at level A2. Through the integration of visual elements and interactive task formats, the picture card game helped facilitate vocabulary acquisition and increased students' learning motivation. Thus, the developed product provided a suitable basis for the subsequent evaluation phase, in which the quality and effectiveness of the learning media were assessed.

Evaluation phase

The evaluation phase is the final part of the study. During this phase, validation and assessment were conducted. Two types of validation were conducted: content validation and media validation. Content validation was conducted by an expert in the field, while media validation involved the use of learning media, namely a picture card game, with the Wordwall application.

Validation of the learning materials was carried out by Ms. Indah Aini, S.Pd., MA. The evaluation criteria for the learning materials include: 1) suitability of vocabulary to competencies (CPMK/CPL); 2) suitability of vocabulary to the lesson topic; 3) suitability of vocabulary to the level of language ability of students; 4) accuracy of spelling and vocabulary; 5) suitability of vocabulary material to the lesson; and 6) potential of the material to improve vocabulary mastery. Overall, the material received a score of [no score stated]. 91.6 Points, What in the “very good” category in accordance.

The second validation relates to the media itself. This media validation was conducted by Trino Ananda Boaz Sihombing, S.Kom., a media expert experienced in media development and production. For various aspects, descriptions of each function in the learning media were provided in the form of illustrated card games within the Wordwall application, which explained the functionality of each feature. The media validator gave a total score of 92 points for the ten evaluated media design aspects, which corresponds to the "Very Good" category. The media is quite interactive and can increase student participation in the learning process.

Result of Making a Picture Card Game for Germans Vocabulary For Theme Easy to Move

The result of this research is the development of a learning tool in the form of an interactive picture card game using the Wordwall application with the theme "*Ganz schön mobil*" (*Just Move*) to acquire German vocabulary at level A2. This developed picture card game is based on the textbook "*Netzwerk neu A2*" and contains thematically relevant vocabulary units and simple example sentences to support understanding.

The vocabulary covered in the learning materials relates to the topic of transportation and mobility, specifically the names of means of transportation and their daily uses. The purpose of this picture card game is to help students understand, strengthen, and expand their vocabulary, especially in the context of the topic "*Mobility Enough*."

This app uses a variety of interactive games, including *Unboxing*, *Flashcards*, and *Matching*. These games allow for a variety of learning activities and encourage active student participation. Furthermore, this learning tool can be used in the classroom by projecting the Wordwall app onto a projector, allowing students to play the games collaboratively.

The evaluation of the use of this learning resource in the classroom resulted in a total score of 92, which corresponds to the "very good" category. The developed learning resource can be accessed through the Wordwall platform and can be used by German teachers and learners as a supplementary

learning tool. developed learning can accessible through link following : <https://wordwall.net> . Game with That Students can play, one person can on Click “start”, to That To start the game.

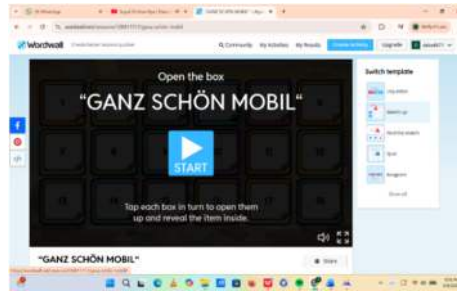


Figure 7. Announcement of the Opening of Game Media

Picture card games can be selected in various game types. In the "Open Box" game mode, several closed boxes are visible on the screen.



Figure 8. “open the box” type of game

Students take turns choosing one of the boxes to open. Once the box is opened, they are asked to name or guess the German vocabulary word that matches the picture.



Figure 9. Vocabulary words to be mentioned or guessed

In the "Flashcards" game, students are asked to name vocabulary words that correspond to the pictures on the cards. The cards can then be flipped to reveal the correct answer.



Figure 10. Flash Card

In the game "Match Up," students match picture cards with their corresponding word cards. They take a word card and match it to the correct picture until all the pairs are correctly matched.



Figure 11. Matching

Each type of game receives a point value.



Figure 12. Point

Overall, the picture card game helped improve the vocabulary mastery of learners at level A2 and specifically improved their language skills in the area of mobility.

Discussion

The results of this study indicate that the developed learning media, in the form of a picture card game using the Wordwall application, can positively contribute to German vocabulary mastery at the A2 level. The integration of vocabulary from the *Netzwerk neu A2 textbook* ensures content relevance and appropriateness to classroom teaching.

The key finding is that combining visual elements and interactive game-types effectively supports the learning process. Learners can not only recognize vocabulary but also actively apply it, leading to better understanding and longer-lasting retention. In particular, picture flashcards facilitate access to new terms, as visual stimulation enhances retention.

Furthermore, the use of the Wordwall application has been shown to increase student motivation and active participation. Immediate feedback on game results allows for real-time monitoring of learning progress and encourages student autonomy. Furthermore, this learning tool has proven flexible, as it can be used in both face-to-face and online learning.

Evaluation by a media expert confirmed the quality of the developed learning media. The highly positive assessment indicates that the media meets didactic requirements in terms of both content and design, and is therefore suitable as a supporting tool in vocabulary teaching.

Despite these positive results, several limitations were identified, particularly regarding technical requirements such as a stable internet connection and limited functionality in the free version of the app. These factors may impact practical implementation, but they do not undermine the fundamental effectiveness of the tool.

The results of this study have important implications for teaching German as a foreign language. The use of interactive, visual-based learning media such as Wordwall can meaningfully complement traditional vocabulary instruction. Teachers are encouraged to use digital media strategically to increase learning motivation and enhance the learning process. Furthermore, this study shows that learning media based on specific textbook content can be better integrated into lessons. Therefore, the developed picture card game can be used as an alternative or supplementary tool for vocabulary development at the A2 level.

The results of this study are consistent with previous studies in the field of digital language

teaching, which have shown that interactive learning media have a positive influence on motivation and learning success. In particular, studies on the use of digital games in foreign language teaching emphasize the importance of visual and interactive elements for vocabulary acquisition. Compared with traditional methods, the developed learning media offers a more active learning environment in which learners are more actively involved in the learning process. Thus, this study confirms the assumption that game-based digital learning methods are an effective complement to traditional teaching.

In short, the developed picture card game not only supports vocabulary acquisition but also contributes to increased motivation and active participation of learners. Furthermore, this study underscores the importance of digital and interactive media as an innovative approach in modern foreign language teaching.

CONCLUSION

From the results the This Investigation let self following Interesting conclusion :

1. The process of developing learning resources using the Wordwall application is based on the Richey and Klein model, which consists of planning, development, and evaluation phases. In the planning phase, the topic " *Just Move* " was defined , based on the textbook " *Netzwerk neu A2* " . In the development phase, an interactive picture card game with a total of 20 cards was created, combining visual representation with thematic vocabulary. In the evaluation phase, the learning resources were validated by subject matter and media experts and received an overall rating of " *very good* " .
2. The result of this development is a digital learning tool in the form of a picture card game with the theme " *Just Move* " , which focuses on vocabulary related to transportation and mobility. This learning tool includes various types of interactive games such as *Matching* , *Opening Boxes* , and *Flash Cards* , and can be accessed via digital links. Learning media can be sources Power This can accessible through link <https://wordwall.net> . By combining images and vocabulary, this resource helps learners understand, memorize, and apply vocabulary at the A2 level, while also contributing to the development of speaking skills. Expert evaluation of the learning material resulted in a score of 91.6 points, which corresponds to the " *very good* " category. Media experts awarded the learning material a total of 92 points across all ten evaluated aspects of media design, also corresponding to the " *very good* " category.

Based on the results and conclusions of this research, the following recommendations can be made:

1. In the future, learning media in the form of picture card games can be used as an interesting and effective learning tool for teaching German vocabulary at A2 level, especially on the topic " *Ganz schön mobil* " (*Quite mobile*) .
2. It is recommended that picture card games be widely used by students of the German as a Foreign Language program at Medan State University, especially as a tool to improve visual vocabulary mastery.
3. Hopefully this media can also serve as a reference source for further research, for example by developing a picture card game for level B1, adding audio elements, or creating a digital version so that it can be used online.

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