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Enhancing A1-Level Students' Speaking Skills Through the Seedlang Application at Universitas Negeri Medan

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Abstract

This study aims to investigate the effect of the Seedlang application on the speaking skills of A1-level German learners at Universitas Negeri Medan. A quantitative experimental approach with a One-Group Pretest–Posttest Design was employed. Participants were 20 Class C students from the 2025 cohort selected via purposive sampling. Data were collected using speaking tests adapted from the Goethe-Zertifikat A1 "Fit in Deutsch 1" format, along with questionnaires, audio recordings, and documentation. Data analysis involved descriptive statistics, the Shapiro–Wilk normality test, and the Wilcoxon Signed-Rank Test. Results showed an increase in mean scores from 11.4 in the pretest to 16.5 in the posttest. The Wilcoxon Signed-Rank Test yielded a significance value of (0.000) ($p < .001$), indicating a statistically significant improvement in students' speaking skills after using Seedlang. Despite limitations regarding sample size and the lack of a control group, findings indicate Seedlang is an effective digital learning medium for speaking instruction.

Keywords: *Seedlang application; speaking skills; German language learning; A1 level; digital learning media*

1. INTRODUCTION

In today's digital era, the ability to learn foreign languages has become increasingly valuable, including the German language in Indonesia. Among the four language skills, speaking is often regarded as one of the most important because it allows learners to communicate their

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ideas, opinions, and information verbally. Aguado (2021) states that foreign language instruction primarily aims to develop learners' ability to use the target language in spoken communication.

Speaking is an important part of learning a language as it enables students to engage in meaningful conversations on a variety of topics. Good speaking skills enable students to interact with others confidently, express their opinions and take part in discussions, according to Rao (2019). To adapt successfully in a globalised world, it is essential to master a foreign language.

Recent research on language learning continues to emphasise the importance of speaking skills. According to a study by Qiao and Zhao (2023), learners who are given the opportunity to actively participate in their own learning process and engage in meaningful conversations tend to improve their speaking skills more effectively. Furthermore, their findings suggest that by providing interactive exercises and frequent opportunities to practise, technology-enhanced learning environments can aid in the development of oral communication skills. This highlights the important role of speaking as a core component of foreign language learning.

Speaking difficulties in a foreign language are influenced not only by learners' language abilities but also by psychological factors. According to Mamang et al. (2023), many students feel nervous when speaking in the target language. Learners often experience anxiety and panic when they worry about making mistakes or receiving negative feedback from others. In addition, limited language knowledge and a lack of familiarity with speaking tasks may further reduce learners' confidence and willingness to participate in oral communication.

In German language courses, students are expected to communicate actively in German, use appropriate pronunciation, and apply correct intonation. In German language education, structured instructional materials and framework standards play a vital role (Altmayer et al., 2021; Dengler et al., 2024). Even with those hopes, many students still struggle to improve their speaking skills. According to a survey, 52.8% of respondents said that speaking is the hardest language skill. This result shows that a lot of students find it difficult to communicate verbally in German.

Furthermore, 77.8% reported difficulties in using basic vocabulary spontaneously. About 66.7% needed considerable time to describe their daily activities in German, while 80.6% had difficulties answering simple questions in everyday conversational situations. In addition, 63.9% of the students only occasionally engaged in simple conversations in German with their classmates or lecturers.

These challenges are commonly linked to students' limited vocabulary knowledge, difficulties in remembering newly acquired words, and uncertainty about correct pronunciation. In addition, many students are reluctant to speak because they are afraid of making mistakes, which can lower their confidence when speaking in public. Therefore, cutting-edge teaching resources are needed to help students become more proficient speakers while also giving them more opportunities to practice on their own. Seedlang Deutsch is one of the online resources that has become popular for learning German. According to Triyasari et al. (2021, p. 26), Seedlang is a language learning platform that prioritizes improving speaking skills. Practice exercises, audio and video content provided by native speakers, as well as real-time pronunciation feedback are just a few of the interactive learning activities offered by this app.

Digital technology has changed the way students access learning materials and has become an important part of the language learning process. Digital tools serve as valuable linguistic scaffolds that allow students to practice flexibly both inside and outside the classroom (Maahs et al., 2023). According to Garzón et al. (2023), mobile learning can boost students' enthusiasm and engagement while giving them more opportunities to practice their language skills independently. Therefore, digital learning environments have the potential to facilitate a more meaningful and successful language learning experience.

Language learning supported by mobile devices has become a common approach in language education thanks to the increasing availability of smartphones and digital technology. Mihaylova et al. (2022) state that language learning apps offer learners flexible and interactive learning opportunities, allowing them to keep practicing and developing their language skills outside the classroom. In addition, learners can practice their communicative skills through authentic everyday situations. Its flexible accessibility also allows students to learn independently without being tied to time and place.

Several studies on digital media in foreign language learning have examined learning applications, digital learning media, and their general effects on the learning process. However, previous studies have mainly focused on describing learning media or evaluating general learning outcomes. Only a limited number of studies have empirically investigated the direct effect of a specific application such as Seedlang on the speaking skills of German language learners at the A1 level.

Furthermore, to the best of the researcher’s knowledge, no previous study has systematically examined the effect of the Seedlang application on the speaking skills of students from the 2025 cohort of Class C in the German Study Program at Universitas Negeri Medan using a One-Group Pretest–Posttest Design. Since empirical evidence on this issue remains limited, additional research is needed to address this gap.

2. LITERATURE REVIEW

2.1 Speaking Skills in Foreign Language Learning

Speaking is one of the four fundamental language skills, alongside listening, reading, and writing. Speaking is very important when learning a foreign language because it allows students to exchange ideas, opinions, and information verbally. According to Samman et al. (2022), speaking competence includes social and communication skills that facilitate productive interactions with others, in addition to language knowledge. According to Bekhet et al. (2025), learners at the A1 level of the Common European Framework of Reference for Languages (CEFR) are expected to introduce themselves, answer questions, and discuss everyday general topics using simple phrases and basic sentences. Even so, speaking remains a challenge for many language learners. Often, students are unable to express themselves well in the target language due to limited vocabulary, pronunciation issues, grammar mistakes, and lack of confidence.

Pronunciation and vocabulary are important components of speaking. Sometimes learners fail to express their ideas well in oral communication when their vocabulary is limited or they have pronunciation problems. According to Bashori et al. (2022), these difficulties can affect

learners' confidence and fluency when speaking in a foreign language. Therefore, to develop good speaking skills, improving vocabulary and pronunciation is necessary.

Speaking in a foreign language can be challenging for many students. Oral communication might be hindered by limited vocabulary, lack of fluency, and grammar issues, according to Chou (2024). These difficulties may make it harder for students to express their ideas correctly and lower their confidence when speaking in the target language.

2.2 Digital Learning and the Seedlang Application

Digital tools have revolutionized the way students access educational materials and have increasingly been integrated into foreign language teaching in recent years. Thanks to various digital apps and online platforms, students are no longer limited to learning in the classroom since they can access resources and practice language skills anytime and anywhere. According to Pikhart et al. (2024), many students have a positive view of digital learning resources because these resources offer more freedom and encourage self-directed learning. Moreover, students appreciate the opportunity to learn at their own pace and according to their individual learning needs. In addition, digital apps can offer more opportunities to practice language outside of the traditional classroom, allowing students to take a more active role in their learning process. Because of that, digital learning tools are increasingly recognized as useful means that can enhance the overall learning process, foster a sense of academic engagement, and support the development of foreign language proficiency (Feser et al., 2023; Pikhart et al., 2024).

Language learning apps like Seedlang are another efficient way to make the most of digital learning. This program acts as a digital learning tool that supports self-study, allowing students to learn German outside the classroom in a more flexible and independent way. Windrawan (2022) emphasizes that using Seedlang as a self-learning tool can expand students' vocabulary while also encouraging the development of critical language skills, including speaking and listening. Students can connect with the language more naturally and practically thanks to its interactive features, which include audio and video from native speakers. This makes the learning process feel less rigid and more meaningful.

Furthermore, compared to conventional teaching methods, Seedlang creates a more dynamic and engaging learning environment. Students can actively practice, repeat, and learn language materials at their own pace, rather than just being passive recipients of knowledge. This flexibility often makes them more motivated and involved in the learning process. However, Windrawan (2022) points out one limitation of this app: teachers cannot adequately monitor students' performance or learning progress through the platform. This shows that even though Seedlang is useful for encouraging self-directed learning, further teacher supervision is still needed to ensure students' learning outcomes are properly evaluated and monitored.

Digital learning can be effectively applied through Mobile Assisted Language Learning (MALL), which enables students to develop their language skills beyond the classroom by using mobile applications. In this case, Agustina and Fatmawati (n.d.) emphasize that MALL Self-Directed Learning (SDL) encourages students to take a more active role in their education, especially when it comes to honing their speaking skills outside of scheduled class activities. To help students practice speaking outside of class, a number of smartphone apps, including Duolingo,

Cake, ELSA Speak, Modly, and Busuu, are used. This research shows how these apps contribute to more frequent and flexible language practice opportunities. Since they aren't tied to class schedules, students can learn and practice whenever they have free time, which ultimately leads to more consistent exposure to the language. This kind of independent and continuous practice helps them become more skilled speakers over time. Overall, the study suggests that digital learning through mobile apps can significantly improve students' language proficiency, especially in speaking, while also promoting greater student autonomy and independence.

2.3 Assessment of Speaking Skills

To evaluate students' language abilities in a structured and objective way, assessing speaking skills is really important. Speaking is considered a difficult skill to assess in language learning because it involves several elements, including vocabulary, fluency, pronunciation, and grammatical accuracy. One useful strategy to deal with this complexity is using an analytic rubric, which breaks down speaking performance into clear and measurable standards. According to Bulut (2022), creating an analytic rubric is crucial to ensure the validity and reliability of speaking assessments because it allows teachers to evaluate students based on specific performance elements, rather than just a general impression.

Also, this study emphasizes that because rubrics provide accurate performance descriptions for each assessment level, rubrics help create more consistent and standardized evaluations. This reduces subjectivity in grading and ensures that different evaluators can reach more comparable conclusions when assessing students' speaking skills. Additionally, using analytical rubrics helps students better understand their strengths and areas that need improvement in their speaking performance, while supporting teachers in conducting fair and structured assessments. Students can reflect on their learning progress more effectively when there are clear standards.

Overall, Bulut's (2022) findings show that a well-designed analytical rubric supports a more reliable, transparent, and meaningful language proficiency assessment process, especially when it comes to evaluating speaking skills. In the end, this method improves students' learning experience as well as the quality of assessment.

This study uses the Goethe-Zertifikat A1 "Fit in Deutsch 1" assessment criteria to test students' speaking skills in a more structured and reliable way. This rubric was chosen because it is often used as a standard reference for evaluating German learners at the basic level, especially at the A1 level of the Common European Framework of Reference for Languages (CEFR). Since it is based on precisely defined standards and has been tested for language testing, using an established and standardized assessment tool helps ensure that the evaluation process is more consistent, transparent, and comparable.

Task achievement and pronunciation are the two main criteria used in this study to evaluate speaking performance. Task achievement focuses on how well students can complete speaking tasks according to instructions, including how accurately they can answer, convey relevant concepts, and keep their speech logically organized. On the other hand, pronunciation measures how well students pronounce words in German and how easy it is to understand what they are saying.

These two standards were chosen because they provide a simple yet in-depth way to evaluate students' speaking skills, especially for beginners who are still developing their basic language abilities. In addition, these two standards are very aligned with the communication goals at the A1 level, which emphasize the ability to speak in simple everyday contexts. Overall, these standard rubrics allow students' speaking abilities to be assessed more impartially, objectively, and systematically, while also ensuring that the assessment aligns with globally recognized language proficiency norms.

2.4 Previous Studies

In recent years, interest in using digital media for teaching foreign languages has been growing as researchers and educators keep looking for more efficient ways to support students' language development. In this context, Triyasari, Khoerudin, and Permana (2021) studied how speaking exercises on the Seedlang platform support the language learning process, especially when it comes to practicing speaking.

Based on their research, Seedlang gives students a valuable chance to practice the language in a more authentic and communicative way. The platform lets students use the language in more realistic and useful contexts by presenting challenges that mimic real-life communication scenarios, rather than just memorizing. As a result, the learning process becomes more engaging and feels more like using the language in the real world.

The report also highlights that Seedlang's focus on pronunciation exercises is one of its main strengths. When students are exposed to information from native speakers, their pronunciation gradually becomes more accurate and natural. In addition, the platform helps them master common expressions and communication patterns, which are really important for basic interactions in everyday situations. As a result, kids learn how to use language meaningfully in context, rather than just memorizing vocabulary on its own.

Overall, the research results show that Seedlang is a useful online learning resource for supporting the development of speaking skills. By combining communicative exercises and pronunciation practice, Seedlang helps students become more confident and able to use the language smoothly in everyday situations.

Voica (2025) shows similar results, highlighting the potential benefits of interactive digital language learning systems in improving speaking and listening skills. According to the study, learners are naturally exposed to spoken language in a more meaningful way when they use these platforms daily. Students learn more about pronunciation, intonation, and natural speech patterns of the language through audio and video resources.

Besides that, Voica (2025) emphasizes how important the interactive features on these platforms are in keeping students interested. Students are encouraged to get actively involved, not just passively absorb knowledge, through features like speaking exercises, repetition drills, and quick feedback. Because they can practice speaking regularly without the pressure of a traditional classroom, this kind of engagement makes students feel more comfortable and confident.

In addition, since students are regularly exposed to real spoken information, their listening skills also develop more naturally. Over time, this helps them understand different speaking speeds, dialects, and expressions used in everyday conversations. Overall, this research shows that

interactive digital learning environments provide a more flexible and supportive atmosphere for language mastery, where speaking and listening skills can grow together through continuous practice.

Akçay (2023) highlights that creative teaching methods can have a significant impact on students' language proficiency and learning goals in the context of teaching German. According to the study, students generally become more engaged, interested, and willing to participate in the learning process when teaching is designed in a more modern and appealing way—moving away from the rigid, teacher-centered traditional teaching approach.

Students are given more chances to use the language meaningfully, not just to listen to explanations or memorize rules. This helps them understand German as a language that's useful in everyday conversation, not just a collection of grammar patterns. Over time, this kind of teaching method makes it easier for students to connect vocabulary, grammar, and pronunciation, so they can speak the language more confidently in everyday situations.

Because every student learns in different ways and at different speeds, Akçay (2023) also points out that creative teaching strategies can better accommodate various types of learners. Students can learn in ways that are more comfortable and productive for them through the use of more varied and flexible techniques, often supported by digital tools or interactive activities. Overall, this research shows that the learning process becomes more enjoyable, engaging, and ultimately effective when German language teaching is done in a more creative and student-centered way (Akçay, 2023; İlhan, 2022).

Besides that, Hafniati et al. (2021) noted that mobile learning apps have a positive impact on students' attitudes towards learning, and they are also useful for the language mastery process itself. According to their study, students tend to feel more motivated when they use mobile applications because the learning process becomes more flexible, easy to access, and more engaging compared to traditional classroom-based learning.

Thanks to mobile learning, students are no longer limited by location or time. They can go over the material as often as needed and study whenever they have free time. This kind of flexibility gradually makes them more responsible for their own education. Students start managing their own study habits, like vocabulary exercises, practice questions, and lesson reviews, instead of just relying on the teacher.

According to Hafniati et al. (2021), many mobile learning apps provide interesting and interactive elements that make the learning process not boring. These features encourage students to use the apps more often and keep them engaged. Overall, this study shows that mobile learning helps students become more motivated and independent in their learning process, while also supporting language development.

Similarly, Shoniyozov (2023) emphasize that digital media and interactive teaching techniques are crucial for improving students' speaking skills. They point out that passive learning, where students just listen or absorb information, is not enough to effectively develop speaking abilities. On the other hand, students need to actively participate in meaningful communication, where they are encouraged to speak, react, and share their thoughts more often in authentic or real-world contexts.

In this way, interactive methods give students extra chances to practice using the language. Since students aren't just learning theory but also applying the language in certain contexts, it helps them feel more comfortable and confident when speaking. Their ability to communicate more clearly and smoothly also improves over time thanks to consistent practice in more natural communication settings.

Besides that, by giving students access to more engaging and varied learning resources, using digital media can boost the learning process. Learners can interact with the language in a more dynamic and fun way through interactive activities, audio-visual information, and direct feedback. Plus, it also helps them get familiar with popular expressions, sentence patterns, and pronunciation.

Besides that, this study highlights how interactive and digital learning environments can help students feel more at ease when speaking. In the end, students feel less stressed and are more willing to take risks when using the language because they have the chance to practice regularly and at their own pace. Overall, Shoniyozov and Jumayeva (2023) show how combining interactive techniques with digital media creates a more supportive and productive learning environment, which can significantly boost students' speaking skills.

Taken together, these findings suggest that interactive learning environments and digital technology can really help with mastering a foreign language, especially when it comes to boosting speaking skills.

Although these studies have demonstrated the positive effects of digital media and interactive learning methods on foreign language acquisition, they mainly focus on general language competencies or learning media. To date, no empirical study has specifically investigated the direct effect of the Seedlang application on the speaking skills of German language learners at the A1 level at Universitas Negeri Medan.

2.5 Conceptual Framework

This study is based on the assumption that the use of the Seedlang application as the independent variable influences students' speaking skills as the dependent variable. The interactive features of the application, such as authentic videos, repetition exercises, vocabulary training, and repeated speaking opportunities, encourage active language production and improve pronunciation as well as communicative competence. These improvements are expected to be reflected in higher post-test scores compared to pre-test scores.

3. METHODOLOGY

3.1 Research Design

This study employed a quantitative experimental approach using a One-Group Pretest–Posttest Design ($O_1 – X – O_2$), following the framework outlined by Creswell and Creswell (2023) and Perreault (2011). In this design, a single group was assessed before (pretest) and after (posttest) the learning intervention to evaluate changes in speaking skills. Due to the absence of a control group, the interpretation focuses on skill development within the same cohort, which provides valuable foundational insights into intervention outcomes despite design limitations (Salkind, 2010).

3.2 Participants

The participants consisted of 20 A1-level students from Class C (2025 cohort) in the German Language Education Study Program at Universitas Negeri Medan. Participants were selected via purposive sampling, which allows focused qualitative or quantitative observation despite limitations (Samples, 2021). Purposive sampling was applied based on the following criteria:

a) Students enrolled in the basic German course,
b) Students at the A1 proficiency level according to CEFR standards
c) Students who had no prior experience using the Seedlang application, and
d) Students who voluntarily consented to complete all five instructional and assessment sessions.

3.3 Instructional Treatment Procedure

The treatment was conducted over five instructional sessions using the Seedlang application as a supplementary learning tool. Each 45-minute session focused on specific A1 topics from the course syllabus ("Alltag und Familie" and "In Hamburg"). During the sessions, students engaged with interactive features, including native speaker video dialogues ("Stories"), vocabulary repetition drills, and pronunciation exercises ("Trivia"). Students actively recorded their speech within the app to practice pronunciation, intonation, and basic conversational patterns.

3.4 Instruments, Validity, and Scoring Procedure

The primary data collection instrument was a speaking test adapted from the Goethe-Zertifikat A1 "Fit in Deutsch 1" examination format. Overall data collection techniques included tests, documentation, and systematic observations (Patton, 2015). Although originally designed for young learners, this standardized format was chosen because its communicative tasks directly align with basic A1 CEFR descriptors for adult beginners (introducing oneself, asking and answering simple everyday questions, and asking for directions).

Data collection also included audio recordings during test administration, a preliminary questionnaire to analyze students' initial speaking difficulties, and classroom documentation. Content validity was established through expert judgment by German language lecturers (Deutsch als Fremdsprache). To ensure scoring reliability, all speaking performances were audio-recorded and evaluated using the official Goethe-Institut analytic rubric. The assessment evaluated two core criteria: 1. Task Achievement (Erfüllung der Aufgabenstellung): Part 1 Self-introduction (max 2 points), Part 2 Questions and Answers (max 4 points), Part 3 Requests and Responses/Directions (max 4 points). 2. Pronunciation (Aussprache): Overall clarity and intelligible articulation (max 2 points). The cumulative raw score (maximum 12 points) was multiplied by a standard weighting factor of 1.5, yielding a maximum total score of 18 points.

3.5 Data Analysis

Data were analyzed quantitatively using SPSS, following standard computational procedures outlined by Ely Mulyati (2024). Descriptive statistics (mean and standard deviation) were calculated to summarize performance. The Shapiro–Wilk test and the Wilcoxon Signed-Rank Test were employed to test the hypothesis (Rajić, 2026), utilizing a significance level of $\alpha = 0.05$

to determine whether a statistically significant difference existed between pretest and posttest scores.

4. RESULTS AND DISCUSSION

4.1 Results

The study was conducted with 20 students from Class C of the 2025 cohort in the German Study Program at Universitas Negeri Medan. To assess the students' speaking skills, a pretest was administered before the treatment, and a posttest was conducted after the use of the Seedlang application.

The pretest results indicated that the students achieved a mean score of 11.4 points before using the Seedlang application. After the treatment phase, the mean score increased to 16.5 points in the posttest. The increase in the scores indicates that the students' speaking ability improved after participating in learning activities with the Seedlang application. To gain a better understanding of the distribution of the results, the standard deviation was also calculated to determine the extent to which the students' scores varied. The standard deviation of the pretest was 1.78, whereas the standard deviation of the posttest was 1.38. This result indicates that the students' performance in the posttest was more homogeneous than in the pretest.

Table 1. Pretest and Posttest Results

Test Type	Mean	Standard Deviation
Pretest	11.4	1.78
Posttest	16.5	1.38

Subsequently, a Shapiro–Wilk test was conducted to examine the normality of the data distribution. The results showed a significance value of 0.001. Since this value was lower than 0.05, the data were not normally distributed.

Table 2. Shapiro-Wilk Test Results

	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.411	20	<.001	.643	20	<.001
Posttest	.381	20	<.001	.654	20	<.001

Due to the non-normal distribution of the data, the Wilcoxon Signed-Rank Test was employed to test the research hypothesis. The analysis yielded a significance value (Asymp. Sig. 2-tailed) of 0.000 ($p < .001$).

Table 3. Wilcoxon Signed Test Results

	Posttest -Pretest
Z	-3.95
Asymp.Sig. (2-tailed)	.000

Table 4. Wilcoxon Sign Test Ranks

		N	Mean Rank	Sum of Ranks
Posttest -Pretest	Negative Ranks	0	NaN	.00
	Positive Ranks	20	10.50	210.00
	Ties	0		
	Total	20		

The Wilcoxon Signed-Rank test produced a significance value (p-value) of 0.000 ($p < .001$). The alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected because the p-value is smaller than the significance level of 0.050 ($0.000 < 0.050$). As a result, the pretest and posttest scores are statistically significantly different. Additionally, the ranking analysis shows that all 20 students scored better on the posttest (Positive Ranks = 20, Negative Ranks = 0, Ties $= 0). No student's performance remained unchanged or decreased.

Statistical analysis shows a significant value of 0.000 ($p < .001$), which is smaller than the predetermined significance level of 0.05. Accordingly, the findings indicate that the use of the Seedlang application contributed significantly to the improvement of students' speaking skills at the A1 level.

4.2 Discussion

The increase in the students' mean score from 11.4 in the pretest to 16.5 in the posttest confirms that the use of the Seedlang application had a positive impact on improving A1-level German speaking skills (*Sprechfertigkeit*). Interactive features within Seedlang, such as native speaker audio and video content, pronunciation practice, and repeated active speaking opportunities, effectively encouraged active speech production and provided students with authentic language models.

This finding aligns with previous research by Triyasari, Khoerudin, and Permana (2021), who demonstrated that Seedlang offers authentic and context-based speaking exercises through video dialogues, repetition, and interactive tasks that support pronunciation, basic sentence structures, and routine communicative expressions. It is also supported by Voica (2025), who found that interactive digital e-learning platforms enhance oral and listening competencies by providing meaningful, daily exposure to authentic spoken language. Furthermore, mobile-assisted language learning apps increase student motivation and facilitate self-directed learning outside the traditional classroom environment (Andújar et al., 2020; Hafniati et al., 2021).

Qualitative findings observed during the assessments further illuminate the learning process. Although students made noticeable progress, certain persistent linguistic challenges were noted:

1. Pronunciation accuracy: Difficulties with specific German sounds, such as /sch/ (e.g., pronouncing *schwimme* as "swime"), /st/ (e.g., *stehe* as "stehe" instead of "steye"), and umlauts like /ä/ (e.g., *Universität* as "Universitat").
2. Grammatical structure: Occasional omissions of subjects or main verbs (e.g., *"Ein bisschen spreche Englisch"*, *"Ich kann nicht Beruf"*), incorrect subject-verb agreement or singular/plural forms (*"Mein Hobby ist Yoga und Lesen"*), and incorrect tense usage (*"Ich mache Deutsch gelernt"*).
3. Hesitation: Some students required prolonged thinking time before responding or asking questions in dialogic tasks.

Despite these ongoing errors, Seedlang provided a flexible, engaging digital media platform that helped reduce hesitation and encouraged basic spoken communication. However, because this study used a One-Group Pretest–Posttest Design without a control group, caution should be exercised regarding strong causal assertions, as acknowledged in the study's limitations. Overall, Seedlang serves as a useful supplementary tool for A1 speaking instruction when combined with regular teacher guidance.

5. CONCLUSION

This study concludes that the use of the Seedlang application proved effective in improving A1-level German speaking skills, with descriptive findings confirming a notable enhancement in students' oral proficiency following the learning intervention compared to their baseline state. The statistical analysis demonstrated a statistically significant difference that successfully addresses the research hypotheses and objectives, indicating that mobile-based digital media can effectively support students' mastery of vocabulary, pronunciation, and basic conversational fluency. Based on these findings, recommendations for future research include incorporating a control group and expanding the sample size to strengthen the generalizability of the results, alongside the integration of supplementary materials by instructors to address the application's limitations in covering certain advanced grammar aspects comprehensively.

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