The Use of *Todaii German* Application as a Self-Learning Media on Listening Skill of German Language Education Students at State University of Malang

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Abstract
This study aims to describe the use of *Todaii German* application as a self-learning media on listening skill of German Language Education students at State University of Malang. This type of research is descriptive qualitative research involving 47 students form Offering A, B, and C Class of 2023 German Language Education Study Program, State University of Malang as research subjects. The research data was obtained through observation and questionnaire sheets. The observation data was used to describe the process of applying *Todaii German*, while the questionnaire data was used to determine student responses related to the use of the *Todaii German* application as a self-learning media on German listening skill. The observation results stated that students were able to understand and to follow the instructions explained by the researcher and easily to use the *Todaii German* application. The result of the student questionnaire gave a positive response to this application, but there were obstacles found, namely internet connection problems, audio that sounded too stiff, and limited premium access problems. In general, the results showed that the *Todaii German* application can be used as a learning media in helping students practice listening skill independently.

Keywords: *Todaii German App, Self-Learning, Listening Skill, German.*

Introduction

Mastery of foreign languages is one of the priorities that must be mastered along with the times. German is one of the foreign languages that is widely studied in Indonesian educational institutions, one of which is the State University of Malang (Afandi, 2021). Based on a survey conducted by the Goethe-Institut, *Zentrale für Auslandsschulwesen* (ZfA), and the *Deutscher Akademischer Austauschdienst* (DAAD) in 2015, in the Southeast Asia Region, Indonesia ranked first with 187,000 German language learners (Dosi & Budiningsih, 2019). Based on the *Gemeinsamer Europäischer Referenzrahmen für Sprachen* (GER) reference, the demands in learning German must master four language skills in order to communicate properly, namely listening skill (*Hörfertigkeit*), speaking skill (*Sprechfertigkeit*), reading skill (*Leserverstehen*), and writing skill (*Schreibfertigkeit*) (Nurohmah et al., 2020). According to Ayumi et al. (2021) writing and speaking are productive skills, while reading and listening are receptive skills. The four skills have different levels of difficulty and are interconnected, so mastery of all four greatly affects a person foreign language skills.

According to Anangga & Ardiyani (2021) in learning German, listening skill is one of the most difficult skill, because it requires full understanding to know and understand the content conveyed. In line with this statement, Ertinawati et al. (2024) listening skill is a

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supporting factor for one's success in communicating and has an important role because it aims to obtain information, know the content, and understand the message conveyed by the speaker through speech. In this case, learning listening skills requires special attention, because German has a different grammar form other foreign languages from the aspects of morphology, syntax and phonology systems, making it difficult to understand the content expressed (Dosi & Budiningsih, 2019).

According to Pabumbun & Dalle (2019) this listening skill cannot be mastered easily, so it takes a lot of practice that must be done inside and outside of learning hours. The lack of learning hours in the classroom is one of the inhibiting factors in mastering listening skills. Therefore, learning listening skill often requires effective supporting media so that students can self-learn. The use of appropriate and effective learning media can help increase student learning motivation. This is in line with the results of research Bukhori & Rofi'ah (2021) that the use of digital media in learning German allows learning activities to be more varied. In this era of technological development, many learning media have sprung up in the form of websites or applications can help a person to particular skill. Wotulo et al. (2023) concluded that learning applications can help a person achieve learning goals through the use of appropriate and efficient learning strategies, there are also several factors that influence the learning process, namely motivation. Environment, social interaction and cognition. In addition, the use of applications can also be used independently. By learning to self-learn, a person can realize their real desire to improve the abilities and skills they want to master without the help of others in the learning process. The definition of self-learning according to (Hamka & Vilmala, 2019) and (Sobri dkk., 2020) is the awareness to carry out learning activities independently without assistance form others and is obliged to achieve the desired goals. Based on the results of pre-research obtained from Offering A student class of 2023 in the *Sprachkompetenz Deutsch IV* course, 14 students out of 23 students stated some of the difficulties they faced in listening to German audio during learning. There are several contributing factors, such as difficulty understanding German pronunciation because it still sounds too strange, lack of vocabulary understanding, lack of listening practice, too high speed by native speakers, and background noise interference contained in the audio.

Todaii German is an application that can help in learning German for A1 to C1 levels through various learning materials such as vocabulary, grammar, news texts, and exam questions that are very easily accessible anywhere and anytime. This application presents various kinds of news about daily life. In addition, the app includes features such as notes, dictionaries, videos, podcasts and Goethe exam practice tests. The *Todaii* app also helps practice reading comprehension, listening, pronunciation or *Aussprache* of German through freely provided news texts equipped with *Hörtext*. In the news text, each vocabulary is given an underline that is differentiated in color according to the level of language to mate it easier to understand the vocabulary in the context used, the explanation of the above statemen is quoted from the official website of the application which can be accessed via the following link (https://play.google.com/store/apps/details?id=mobi.eup.easygerman).

The research is relevant to the research conducted by Wotulo et al. (2023) with the tittle *"Penggunaan Aplikasi TODAI sebagai Media Pembelajaran Tambahan Terhadap Hasil Ujian Japanese Language Proficiency Test NOKEN"*. The results of this study found that the TODAI application has a positive and significant impact on the learning outcomes of students of the Japanese Language Education Study Program at State University of Manado, both those who use this application as additional preparation material for the JLPT exam and those who are just learning Japanese. Although the application used is the same, this study focuses on the use of the *TODAI* application in German listening skill. Research by (Jusnidar dkk., 2022) entitled *"Media Edpuzzle dalam Pembelajaran Menyimak Bahasa Jerman"*. Based on the pretest results in the experimental class obtained an average value of 51.41, while the control class pretest results obtained an average value of 49.11. however, after being given action, the experimental class posttest results obtained an average value of 68.48, and the

control class got an average value of 54.07. That is, the results of the study showed that the use of *Edpuzzle* media was declared effective on the learning outcomes of German listening to class XI students of SMAN 8 Makassar. However, this study uses a different application, although it is the same for learning German listening skill. Another relevant research was conducted by Yamin (2021) entitled *"Media Berbasis Android "Busuu" untuk Pembelajaran Mandiri Bahasa Jerman"*. The result of this study is that the *Busuu* application can help students of class X IBB SMA Laboratorium State University of Malang in understanding German language material independently, they can also practice German language skills through the material that has been provided according to the desired theme. Based on the results of observations, the *Busuu* application is also able to overcome student boredom when learning German takes place and can be used as an alternative to self-German learning media. In this case, the difference lies in the application used and the skills that are the focus of the research.

Based on the description above, this study aims to describe the use of *Todaii German* application as a self-learning media in listening skill of German Language Education students and describe student responses related to the *Todaii German* application as a self-learning media in listening skill of German Language Education students.

Method

This research uses a qualitative approach with a non-experimental type of research, namely descriptive. The results of descriptive qualitative research are presented in the form of narratives described using sentences of words. This approach was chosen based on the purpose of describing the use of the *Todaii German* application as a self-learning media on listening skill of German Language Education students at State University of Malang. The researcher as the main instrument directly collects, namely students of the Class of 2023 Offering A, B, and C of the German Language Education Study Program at State University of Malang as many as 47 students with details of 6 students Offering A, 24 students Offering B, and 17 students Offering C. This is in line with Sugiyono (2022: 223) opinion, that the main instrument in qualitative research is the researcher himself "the researcher is the key instrument", who is responsible for determining the focus of research, selecting participants as data sources, conducting data collection, assessing data quality, analyzing data, interpreting data and concluding data that has been obtained.

This research data was collected through data collection techniques in the form of observations and questionnaires. The instruments used include observation sheets and questionnaire sheets distributed via google form. During the observation, the researcher was assisted by three peers as observers. The observation sheets functions as a supporting instrument in collecting research data, which contains 11 statements related to the process of applying *Todaii German* as a self-learning media on listening skill. The answer options available are Yes and No accompanied by a description from the observer regarding the things observed during the research process. The questionnaire sheet is used to determine student responses to the use of the *Todaii German* application as a self-learning media on listening skill for German language education students at State University of Malang. The choice of answer options is Strongly Agree (SS), Agree (S), Less Agree (KS), and Disagree (TS), which contains 11 statements and one question related to student responses related to the use of the *Todaii German* application as a self-learning media on listening skill. Data processing in this study used data analysis techniques according to Miles and Huberman (1992). This interactive model data analysis according to Miles and Huberman has 3 components, namely (1) data reduction, (2) data presentation, and (3) conclusion drawing. In the data reduction step, the process of choosing or selecting, focusing attention and simplifying all types of research data information obtained and recorded during the data research process in the field is carried out. After that, the data presentation step is adjusted

to the criteria collected and the possibility of obtaining conclusions from the research that has been carried out. Data that has been obtained from observations and questionnaires is grouped according to the criteria used as an instrument to measure certain aspects. After the data is grouped, the researcher displays the data in the form of a table containing an explanation of the essence of using the *Todaii German* application as a self-learning media in helping students practice German listening skill. Conclusions were drawn based on simplified data analysis and presented in accordance with the research objectives. Data form observations and questionnaires were compared by applying data triangulation to check the validity of the data.

Results

a. Student Activities on the Use of *Todaii German* Application as a Self-Learning Media on Listening Skill of German Language Education Students.

Research observations on the use of the *Todaii German* application were carried out on German Language Education students at the State University of Malang class of 2023 Offering A, B and C totaling 47 students with details of 6 students Offering A, 24 students Offering B, and 17 students Offering C. in Offering A, only 6 out of 23 students can take part in research activities. This was due to the continued lecture schedule at the next hour, so most students could not attend due to time considerations. The research was conducted for two consecutive days on February 12-13, 2025, with a learning duration of 50 minutes which was carried out outside of lecture hours because this application was used as a medium for self-learning media to train German listening skill. In conducting this observation, the researcher asked three peers from the German Language Education Study Program as observers, namely AP as observer 1, AR as observer 2, AA as observer 3. The three observers assisted the researcher in observing during the research activities.

The observation results from the three observers showed that the researcher ensured that students were present and ready to participate in learning activities. Furthermore, the researcher said greetings, introduced himself while conveying the *Todaii German* application, the researcher asked whether students had used the *Todaii German* application to practice German listening skill before. After the students responded that they had never used the *Todaii German* application, then the researcher used PowerPoint to explain about the application that would be used in the research according to the information contained in the application. Then the researcher explained about the steps of use and features in the *Todaii German* application as well as an explanation of the final project that was done individually in this study. Before working on the final project, researchers and students applied the use of *Todaii German* according to the steps written in the PowerPoint. The steps include students searching for *Todaii German* through the Google Play Store or App Store and then being asked to download and install the application, create an account, select news topics, select German *niveau*, and select the source language, namely German. Based on notes from one of the observers, students were enthusiastic about trying the features in the application. After that, students were asked to listen to one of the news texts according to the topic of interest and work on the exercise questions in the *Todaii German* application independently. The researcher ensured that all students could access the *Todaii German* application.

The next activity the researcher distributed the answer sheet, after that she explained the final assignment done by students individually which contained three questions, namely *Finden Sie die Schlüsselwörter im Video!*, *Was ist das Thema im Video?*, *Worum geht es im Video?*. The researcher asked students to access the video menu on the application, then asked to watch on of the videos with the theme of *Landeskunde* and listen to the information contained in the video. The video was chosen based on the level of suitability with the

German language skill of students who are at B1 *niveau*. After that, students answered the questions on the answer sheet that has been distributed with the time given for 15 minutes of measure their global understanding of the video. After all students finished working on the final project individually, the researcher displayed a QR Code to access a Google Form link containing a questionnaire to get responses from students regarding the *Todaii German* application. The researcher then directed the students to fill out the questionnaire which consisted of 11 statements and one short answer question. According to the observation results from the three observers, the researcher applied the *Todaii German* application smoothly and the students followed the directions according to the instructions from the researcher and also easily used the application. However, two observers added notes that there were some students who found it difficult when registering an account and changing the resource language (German) to overcome these problems, the researcher asked students to use another account when registering and re-explained the steps to access the *Todaii German* application. When students were asked to download the application, there were some of them who had full storage space on their smartphones, so the solution that could be done during research activities was to invite students to join their friends and take turns trying to use the *Todaii German* application. As for students who experience difficulties related to network connections, in these problems students are asked to wait a while or change their network if they originally used a wireless network to switch to cellular data and try to access the application again. Based on the result of observations and exercises that have been completed, it can be concluded that students are able to solve exercise questions independently, which shows an understanding of the content of the video that has been listened to. In addition, students can also apply and utilize the *Todaii German* application effectively as a self-learning medium to practice listening skill.

b. Students Responses regarding the *Todaii German* Application as a Self-Learning Media on Listening Skill.

A total of 47 German Language Education student class of 2023 have filled out a questionnaire containing 11 selected statements and one short fill-in question regarding the use of the *Todaii German* application as a self-learning media on listening skill. Students can answer questions by choosing the available answer, namely Strongly Agree (SS), Agree (S), Less Agree (KS), and Disagree (TS). From the results of the questionnaire data, it shows hat student responses in the first statement about student enthusiasm for the *Todaii German* application as a medium for self-learning in listening skill, 11 students responded strongly agree, 35 students agreed, and one student less agreed. Almost all students show high enthusiasm for the use of *Todaii German* application as a self-learning media on listening skill, although there are a small number who less agree. This shows that in general the *Todaii German* application positively received.

In the second statement regarding the attractiveness of learning German listening skill independently with the *Todaii German* application. The response results were 11 students strongly agreed, 29 students agreed, and seven students less agreed. Most students feel that practicing listening skill through self-learning becomes more interesting if they use the *Todaii German* application, but some students less agreed because there are restrictions on news access for each day if the account used is not premium. Based on the results of student responses to the third statement about the *Todaii German* application in helping to practice listening skill independent, 15 students strongly agreed, 31 students agreed and one student less agreed. This indicates that almost all students feel helped in practicing listening skill independently by using the *Todaii German* application. However, there is one student who less agree with the use of this application, arguing that this application is considered difficult to understand for novice users because it has too many menus, causing confusion in its use.

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In the fourth statement, 14 students strongly agreed and 26 students agreed that the *Todaii German* application was easy to access and use. However, 7 students less agreed because they experienced some difficulties such as internet problems, registering an account, changing the source language and full smartphone storage space. The fifth statement about attractiveness and ease of features in this application, 12 students strongly agreed, 28 students agreed, while seven students less agreed. This shows that most students feel that the features in the application are interesting and easy to use, although there are some students who feel otherwise.

In the sixth statement regarding the suitability of the *Todaii German* application to practice listening skill independently, 15 students strongly agreed, 31 students agreed, and one student less agreed. Most students agree that the *Todaii German* application is suitable for use as a learning medium to practice listening skill that are carried out independently. In the seventh statement about the suitability of news topics in the *Todaii German* application with daily life, 14 students strongly agreed, 30 students agreed, two students less agreed, and one student disagreed. Based on the response results, it shows that the *Todaii German* application provides news topics in accordance with daily life that are update every day.

In the eighth statement 13 students strongly agreed, 29 students agreed, and five students less agreed. This shows that most students agree that the exercise questions given in the *Todaii German* application are suitable for practicing understanding of listening skill, although a small number of students have difficulty when working on exercise questions because the news text in this application uses vocabulary with a mixed level of A1-C1. The ninth statement regarding subtitles contained in the application can help understand the contents of the video in practicing listening skill, 11 students strongly agreed, 33 students agreed, and three students less agreed. Most students find it helpful in understanding the content of the video with the subtitles in the application.

In the tenth statement about satisfaction in using the *Todaii German* application to help practice listening skill independently, 11 students strongly agreed, 34 students agreed, and two students less agreed. The majority of students are satisfied that the *Todaii German* application can help them practice listening skill, although there are some who feel otherwise. In the eleventh statement regarding the reuse of the *Todaii German* application, 10 students strongly agreed, 33 students agreed, three students disagreed, and one student less agreed. Most students are interested in reusing this application and show the potential for continued use of the *Todaii German* application as a self-learning media.

The last question regarding student opinions on the *Todaii German* app, most students showed a positive response.

1. Some students expressed responses such as:

   1) "The app is good enough to help me in learning listening, especially when I study independently." (TF)

   2) "This application makes it very easy in the process of learning German, especially in *Hören und Lesen*." (RN)

   3) "The app is good and very useful for improving listening skill in German." (SA)

   4) "This app is quite good in helping to learn independently about *Hören* & *Wortschatz* because it contains a lot of explanations in the articles." (IF)

The four responses above are positive statements given by students, they feel that this application is good and helps to practice German listening skill independently, besides that with this application they can practice reading skill and increase vocabulary. These responses indicate that students consider this application very useful and support their learning process.

   5) "I think it is very helpful in learning German, especially since it has been adapted to each level. The explanation of pronunciation, meaning, and so on is also very detailed." (MI)

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6) "The features are very varied and rarely found by other applications. There are many guides to German vocabulary according to the level/value." (AP)

7) "I think this application is very interesting and really helps me to learn German, the content is also not boring, very helpful for learning." (ND)

8) "I think the *Todaii German* app is unique, compared to the language learning apps I have used, the *Todaii German* app has a *Lesen* & *Hören* feature that is different from other apps. The news reading feature is new to me and the vocabulary markers for A1-C1 levels are very helpful." (AA)

The four responses above are positive responses given by students who feel that this *Todaii German* application is an interesting, unique application, has different features from other German learning applications, and the content of the material has been adjusted to the A1-C1 *niveau*. This response shows that students feel that the *Todaii German* application can support their learning process to be more enjoyable.

2. Some students also expressed technical problems, such as:

(1) "The *Todaii German* application is easy to access and there are lots of exercises that can make it easier for us to listen, but there are some features that cannot be accessed so we have to watch advertisements to access them." (MK)

(2) "The features provided help the learning process independently, but the voice for the read aloud feature is less clear and too robotic so it is not very helpful in *Hören* practice." (FT)

(3) "I think the app is good but still very difficult to understand for beginners because there are too many menus so the impression given is a little messy." (PT)

The statement is a student response regarding the shortcomings contained in this application, especially in features that are limited in access because the account used is not premium, and also the menu in this application is a little confusing for beginners, and the spoken audio is considered too robotic so it sounds stiff or unclear. But in this case, the app also provides videos and podcasts sourced from native speaker.

Based on the results of questionnaire data that has been distributed to students, it can be concluded that most students give positive responses to the use of the *Todaii German* application as an independent learning media to practice listening skill. Students stated that this application provides material that is relevant to everyday life and supports understanding of German spoken text through subtitled videos, adds vocabulary, and can find out the correct pronunciation. In addition, students feel that the app allows them to study flexibly and independently outside of lecture hours, according to their own targets. However, there were also negative responses from students who expressed their constraints such as premium access restrictions on some features, the large number of menus in the app which can be confusing for novice users, and the audio on one of the features sounding too robotic. Nevertheless, in general, students feel that *Todaii German* can be used as an alternative learning media in helping students practice listening skill independently.

Discussion

a. Student Activities on the Use of *Todaii German* Application as a Self-Learning Media on Listening Skill of German Language Education Students.

Based on the explanation of the observation results, information was obtained that supported this research. All students can apply *Todaii German* well during the research activities, because the researcher explains in detail step by step. In accordance with the definition of an application according to Kuroma & Saputro (2021), an application is a computer program or software that is created and developed and operates on a system to perform certain commands on computer devices, laptops and smartphones. The term application comes from the English "application" which means use or application. In this

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study, the use of the *Todaii German* application as a self-learning media on listening skill of German Language Education students aims to help students practice German listening skill through self-learning. This is in accordance with the concept of self-learning as described by Afandi (2021) defines self-learning as a person ability to master certain material with the aim of being able to understand the material in learning that is done independently through various learning resources.

Students were able to understand and follow the instructions explained by the researcher well and they found it easy to use the *Todaii German* application. The instructions related to the steps of using the *Todaii German* application, starting from initial access, selecting video material and working on individual exercise questions, to filling out the questionnaire, can be followed smoothly by all students. This can be seen from the lack of questions from students that arose during the research activities and based on observation data from the three observers. In addition, students also showed enthusiasm in trying various features contained in the application such as reading news, *Wörterbuch, Wortschatz*, videos and podcasts. However, there are obstacles in some students when using the *Todaii German* application. The obstacle is in the form of daily access restrictions which are limited to three times access to several menus in the application, because the account used is not premium. Before accessing the menu they have to watch an advertisement first. However, on the video and podcast menu in the application there are no restrictions on access per day so students can still use these two menus to practice their listening skill, because the material contained in the menu comes directly from native speakers and German newspapers. Kusumadewi & Julaikah (2022) suggest that the original audio of native speakers can make it easier for students to know how to pronounce correctly. Students expressed this access constraint on the questionnaire listed in the twelfth item. Another obstacle is related to network speed so that it affects when students register an account, this was revealed by the three observers who noted the obstacle on the first day of observation. So, it can be concluded that the use of the *Todaii German* application is easy and can be understood by students, but there are still obstacles in the form of premium access and internet connection interruptions.

b. Students Responses regarding the *Todaii German* Application as a Self-Learning Media on Listening Skill.

The responses given by students were mixed towards the use of the *Todaii German* application. Thirty-five students agreed that they felt enthusiastic in using the *Todaii German* application. There are 29 students responding agreeing that learning listening skill independently becomes more interesting if using the *Todaii German* application. Regarding the application as a learning media in practicing German listening skill, 31 students responded agreeing that this application can help them in practicing listening skill independently. This is in accordance with the statement of Aryani et al. (2021) that learning media functions as a source of learning information as a messenger to the recipient of the message in order to stimulate thoughts, feelings, attention and willingness so that it can cause motivation in learning activities. Harsiwi & Arini (2020) also suggest that learning media is one of the important components in the learning process, with the use of media can provide benefits and support learning activities because it functions as an intermediary in delivering material.

Twenty-six students agreed that the *Todaii German* app was easy to access and use. In the next statement, 28 students responded in agreement regarding the features available on the application are interesting and easy to understand. Then, 31 students agreed that the *Todaii German* application is suitable for practicing listening skill through self-study. This application provides material in various forms such as news texts, videos, podcasts, vocabulary, dictionaries, notes, and is equipped with practice questions in which in addition to practicing listening skill can also train reading and speaking skills, so that it can help

students to practice these skills independently by using this application which is accessed online. This is in line with the statement Delen et al. (2014) that through online learning can increase the independence of learners or students in the learning process.

In the seventh item response, 30 students agreed that the topic of news material provided by the *Todaii German* app is in accordance with daily life from various German newspaper sources. This application provides a variety of news topics covering daily life themes such as culture, entertainment, health, lifestyle, short stories, food and drink, family, weather, politics and society, economy, and other topics. Glaboniat et al. (in Lestari & Wijayati, 2024) argued that in listening skill, students are expected to be able to understand words slowly and clearly related to daily life topics, so that they gain a strong foundation for communication. Furthermore, 29 students agree that the exercise questions given in the Application are suitable for practicing understanding of listening skill. In the ninth item response, 33 students agreed that the presence of subtitles on the video can help them understand the contents of the video in practicing German listening skill. This is in accordance with the statement of Mulyadi & Mutmainnah (2015) when someone watches a movie or video with subtitles to learn a foreign language has shown an increase in vocabulary acquisition, word recognition, decoding ability, motivation, and reading and listening comprehension. Then, 34 students were satisfied that using the *Todaii German* application could help them practice listening skills, and 33 students agreed to reuse the *Todaii German* application as an independent learning media to help practice their listening skill. In the twelfth item containing short fill-in questions, students expressed positive and negative responses. Positive responses expressed by students include, among others, this application has varied features that are different from other German language learning applications, so that when learning they feel enthusiastic and do not easily feel bored. According to research conducted by Audie (2019), learning media has a very important role in the teaching and learning process so that the learning process is not boring. This application is also very good for helping to learn German from beginner to advanced levels, because the choice of material is adjusted to the A1-C1 *niveau*. In addition, this application is also easy to access and use for beginners in learning German independently.

There are also negative responses expressed by students, such as in one of the audio features that are spoken sound less clear and seem too robotic, so that it can affect the clarity of pronunciation. In this case, it is because the feature uses speakers sourced from artificial intelligence or AI. This is in line with the opinion of Astini (2022), which reveals that artificial intelligence (AI) is artificial intelligence designed to imitate human intelligence such as language, visual, audio and audio visual. Overall, the function of *Todaii German* application can foster a comfortable learning atmosphere. The use of *Todaii German* application allows users to be able to access flexibly, anywhere and anytime. This is in accordance with the explanation conveyed by Yustanti & Novita (2019) that one of the benefits of using application-based digital media as learning media is the flexibility of access because it can be accessed without being bound by space and time.

Conclusion and Recommendations

Based on the results and discussion in the previous chapter, the *Todaii German* application can be used as an independent learning media on student listening skill. *Todaii German* can be applied easily by students to help practice listening skill through self-learning. In addition, students feel that the *Todaii German* application is an interesting application, has features that are different from other German online learning media, and the content of the material is adjusted to the A1-C1 *niveau*. Students are also enthusiastic about using *Todaii German* as a learning media. This shows that the application as a learning media can encourage students learning independence in understanding and mastering a particular skill.

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Students responded positively and negatively to the use of the *Todaii German* application. Students feel that the *Todaii German* application can be an alternative learning media in helping them practice listening skill independently. However, there is a negative response from students related to audio that is less clear in pronunciation. This is because the speakers are sourced from AI. In addition, the limitations of premium access to the application require users to watch advertisements first before accessing some features due to access restrictions per day and the account used is not subscribed.

Based on the results of the study, suggestions for future researchers are proposed as follows. To overcome the technical obstacles found, developers should perform regular server maintenance to avoid bad network connections when used simultaneously on a large scale and add speakers sourced from native speakers so that the audio produced is clearer and has appropriate pronunciation. For future research, it is suggested that *Todaii German* application can be used as a self-learning media to train other German language skills. Future researchers can also use the *Todaii German* application as an independent learning media to increase vocabulary in German related to learning at school or at university and must also adjust to the *niveau* of the learners to be addressed.

Acknowledgements

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