

Improving Listening Skills Using Learning Video Media for Fifth Grade Students of SD Negeri 118 Bengkulu Utara

Lathifah Lamis^{1*}

Eli Rustinar²

Hasmi Suyuthi³

¹²³ Magister Pendidikan Bahasa Indonesia, Universitas Muhammadiyah Bengkulu

¹lathifahlamis5@gmail.com

²elirustinar@umb.ac.id

³hasmisuyuthi@umb.ac.id

Abstract

From the results of initial observations made by the author at State Elementary School 118 Bengkulu Utara, researchers found that there was a lack of utilization of learning media and there were still many students who were less active during the learning process. This study aims to determine how the results of improving the student learning process using learning video media on short films to improve listening skills of fifth grade students of SD Negeri 118 North Bengkulu. This research uses quantitative methods with experimental research. The research subjects were grade V students totaling 22 students. Data collection techniques using *One Group Pre Test - Post Test Design* listening to the short film story "Windup" by Yibing Jiang. Data were analyzed using pretest and post-test scores listening to short films with SPSS statistical t-tests. The results showed that the improvement of listening skills using learning video media for grade V students of SD Negeri 118 North Bengkulu before treatment in the form of learning video media was 73% in the moderate category, while the improvement of listening skills using learning video media for grade V students of SD Negeri 118 North Bengkulu after treatment in the form of learning video media increased to 85% in the good category. From these data it can be concluded that the use of learning video media contributes to improving students' listening skills significantly.

Keywords *Video Media, Listening to movies, Learning, Students*

Introduction

Indonesian language in learning at school functions as the main means of communication to convey material, interact between teachers, students, and improve students' literacy skills. Through the use of Indonesian, students can develop language skills including listening, speaking, reading and writing. These skills not only help students in understanding and mastering subject matter, but also play a role in strengthening national identity and developing critical thinking skills. This is in line with the views of teachers and parents who consider that listening skills must be fostered and developed from an early age for students (Taringan, 2015). Listening is a very important linguistic activity because it is the most basic form of communication. The main purpose of listening is to obtain information, analyze it, obtain entertainment, and improve skills. Listening also means the ability to understand the meaning of the conversation conveyed by the speaker through spoken language with full attention (Taringan, Oktavia, and Jupri, 2022: 847).

Emphasizes media as a physical tool to convey messages and stimulate the learning process. Ramli sees media as a tool that plays a role in supporting students' understanding of the subject matter. In your research, movies are used to help students understand the material more deeply by presenting the message through relevant stories and emotions, rather than simply attracting attention. Ramli's theory focuses more on the educative role of media in reinforcing concepts and learning, with media as a learning instrument that can enhance understanding. In brief, it is clear that there is a difference between the first and second studies in the theory used by Sutopo focusing on animation as a visual attraction to attract attention, while Ramli emphasizes media as a learning tool that serves to deepen students' understanding of the subject matter (Ramli, 2012: 3).

One important aspect of development is language skills, as language plays a vital role in a child's life. Language allows children to understand and express their experiences through symbols used in communication and thinking. With language skills, children can express their thoughts and ideas to others. (Rodiah and Assyifajohar 2023:70) . Language skills include four aspects of these skills including listening (or listening), speaking, reading, and writing. Each skill is interconnected and supports each other. (Bontotiro, 2021: 120) . Listening is one of the most fundamental activities. This skill is the main foundation in understanding information obtained through daily communication (Parerejo, 2022: 203).

One of the most crucial elements of development is language skills, as language plays a vital role. It allows children to understand and express their experiences through symbols used in communication and thinking. With language skills, children can convey their thoughts and ideas to others (Rodiah and Assyifajohar, 2023: 70). Listening is a very fundamental skill, because it is the main basis in understanding information obtained in daily communication (Parerejo, 2022: 203).

Listening is a language skill that is very important in human life. In this fast-paced era, listening activities are more often done as a way to absorb information compared to other language skills, which shows how important the role of listening is in facing the current information era (Syamsuri, 2021: 155). Listening has always been a crucial part of human life, because every individual is required to do so, both in the family, school and community environment (Widiastuti, 2023: 2143). Listening is also the process of listening to oral stories to obtain information, capture content or messages, and understand the meaning of communication conveyed by the speaker through spoken language. A person will not be able to receive information clearly, well, and correctly if his listening skills are not good. Therefore, an understanding of the science of listening is very important to ensure that the information conveyed is received correctly by the listener, so that there are no errors in understanding the information (Muklim, 2021: 215).

Listening has three main aspects, namely (1) the listener, (2) the speaker, and (3) the listening material. These three aspects must be present so that listening activities can take place properly. In the context of learning, students act as listeners, teachers as speakers, and teaching materials as material that must be prepared (Subakti, 2023: 2537). Some ways to improve listening skills include: (1) re-listen to speech, (2) identify keywords, (3) paraphrase, (4) summarize information, and (5) answer questions. In addition, the use of appropriate media and in accordance with the characteristics of students and learning materials can also be an effective alternative to improve students' listening skills (Musyadad, 2023: 52 and Rustinar et al 2024: 42).

In listening learning in elementary schools, obstacles often arise such as students who are easily bored, talk to friends, and feel sleepy. These things can affect student concentration in following the learning process well (Safitri, 2022: 1115). Therefore, in the school environment, students can learn not only through teachers, but also through peers and direct experience from the surrounding environment. Learning will be more effective if the teacher has a good personality and can connect problems in the environment with learning materials, so that students can solve these problems independently (Muhibah, 2022: 55). From the various definitions of learning, it can be concluded that the essence of humans lives to learn, and every activity a person does is part of the learning process.

Learning media is a tool that supports teachers in delivering material so that learning objectives are achieved. This media creates a supportive learning atmosphere, allowing students to learn efficiently and effectively, both from physical and technical aspects (Nabila & Niwanto, 2022: 4969). The use of video media can increase student attention because videos make the material easier to understand. With the help of videos, the concepts conveyed become clearer, so that learning becomes more interesting and interactive (Diyahningsih and Choirul, 2023: 3175).

Types of learning media fall into three main categories: visual, audio and audio-visual. Visual media includes learning tools that can be seen by the eye, such as pictures, photos, diagrams, concept maps and globes. Audio media is media that can only be heard, such as language labs, radios, or recording devices. While audio-visual media combines visual and audio elements, so it can be seen and heard simultaneously. Examples of audio-visual media include television and sound films (Susanti, S., & Zulfiana, A. 2018: 1-16).

Learning media can be interpreted as a means used to stimulate students so that the learning process can occur. Along with the advancement of science and technology, learning media has also developed, ranging from visual media, audio-visual, television, computers, to other modern technologies that support learning activities. This development provides a wide selection of tools that can improve the effectiveness and quality of learning (Huda, 2020: 3).

Learning video media is a collection of components that can display images and sound simultaneously. The use of this media is very interesting because it can show various images that are complemented by sound, so it is expected to improve student learning outcomes. The combination of visual and audio in video media helps students to more easily understand the material presented, and makes learning more interesting and interactive (Aliyyah, 2021: 57).

Learning media using video, which continues to develop as technology advances, is now very relevant to be used in delivering learning materials. This media is increasingly popular because it can present more interactive learning, combining various types of media such as audio, graphics, images, animation and video. The combination of these media enriches the learning experience of students, provides more complete information, and allows deepening knowledge in a more interesting and effective way, supporting better education (Akram and Yulhan 2022: 716). The advantages of video-based learning media include: 1) it can explain processes, phenomena, or real events more clearly, 2) it can enrich explanations by combining other media such as images, 3) it is faster and more effective in delivering material than text media, and 4) it is able to describe and demonstrate simulations or procedures in a way that is easier to understand. Thus, the proper use of video media can greatly

support the development of learning materials and improve the quality of the student learning process (Rizki Ailulia, Saidah, and Sutriani 2022: 48).

Children's low listening skills are caused by two main factors. The first factor comes from within the child, such as lack of interest and motivation in learning. Children often have difficulty listening attentively, which can be seen from the ease with which they feel bored during learning and do not pay attention to the instructions given by the teacher. The second factor comes from outside the child, namely the learning process of listening skills that is not optimal. This is caused by various factors, such as teaching methods that are less innovative and interesting, as well as the low utilization of technology by teachers in creating learning media that can attract student interest, for example the use of interactive and interesting learning video media (Ali, 2022: 3302).

Mulyani (2023) in her research entitled *"Application of Video-Based Learning Media to Improve Listening Skills of Indonesian Language Students in Grade V Elementary School"*. It has similarities with Mulyani's research (2023) in several aspects. Both aim to improve student skills through the use of learning media. The main focus of both studies is as a supporting tool. The data collection methods used also have similarities, which include observation, interviews, tests, and questionnaires to evaluate the results of listening tests and measure students' attitudes towards learning media. In data analysis, both studies utilized statistical methods (such as SPSS) to calculate the average listening test results and determine the percentage of student attitudes towards learning media. The steps of data analysis in both studies include interpretation, identification, classification, description, discussion, and conclusion.

This research differs from Mulyani's (2023) research in several aspects. **The location of the research:** Mulyani's research was conducted at SD Negeri 93 Marana, Bulukumba Regency, South Sulawesi, while this research was conducted at SD Negeri 118 Bengkulu Utara, Bengkulu. **Number of research subjects:** Mulyani's study involved 9 grade V students, while this study involved 22 grade V students. **Research design:** Mulyani used the Kemmis and McTaggart cyclical model which consists of the stages of planning, implementation, observation, and reflection. In contrast, this study did not specifically use a cycle-based design but applied a quantitative descriptive method to analyze the use of video media in learning. **Learning instruments and media:** Mulyani's study used general action-based learning video media, while this study used short films as specific video media to improve listening skills. **Purpose and focus of research:** Mulyani's research focuses on improving listening skills in general, while this study has an additional focus to evaluate the percentage of students' attitudes towards the use of short films as learning media.

Research by Dewi, Sianturi, and Gandana (2024) entitled *"Learning Planning with Cartoon Video Film Media to Improve Children's Listening Skills at RA Ar Arahmah"* aims to overcome the low listening skills of children. This problem is identified through several factors, namely the lack of children's attention during learning, low interest in the story told by the teacher, and the limited variety of learning media used. The similarities and differences are that although both studies have the same focus, namely improving listening skills using learning video media. The differences are in the research subject and the type of media used, the theory applied, and the data analysis approach. The researcher's research focuses on older students and uses short films, while this study focuses on early childhood with an animated story approach.

Research by Sitepu (2022) titled *"Improving Students' Listening Skills Through English Language Film Media"* aims to help students improve their listening skills through the use of movies. This research is expected to help students learn good English

pronunciation, add new vocabulary, understand correct grammar, and practice their listening skills. In addition, the use of movies is expected to make students more active, reduce boredom, and make learning more interesting, so that the teaching and learning process runs more effectively. The results revealed that the utilization of English films proved to be very effective in improving students' listening skills. In addition, students give a positive view of the use of movies, because this media is considered very helpful for their learning process.

This study has some similarities with Sitepu's (2022) research. Both studies aimed to improve students' skills through the use of media, although the types of media used were different, utilizing video media skills, specifically using short films. The research subjects in both studies were elementary school students which included interviews, and tests. Data analysis in both studies was conducted on test scores as well as the percentage of students' attitudes towards learning media.

The difference between this research and Sitepu's research (2022) lies in the focus of the research. Sitepu's research focuses more on improving students' listening skills by using animation in fable stories as learning media. Meanwhile, this study focuses on improving students' listening skills through the use of short films as learning media.

Based on previous research, many studies have discussed the use of video media as a learning tool. However, researchers have not found research that specifically discusses *"Improving Listening Skills Using Learning Video Media for Grade V Students at SD Negeri 118 North Bengkulu."* This study aims to improve listening skills by using quantitative descriptive methods. Based on the theory of Ramli (2012: 3), media is a physical tool used to convey messages and stimulate students to learn, such as movies. The use of appropriate learning media can help students improve understanding, accelerate material absorption, strengthen memory, and support the learning process which includes observation, response, memory, emotion, thought, fantasy, and intelligence. The collected data will be analyzed by calculating the test average, using SPSS statistics.

From the results of initial observations made by the author at State Elementary School 118 Bengkulu Utara, researchers found that there was a lack of utilization of learning media and there were still many students who were less active during the learning process. Moreover, the school has provided sufficient media to fulfill the implementation of effective learning. Basically, the media is considered important in helping teachers for the process of delivering learning materials. However, new innovations are needed for the learning process so that it does not tend to be boring and students are more active during the teaching and learning process.

Based on this explanation, a solution is needed to overcome learning problems in class V by utilizing video media. This learning video is specifically designed to support more effective and interactive learning. The video presents material in audio-visual form complete with voice narration that guides the course of the video, thus helping students in understanding the content of the video and allowing them to learn independently.

The listening learning process using this media can be a solution for teachers in teaching students. This study aims to determine how the results of improving the student learning process using learning video media to improve listening skills of fifth grade students of SD Negeri 118 North Bengkulu. Based on the findings of previous studies, researchers are interested in continuing research with the title *"Improving Listening Skills Using Learning Video Media for Fifth Grade Students of SD Negeri 118 North Bengkulu."*

Method

The method used in this research is quantitative with experimental research. This method is applied to quantitative research with experiments on a matter that can be investigated for influence or not in research using learning video media in improving listening skills of grade V students of SD Negeri 118 North Bengkulu. The purpose of this study was to determine how the results of improving the student learning process using learning video media to improve listening skills of fifth grade students of SD Negeri 118 North Bengkulu. The subjects of this study were 22 fifth grade students of SD Negeri 118 North Bengkulu. Data collection techniques used tests, in this study the test used *One Group Pre Test - Post Test Design* listening to the short film story "Windup" by Yibing Jiang. The research instrument used a written test where students were given a *Pre Test* question before watching the film and a *Post Test* after watching the film using learning video media, this instrument is to determine the test results of fifth grade students of SD Negeri 118 North Bengkulu on the use of learning video media on short film listening skills. The data analysis technique uses t-tests statistics SPSS version 25. The initial test value (*pretest*) is given before giving treatment to determine the initial ability of students. Then given treatment using learning video media. After being given treatment, students are then given a *post-test* to determine the ability of students after using learning video media.

Results

The results of the research on student test results on learning video media in improving short film listening skills, students are given a student sheet (LKPD). The pretest and post-test questions answered by students are about what the title of the movie is, who are the characters in the movie, how are the characters in the movie, what feelings are felt after watching this movie, and what is the mandate after watching the movie. Score interpretation criteria based on score intervals for Indonesian language subjects can be determined by (maximum score - KKM score): $3 = (100-70) : 3 = 10$ so the length of the value interval for each percentage is 10. Then 0% - 69% is less, 70% - 79% is sufficient, 80% - 89% is good, and 90% - 100% is very good

In the process of improving listening skills using learning video media, grade V students really enjoy listening to short films. They watch with enthusiasm and attention. The researcher introduced the material and theme of the movie to be listened to, namely "Windup". The researcher directed students to observe and listen to the short film "Windup" which was shown in front of the class. Furthermore, students were distributed LKPD (Learner Worksheet) and asked to answer questions related to the content of the film. As a result, students seemed more active, interested, enthusiastic, and concentrated in doing the test given, showing a positive response to this learning. The use of learning video media makes a difference to listening to stories before and after using learning video media.

Short Film Listening Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60.00	2	9.1	9.1	9.1
65.00	3	13.6	13.6	22.7
70.00	6	27.3	27.3	50.0
73.00	1	4.5	4.5	54.5
75.00	2	9.1	9.1	63.6
78.00	1	4.5	4.5	68.2
80.00	4	18.2	18.2	86.4
85.00	3	13.6	13.6	100.0
Total	22	100.0	100.0	

Short Film Listening Posttest

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 70.00	2	9.1	9.1	9.1
75.00	3	13.6	13.6	22.7
80.00	4	18.2	18.2	40.9
85.00	3	13.6	13.6	54.5
90.00	6	27.3	27.3	81.8
95.00	2	9.1	9.1	90.9
100.00	2	9.1	9.1	100.0
Total	22	100.0	100.0	

Based on the data obtained, it is known that the ability of fifth grade students of SD Negeri 118 Bengkulu Utara before the use of learning video media showed 5 students were below the KKM, while 17 students had reached the KKM. After the application of learning video media, there were no more students who were below the KKM, and all 22 students managed to exceed the KKM. From the above data it can be concluded that there are changes in improving students' listening skills using learning video media before to after the treatment of learning video media.

Report

	Short Film Listening Pretest	Short Film Listening Posttest
Mean	73.2273	85.0000
N	22	22
Std. Deviation	7.69621	8.86405
Minimum	60.00	70.00
Maximum	85.00	100.00

Based on this table, it can be seen that the average *posttest* score is higher than the average pretest score of 85, while the average *pretest* score is 73.22. The highest score obtained on the *posttest* was 100 while on the *pretest* was 85. So it can be said that the results of the *posttest* scores are better than the results of the *pretest* scores.

Discussion

The improvement of listening skills using learning video media in class V SD Negeri 118 Bengkulu Utara showed variations in *pretest* results among 22 students. The test results show different values, ranging from very good, good, sufficient, to less. A total of 0 students scored above 90, which is considered very good, because they showed less understanding of the test listening to stories without using the media. A total of 7 students scored above 80, which is included in the good category, because they also showed good understanding in the story test. Furthermore, 10 students obtained scores above 70, which fell into the sufficient category, because they understood the material presented through the test without using video media. Finally, 9 students scored between 0 to 69, which is considered deficient, because, the grade V students showed that the students were not enthusiastic in doing the test without using the media tool because they were bored. Thus, the results of the *pretest* showed that the average student score was 73%, which is a sufficient category.

The improvement of listening skills using learning video media in class V SD Negeri 118 Bengkulu Utara showed variations in *post-test* results among 22 students. The test results show different scores, ranging from very good, good, fair, to less. A total

of 10 students scored above 90, which is considered excellent, because they showed a deep understanding in doing the short film listening test. A total of 7 students scored above 80, which is included in the good category, because they also showed a good understanding in the test. Furthermore, 5 students obtained scores above 70, which fell into the sufficient category, because they understood the material presented through the listening test. Finally, there were no students who scored between 0 to 69, which is considered deficient, because overall, grade V students have shown a good understanding in listening to movies using learning video media. Thus, the *post-test* results show that the average student score is 85%, which is a good category. By using this video media, students become more active, interested, enthusiastic, and more focused in learning.

Conclusion

It can be concluded that improving listening skills using learning video media for grade V students of SD Negeri 118 North Bengkulu before treatment in the form of learning video media is 73% in the moderate category, while improving listening skills using learning video media for grade V students of SD Negeri 118 North Bengkulu after treatment in the form of learning video media has increased to 85% in the good category. So it can be concluded that there is an increase in listening skills using learning video media for grade V students of SD Negeri 118 North Bengkulu using learning video media in watching short films. This result can be proven from the increase in *post-test* scores from tests that have been given the treatment in the form of learning video media.

Acknowledgments

The author would like to express his deepest gratitude to all parties who have provided support in the research of this article, the author received a lot of guidance and support from various parties therefore, the author would like to express his gratitude to; Mr. Dr. Susiyanto, M.Si. as the Chancellor of Muhammadiyah University of Bengkulu. Mr. Drs. Santoso, M.Si. as the Dean of the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu. Mrs. Dr. Eli Rustinar, M.Hum. as the first supervisor and head of the Indonesian Language Education Masters Study Program, Muhammadiyah University of Bengkulu. Mr. Dr. Hasmi Suyuthi, M.Pd. as the second supervisor who has directed and provided input for the completion of this article. Mr. and Mrs. lecturers of the FKIP Indonesian Language Masters Study Program who have given the blessing of knowledge during the lectures. Parents, siblings and family who have prayed for the smooth running of the Masters study. As well as fellow students who are struggling together to get a Masters degree.

References

- Ali, Moh. "Innovative Leadership Management in Early Children Education." *Journal of Obsession: Journal of Early Childhood Education*, vol. 6, no. 4, 2022, pp. 3007-12, <https://doi.org/10.31004/obsesi.v6i4.2198>.
- Aliyyah, Rusi Rusmiati, Alfatia Amini, Iman Subasman, Endang Sri, Budi Herawati, Teacher Education, Primary School. 2021. "Efforts Toimprove The Science Learning Results Through The Use Of Learning Video Media". *Journal of Social Humanities* 12 (April): 54-72.
- Andi Nur, Sailal Armi, and Syamsu Rijal. 2024. "Nicos Weg Video Media in Improving Ability." *Phonologie: Journal of Language and Literature* 03(01) 43-60.

- Ariani, Eli Rustinar. "Fostering a Culture of Literacy Through the Let's Read a Book Movement in the Library." *Journal of Education and Teaching Review*, vol. 6, no. 2, 2023, pp. 1863-71.
- Aryadillah, & Fifit Fitriansyah. (2017). *Learning Media Technology: Theory and Practice*. printing Herya Media.
- Berkah Rita, Hasmi Syuthi, Eli Rustinar. *Journal of Educational Development and Research*. no. 3, 2024, pp. 168-77.
- Bontotiro. 2020 "Short Story by Using Short Story Reading Recording Media on Students of Xi Ipa 2 Sma Class Introduction, JIP: Scientific Journal of Education Science
- Dewi, Liestya Regina, et al. *Learning Planning with Cartoon Video Film Media to Improve Children's Listening Skills at RA Ar Arahmah*. 2024.
- Diyahningsih, Utari, and Mudzanatun Choirul. 2023. "Analysis of Listening Skills in Indonesian Language Learning with Video Animation Media for Grade 2 Students of SDN Pandeanlamper 01" 09:3171-83.
- Rustinar, Sari, Annisa, Lamis, Verontina, Wahyuni, Mawarti, Malinda, Wulandari, Agustina. (2024). *Listening Skills 1 (Study and Examples of Application)*. Publisher: Elmarkazi.
- Faudiah Ismail, Mudrika Azzahra Darwis, Syarifah Halifah, 2022. *Skills, Improving, Listening Through, Storytelling Method, Islamic Education, and Age Children*. "Anakta," 1-5.
- Habie, Nur Fajriah, Sitti Rabiah, and Ihramsari Akidah. 2023. "Improving Listening Skills Using Audio Learning Media"
- Hasni, 2024. "Improving Listening Skills for Fairy Tales Through the Application of Problem-Based Learning Models Assisted by Audiovisual Media". *Journal of Cakrawala Pendas*10 (1): 387-94.
- Hasriani. (2017). *Skillful Listening*. Publisher: Indonesia Emas Grub
- Hijriyah. (2016). *Listening Strategies and Their Implications in Language Proficiency*. Publisher: Center for Research and Community Service IAIN Raden Intan Lampung.
- Huda, Asrul et al. 2020. *Hots-based Digital Animation Media*. UNP Press. Padang.
- Intan, D. S. (2021). *Development of Interactive Video Media in Thematic Learning for Grade IV SD / MI* (Doctoral dissertation, UIN Raden Intan Lampung).
- Kiftia. 2022 "Development of Animated Video Media for Listening Skills for Explanation Texts of Grade V Elementary School Students," *Journal of Elementary School Teacher Education (JPGSD)* (2022) 10 (8) 1763-1776.
- Kinanti, Alfathannia, Sigmaidah Rohman, Ajo Sutarjo, and Muhammad Hanif. 2022. "Using Video Scribe to Improve Digital Literacy Skills and Listening to Fairy Tales of Third Grade Students" 5:2835-42.
- Laraswati, Vena Ika, Robiatul Munnajah, and Beginning Reading. 2022. "Development of Video-Based Learning Media for First Grade Students of SDIT Insan Mandiri Jakarta" 4 (1): 41-50.
- Madya, and Maha Esa. 2022. "Efforts to Improve Teacher Performance and Pedagogical Competence in Teaching" 1 (2): 77-85.
- Muklim. 2021. "Improving Listening Skills of Elementary School Children." *Repository.lainbengkulu.Ac.Id*.
- Mumtahanah, N. (2014). *The Use of Visual Media in Pai Learning*. Al Hikmah Journal of Islamic Studies, 4, 92-105.
- Mulyani, Nurul Fahira. "Application of Video-Based Learning Media to Improve Indonesian Listening Skills of Grade V Elementary School Students." *J-HEST Journal of Health Education Economics Science and Technology*, vol. 5, no. 2, 2023, pp. 192-

- 203, <https://doi.org/10.36339/jhest.v5i2.107>.
- Nabila & Niwanto. 2022. "The Effectiveness of Audio-Visual Media on Listening Skills for Thematic Learning Theme 8 Subtheme 3 Learning 1 for Grade V Elementary School Students". *JIP: Scientific Journal of Education Science* 5 (November): 4964-67.
- Parerejo. 2022. "Improving Students' Listening Learning Outcomes Using Audiovisual Media in Indonesian Language Lessons," 203-10.
- Piqri Muhibah. 2020. Utilization of Audio Media to Improve Listening Skills for Stories in Third Grade Students of SDN 1 Sungai Kupang "Cendekia: Scientific Journal of Education," 53-63. <https://doi.org/10.33659/cip.v10i1.218>.
- Raharjayanti, Ali Fiana. 2021. "The Effectiveness of Learning Video Media from Youtube on Listening Skills and Singing Tembang Macapat Class Iv." *Joyful Learning Journal* 10 (1): 54–60. <https://doi.org/10.15294/jlj.v10i1.44407>.
- Ramli. (2012). Learning Media and Technology. Publisher: IAIN Antasari Press.
- Rodiah, and Siti. 2023. "Application of Kinemaster Video Fairy Tales for Children's Listening Skills Learning from Home" 4 (20): 69-78.
- Safitri. 2022. "Audio Media to Improve Students' Story Listening Skills." "Cendekia: Scientific Journal of Education," 1112-11123.
- Sugiyono. 2021. "Quantitative Qualitative and R&D Research Methods", Bandung: Alfabeta
- Suranti, Purwanto, W. E., Isdiyanti, S., & Hartini, S. (2020). Improving Indonesian Language Listening Skills Through Audio Visual Media for Grade IV Students of SD Juara 2020 Theme Various Occupations. *Eprints Uad*, 167-176.
- Susanti, S., & Zulfiana, A. (2018). Types of Media in Learning. Types of Media in Learning, 1-16.
- Susilo. 2020. "The Use of Audio Visual Based Learning Media". *Journal of Cakrawala Pendas*, no. July. <https://doi.org/10.31949/jcp.v6i2.2100>.
- Sutopo. (2002). Animation With Macromedia flash Following Actionsript. Publisher: Selemba Infotek
- Syamsuri, 2021. "The Effectiveness of Word Guess Games and Video Media in Improving Listening Skills of Elementary School Students". *JRIP: Journal of Learning Research and Innovation* 1 (3): 154-66.
- Tarigan, P. D. H. G. (2015). Listening as a Language Skill. CV. Angkasa
- Widiastuti. 2023. "The Use of Audio Visual Media to Improve Listening Skills for Indonesian Language Lessons" *Journal of Community Services and Development* 2 (10): 2142–52. <https://doi.org/10.36418/comserva.v2i10.633>.
- Wildawati. 2022. "The Effect of Storytelling Method Using Media" 03 (01): 43-60. *Journal: Early Childhood Education*.
- Zein Rismala, Beby, and Ermawati Zulikhatin Nuroh. "The Use of Animated Video on Listening Skills for Fairy Tale Stories of Grade Ii Elementary School Students." *Kurikula: Journal of Education*, vol. 7, no. 2, 2023, pp. 85-97, <https://doi.org/10.56997/kurikula.v7i2.810>.