

Enhancing Listening Ability and Retelling Skills of Elementary School Students: Exploring the Impact of Nusantara Animated Videos

Masfufah¹, Setiawan Edi Wibowo²

¹ Universitas Negeri Yogyakarta, Indonesia; masfufah.2022@student.uny.ac.id

² Universitas Negeri Yogyakarta, Indonesia; setiawanediwibowo@uny.ac.id

ARTICLE INFO

Keywords:

Listening Ability;
Retelling Skills;
Nusantara Animated

Article history:

Received 2024-07-09

Revised 2024-08-17

Accepted 2024-09-08

ABSTRACT

The role of students' listening ability and retelling skills is crucial in the teaching and learning process, particularly in elementary education where foundational skills are developed. In this context, listening ability directly influences how well students can comprehend instructional content, while retelling skills allow them to effectively organize and communicate the information. This study analyzes the impact of Nusantara animated video media on the listening ability and retelling skills of fourth-grade elementary school students. A quantitative experimental approach with a nonequivalent control group design was employed, involving a sample of 89 students divided into two groups: the experimental group (Jarakan Public Elementary School and Jarakan Public Elementary School 3) and the control group (Blunyahan Public Elementary School 2 and Sawit Public Elementary School). The schools were selected based on similar demographic and educational backgrounds to ensure comparability. Research instruments included a listening ability test and an observation sheet for retelling skills. Data analysis using the Wilcoxon test showed a significant positive impact of Nusantara animated video media on both listening and retelling skills ($p < 0.05$). The findings suggest that incorporating Nusantara animated video media into classroom instruction is an effective strategy to enhance these critical skills, particularly in the context of Indonesian language learning. This study highlights the broader educational implications, including potential applications in curriculum design, teacher training, and educational policy development.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Masfufah

Universitas Negeri Yogyakarta, Indonesia; masfufah.2022@student.uny.ac.id

1. INTRODUCTION

Listening ability is fundamental for elementary school students, as it underpins effective communication and learning. Listening is an activity integral to daily life and academic success (Dash, 2022; Deveci, 2018). It enables students to accurately comprehend teachers' instructions, follow narratives, and grasp linguistic nuances (Ghafar et al., 2023; Vani & Naik, 2023). According to Nguyen, (2020), strong listening skills are essential for linking new information with existing knowledge. Effective listening

facilitates the assimilation of new concepts into pre-existing mental frameworks, necessitating adjustments in understanding, a notion supported by Piaget's theory (Lordache, 2019).

Equally important is the skill of retelling, which plays a crucial role in effective communication (Cao & Kim, 2021; Morales, 2020). Mastery of retelling is indicative of successful learning and significantly impacts students' ability to convey information orally (Adliani et al., 2019; Sevara & Qizi, 2020). By developing retelling skills, students enhance their capacity to express ideas and opinions coherently (Hastari & Hartono, 2019; Jannah, 2018).

However, challenges arise when students exhibit behaviors such as joking around or ignoring instructions, reflecting a lack of focus and seriousness in learning (Gheller et al., 2020). Additionally, difficulties in retelling information highlight underlying issues such as gaps in understanding fundamental concepts, embarrassment, lack of confidence, and difficulties in organizing thoughts (Bray et al., 2020; Goodman & Cook, 2019; Maryani et al., 2018). These issues disrupt academic achievement and undermine the core goal of education—to empower students to understand, apply, and communicate knowledge effectively (Keller et al., 2020; Kulkarni & Sullivan, 2022; Lai & Chang, 2020).

In addressing these challenges, particularly in learning the Indonesian language at the elementary level in Bantul Regency, it is evident that traditional textbook media, while widely used, are often static and less interactive (Hepsibha, 2024; Puspitarini & Hanif, 2019). This limitation highlights the need for more engaging and interactive approaches. Animated media, with their strong visual appeal, present a compelling alternative that may better capture students' attention and support their learning (Bian & Zhou, 2022; Cevahir et al., 2022; Cook et al., 2023; Mustafa, 2023).

The integration of animated videos into education has seen rapid development, reflecting their potential to make complex concepts more comprehensible and engaging (Bulkani et al., 2022; Prasetya et al., 2021; Ramadhan et al., 2023). Animated media can also make learning materials more relevant to students' lives, fostering dynamic and interactive learning experiences (Kwasu & Ema, 2015; Passalo et al., 2022).

Despite the abundance of animated videos available on various platforms, their impact on enhancing students' listening ability and retelling skills remains underexplored (Astuti et al., 2021; Khotimah et al., 2023; Liu & Elms, 2019). This study aims to evaluate the effectiveness of Nusantara animated videos in improving these skills among fourth-grade students. By focusing on the integration of technology into teaching, this research addresses critical gaps in current educational practices, such as the lack of interactive and engaging materials.

The novelty of this study lies in its simultaneous assessment of listening ability and retelling skills through the use of Nusantara animated videos. This approach not only contributes to the existing body of knowledge but also provides insights into how these resources can be adapted to meet the unique learning needs of elementary students (Dewi et al., 2023; Diehm et al., 2020; Harsa et al., 2020; Mart, 2020). The study will explore how these videos can be optimized to enhance listening and retelling skills, addressing the challenges of shorter attention spans and the need for interactive learning methods (Alakashee et al., 2022; Asprilia et al., 2020; Budiarto & Jazuli, 2021).

In summary, this research aims to provide a comprehensive analysis of the impact of Nusantara animated videos on the development of essential language skills among elementary students, offering a valuable contribution to the field of educational technology and language learning.

2. METHODS

This study employs a quantitative quasi-experimental method with a pretest-posttest control group design. This design is chosen to observe the cause-and-effect relationship between the control and experimental groups (Creswell, 2014). Research Stages begin with administering a pretest to ensure that the experimental and control groups have similar listening abilities and retelling skills. This pretest aims not only to confirm baseline equivalence but also to adjust for any baseline differences that may affect the interpretation of posttest results.

Treatment Phase involves using Nusantara animated video media, designed to enhance students' listening abilities and retelling skills. Each treatment session lasted 45 minutes, with a total of 8 sessions over a 4-week period. To control for confounding variables such as demographic differences, prior knowledge, or teacher influence, schools with similar characteristics were selected, and all students in the experimental and control groups followed the same procedures.

Instruments used in this study include a listening ability test consisting of 10 essay questions based on Anderson's Cognitive Taxonomy in domains C2, C3, C4, and C5, and an observation sheet for retelling skills. The instruments were validated and tested for reliability through expert judgment, including initial pilot tests and modifications based on expert feedback. The observation sheet assessed both linguistic and non-linguistic aspects of retelling skills, with scoring rubrics such as a 5-point scale for fluency and pronunciation.

Data Analysis was conducted using the Wilcoxon test to compare pretest and posttest scores. The Wilcoxon test was selected as it is suitable for analyzing differences in non-normally distributed data, providing accurate insights into changes in listening abilities and retelling skills. The analysis also considered any significant differences between the experimental and control groups that could influence the results.

Table 1. Listening Ability Test Instrument

Indicator	Cognitive Domain	Item
Analyzing the theme of the story	C4	1
Analyzing the roles and characteristics of characters in influencing the plot	C4	2
Evaluating the relevance and moral values of characters	C5	3
Examining the traits or characteristics of characters	C4	4
Describing the setting of the place	C2	5
Analyzing how the context of time influences the development of the plot and its relevance to the theme	C4	6
Detecting the mood setting in the story	C4	7
Examining the plot of the story	C4	8
Evaluating the moral message of the story and its relevance in a modern context	C5	9
Identifying character traits worthy of emulation	C3	10

Table 1 presents the listening ability test instrument, which includes indicators like analyzing story themes, evaluating character moral values, and identifying exemplary character traits.

Table 2. Observation Instrument for Retelling Skills

Indicator	Aspect	Item
Emphasizing important words clearly and correctly	Emphasis	1
Pronouncing words clearly	Pronunciation	2
Using appropriate vocabulary	Diction/Vocabulary	3
Constructing sentences well and understandably	Sentence Structure	4
Courageously retelling the story	Courage	5
Retelling the story fluently	Fluency	6
Showing a calm demeanor	Attitude	7
Demonstrating a good understanding of the story's content	Content Mastery	8

Table 2 shows the observation instrument for retelling skills, covering aspects such as emphasizing important words, pronunciation, vocabulary use, sentence structure, courage, fluency, attitude, and content mastery.

3. FINDINGS AND DISCUSSION

3.1 Findings

This study aims to evaluate the effectiveness of using Nusantara animated videos in improving listening ability and retelling skills among fourth-grade students. The research was conducted with students from Jarakan Public Elementary School and Jarakan 3 Public Elementary School as the experimental group, and students from Blunyah 2 Public Elementary School and Sawit Public Elementary School as the control group. Before data analysis, normality and homogeneity tests were performed. The Kolmogorov-Smirnov test was used to assess the normality of residuals. The significance value was used as the decision criterion. If the significance value is greater than 0.05, the data distribution is considered normal; conversely, if the significance value is less than 0.05, the data distribution is considered non-normal.

Table 3. Results of Normality Tests for Listening Ability and Retelling Skills Data

Grup	Listening Ability	Keterangan	Sig.	Retelling Skills	Keterangan
Experimental Posttest I	0,273	Normal	0,05	0,072	Normal
Experimental Posttest II	0,001	Not Normal	0,05	0,010	Not Normal
Control Posttest I	0,041	Not Normal	0,05	0,460	Normal
Control Posttest II	0,403	Normal	0,05	0,067	Normal

The normality test results indicate that some data had Sig. values < 0.05 , showing that the data did not meet the parametric testing requirements due to non-normal distribution caused by outliers or significant variation in student responses. Therefore, non-parametric tests were conducted as an alternative.

Table 4. Statistics of Listening Ability for Experimental and Control Classes

	N	Min.	Max.	Mean	Std. Deviasi
Experimental class I	21	52	100	80,24	14.046
Experimental class II	24	40	97	82,92	12.139
Control class I	20	52	91	69,35	13.550
Control class II	24	49	94	71,37	12.941

Based on Table 4, there is a significant difference in listening ability between the experimental and control groups. Experimental Class I had an average score of 80.24 with a standard deviation of 14.046, while Experimental Class II had an average of 82.92 with a standard deviation of 12.139. In contrast, Control Class I had an average of 69.35 with a standard deviation of 13.550, and Control Class II had an average of 71.37 with a standard deviation of 12.941. These findings indicate that the experimental classes consistently achieved higher average scores compared to the control classes. Additionally, the lower standard deviation in the experimental classes suggests that the listening ability outcomes were more homogeneous, reflecting the success and consistency of the implemented method or intervention.

Table 5. Statistics of Retelling Skills for Experimental and Control Classes

	N	Min.	Max.	Mean	Std. Deviasi
Experimental class I	21	20	25	22,52	1.250
Experimental class II	24	18	25	21,83	1.949
Control class I	20	18	24	21,00	1.686
Control class II	24	16	24	20,67	2.014

Based on Table 5, the analysis of retelling skills indicates that the experimental classes generally outperformed the control classes. Experimental Class I recorded the highest average score of 22.52 with the lowest standard deviation of 1.250, indicating that students in this class demonstrated better retelling skills and more consistent outcomes. Experimental Class II also showed a higher average score (21.83) compared to the control classes, although its standard deviation (1.949) was slightly higher than

Experimental Class I. Conversely, Control Class I had an average score of 21.00 with a standard deviation of 1.686, while Control Class II had an average of 20.67 with a standard deviation of 2.014. The control classes showed lower average scores and higher standard deviations, suggesting greater variability and less consistency in retelling skills compared to the experimental classes. Overall, these data indicate that the use of Nusantara animated videos in the experimental classes had a significantly positive impact on students' retelling skills compared to the methods applied in the control classes.

Table 6. Hypothesis Testing Results for Listening Ability and Retelling Skills

Listening Ability	Mean Pretest	Mean Posttest	Sig.	Interpretation
Experimental	57,56	81,69	0,000	Ha Accepted
Control	57,55	70,45	0,000	Ha Accepted
Retelling Skills				
Experimental	16,78	22,16	0,000	Ha Accepted
Control	18,64	20,86	0,000	Ha Accepted

Based on the results of the test presented in Table 6, it can be concluded that there are significant differences in listening ability and retelling skills between the experimental and control classes. The significance value (2-tailed Sig.) of $0.000 < 0.05$ indicates that these differences are significant. In terms of listening ability, the experimental class showed a substantial increase in average scores from 57.56 in the pretest to 81.69 in the posttest, whereas the control class increased from 57.55 to 70.45. Similarly, in retelling skills, the experimental class improved from 16.78 in the pretest to 22.16 in the posttest, while the control class improved from 18.64 to 20.86. These more significant improvements in the experimental class suggest that the use of Nusantara animated videos had a greater positive impact on enhancing listening ability and retelling skills compared to the methods employed in the control class.

3.2 Discussion

3.2.1 Impact on Listening Ability

Listening ability is a critical skill for students as it facilitates the learning process (Hagen et al., 2022; Hue, 2019; Yuliarini, 2022). Developing this skill requires supportive tools in education (Nugroho & Wibowo, 2020; Ruhjana & Aeni, 2019), including the teachers' ability to manage learning and the instructional media used, such as Nusantara animated video media. This study aims to evaluate whether this media influences students' listening ability.

Hypothesis 1: Nusantara animated video media significantly impacts students' listening ability.

The results of the first hypothesis testing revealed a Wilcoxon test significance value of 0.000, which is significant at a level of < 0.05 . Therefore, the alternative hypothesis is accepted, and the null hypothesis is rejected. This indicates a significant difference in students' listening ability before and after the implementation of the intervention. The research findings suggest that the use of Nusantara animated video media has a significant impact on students' listening ability. The engaging nature of animation media contributes to more effective learning (Barut Tugtekin & Dursun, 2022; Pujiani et al., 2022). Supporting this, Rismala & Nuroh (2023) found that animated video media is highly suitable for developing students' listening skills, aiding in story recall, understanding the story's message, and increasing students' engagement and enthusiasm.

These findings are consistent with Astafrina et al, (2022), which demonstrated a significant impact of using animated videos on listening ability, as indicated by a higher t-test value compared to the t-table. Additionally, research by Nurlaila et al, (2022) and Wiratsari & Margunayasa, (2021) showed that well-developed animated videos can optimize students' listening ability. Widiastuti, (2023) also reported an average increase in students' understanding during learning using audio-visual media, suggesting a positive impact of animated videos on listening ability.

Furthermore, Izaac et al. (2023) assert that using animated media is essential for enhancing students' listening ability. The findings indicate that animated media can make students more interested and improve their concentration on the presented material, resulting in improved listening ability. The use of animated videos in this study positively contributes to teaching folklore by utilizing visual elements, sound, and the atmosphere of space and time. Simple movements in images also enhance the attractiveness of the storyline and the experiences of the story's characters. Moving images, particularly those accompanied by captivating sound and background, offer greater visual appeal compared to static images (Fingerhut, 2020; Purgar, 2021). Consequently, these animated videos can effectively enhance students' attention and comprehension of the learning content. As an alternative learning medium, animated videos can present lesson materials engagingly, involving captivating visuals and sounds, thus facilitating students' understanding of the lesson content (Buckley & Nerantzi, 2020).

3.2.2 Impact on Retelling Skills

Retelling skills are crucial for effective communication and require creativity and innovation from teachers Budirahayu & Saud, (2023). Creating situations where students feel confident and comfortable in retelling is essential for teachers Wahyuningasti et al, (2023)

Hypothesis 2: Nusantara animated video media significantly impacts students' retelling skills.

The results of the second hypothesis testing revealed a Wilcoxon test significance value of 0.000, which is significant at a level of < 0.05 . Therefore, the alternative hypothesis is accepted, and the null hypothesis is rejected. This indicates a significant difference in retelling skills before and after the intervention. The research findings suggest that the use of animated videos significantly impacts students' retelling skills. Teaching retelling skills requires innovative approaches, and the use of Nusantara animated videos can contribute to developing these skills. Animated videos serve as a technological medium that supports the learning process and helps teachers deliver lesson content effectively, particularly in Bahasa Indonesia (Fitriyani & Solihati, 2022; Nur Amalia, 2022). The utilization of animated videos reflects educators' efforts to enhance students' retelling skills, as supported by Nuansari & Sriyanto, (2021), who demonstrated the positive impact of animated media on children's retelling skills, as evidenced by high average scores post-intervention.

Moreover, research by Habibah & Nafiqoh, (2022) proves that using animated videos can enhance students' retelling skills. The engaging and enjoyable nature of animated videos, as supported by Fuad et al. (2022), has been effective in improving students' retelling skills in Bahasa Indonesia. This is evident from the increased motivation and performance of students in retelling, as shown by improved pretest and posttest results. Retelling skills play a crucial role in communication within family environments and social interactions (Vani & Naik, 2023). Despite focusing on reading and writing skills, retelling and listening skills are equally important (Wahyudi, 2022). Mastery of speaking skills is essential for effective communication and retelling (Safei & Atikah, 2020).

This study demonstrates that Nusantara animated videos positively impact students' listening and retelling skills. To implement these findings in practice, educators and schools should consider integrating animated videos into their curriculum. This can be achieved by selecting culturally relevant videos with engaging visuals and narrative structures. Potential challenges include teachers' readiness to use this technology and the availability of necessary equipment. Possible solutions involve training for teachers and securing appropriate resources. While Nusantara animated videos show positive impacts, it is important to consider other factors that might influence the results, such as the novelty of using animated videos, which might enhance student engagement and performance. Thus, it is crucial to consider how these factors interact with the effectiveness of the animated videos themselves.

This study fills a gap in the existing literature by focusing specifically on using Nusantara animated videos to develop listening and retelling skills in the context of Indonesian elementary

education. The findings provide new insights and practical applications not previously addressed in the literature.

4. CONCLUSION

The study demonstrates that the use of Nusantara animated video media significantly improves students' listening and retelling skills. Quantitative results show a 42% improvement in listening ability in the experimental group, with scores increasing from 57.56 (pretest) to 81.69 (posttest), compared to a 22% increase in the control group. Similarly, retelling skills improved by 32% in the experimental group, with scores rising from 16.78 to 22.16, compared to a 12% increase in the control group. All results were statistically significant, with p-values of 0.000, indicating a clear difference between the groups. The study controlled for potential confounding factors, such as demographics and prior knowledge, ensuring valid results. These findings suggest that incorporating animated video media into educational settings can enhance comprehension, especially in contexts involving abstract concepts. However, a limitation of the study is the specific cultural relevance of Nusantara videos, which may affect the generalizability of the results to other regions or subjects. Future research should investigate the long-term effects of animated video media on learning outcomes across different subjects, age groups, and cultural settings to further understand its broader applicability. Overall, the study highlights the potential of animated media to enrich language learning and engagement, offering a promising alternative to traditional teaching methods.

REFERENCES

- Adliani, S., Syafira, W., & Wahab, A. (2019). Pemanfaatan Video untuk Meningkatkan Keterampilan Berbicara Siswa Sekolah Dasar. In *Prosiding Seminar Nasional Pendidikan Bahasa Dan Sastra Indonesia*, 2, 141–145. <https://digilib.unimed.ac.id/id/eprint/38964/1/24.Fulltext.pdf>
- Alakashee, B., Al Gharaibeh, F., El-Mneizel, A., & Aderibigbe, S. (2022). Teachers' views about school students' behavioral problems in the Emirate of Sharjah: An exploratory study. *Heliyon*, 8(6), e09756. <https://doi.org/10.1016/j.heliyon.2022.e09756>
- Asprilia, T., Qodariah, L., & Purba, F. (2020). First grader's attention span during in class activity. *GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan Dan Konseling*, 10(2), 144–150. <https://doi.org/10.24127/gdn.v10i2.3151>
- Astafrina, S., Hadiyanto, H., Alwi, N. A., & Fitria, Y. (2022). Penggunaan Video Animasi untuk Meningkatkan Keterampilan Menyimak dan Hasil Belajar Peserta Didik pada Pembelajaran Tematik Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8754–8765. <https://doi.org/10.31004/basicedu.v6i5.3940>
- Astuti, R., Nisak, N. M., Nadlif, A., & Wulan Hajjatul Zamzania, A. (2021). Animated video as a media for learning science in elementary school. *Journal of Physics: Conference Series*, 1779(1). <https://doi.org/10.1088/1742-6596/1779/1/012051>
- Barut Tugtekin, E., & Dursun, O. O. (2022). Effect of animated and interactive video variations on learners' motivation in distance Education. *Education and Information Technologies*, 27(3), 3247–3276. <https://doi.org/10.1007/s10639-021-10735-5>
- Bian, Y., & Zhou, C. (2022). Motivation effect of animated pedagogical agent's personality and feedback strategy types on learning in virtual training environment. *Virtual Reality and Intelligent Hardware*, 4(2), 153–172. <https://doi.org/10.1016/j.vrih.2021.11.001>
- Bray, A., Byrne, P., & O'Kelly, M. (2020). A short instrument for measuring students' confidence with 'Key Skills' (SICKS): development, validation and initial results.' *Thinking Skills and Creativity*, 37(March), 100700. <https://doi.org/10.1016/j.tsc.2020.100700>
- Buckley, C., & Nerantzi, C. (2020). Effective use of visual representation in research and teaching. *International Journal of Management and Applied Research*, 7(3), 196–214.

- <https://doi.org/10.18646/2056.73.20-014>
- Budiarto, F., & Jazuli, A. (2021). Interactive learning multimedia improving learning motivation elementary school students. *Proceedings of the 1st International Conference on Social Sciences, ICONESS2021*, 19 July 2021, Purwokerto, Central Java, Indonesia (p. 318). European Alliance for Innovation. <https://doi.org/10.4108/eai.19-7-2021.2312497>
- Budirahayu, T., & Saud, M. (2023). Pedagogical innovation and teacher collaborations in supporting student learning success in Indonesia. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2271713>
- Bulkani, Fatchurahman, M., Adella, H., & Andi Setiawan, M. (2022). Development of animation learning media based on local wisdom to improve student learning outcomes in elementary schools. *International Journal of Instruction*, 15(1), 55–72. <https://doi.org/10.29333/iji.2022.1514a>
- Cao, Y., & Kim, Y.-S. G. (2021). Is retell a valid measure of reading comprehension? *Educational Research Review*, 814–818. <https://doi.org/10.1016/j.edurev.2020.100375>
- Cevahir, H., Özdemir, M., & Baturay, M. H. (2022). The effect of animation-based worked examples supported with augmented reality on the academic achievement, attitude and motivation of students towards learning programming. *Participatory Educational Research*, 9(3), 226–247. <https://doi.org/10.17275/per.22.63.9.3>
- Cook, M., Cowan, M., & Curtis, S. (2023). Useful animation: Iconography, infrastructure and impact. In *Animation* (Vol. 18, Issue 3). <https://doi.org/10.1177/17468477231207613>
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed).
- Dash, B. (2022). The art of effective listening skills: Needs, goals and strategies. *Galaxy: International Multidisciplinary Research Journal*, 2(3), 1–9.
- Deveci, T. (2018). Listening as a lifelong learning skill-what, why, and how. *16th International Conference on Literature, Languages, Humanities and Social Sciences*, October, 85–90.
- Dewi, N. P., Sudarmin, S., Wardani, S., Setiawan, D., Waluyo, E., & Selviana, S. (2023). The effect of use of animation video media on retelling story skills. *International Journal of Active Learning*, 8(2), 70–75. <https://journal.unnes.ac.id/nju/ijal/article/viewFile/44768/14717>
- Diehm, E. A., Wood, C., Puhlman, J., & Callendar, M. (2020). Young children’s narrative retell in response to static and animated stories. *International Journal of Language and Communication Disorders*, 55(3), 359–372. <https://doi.org/10.1111/1460-6984.12523>
- Fingerhut, J. (2020). Twofoldness in moving images the philosophy and neuroscience of filmic experience. *Projections (New York)*, 14(3), 1–20. <https://doi.org/10.3167/proj.2020.140302>
- Fitriyani, W., & Solihati, N. (2022). The effect of powtoon based audiovisual Media on Indonesian language learning outcomes. *MIMBAR PGSD Undiksha*, 10(1), 148–154. <https://doi.org/10.23887/jjpsgd.v10i1.46996>
- Fuad, A. F., Dayu, D. P. K., & Hastuti, N. A. E. D. (2022). Efektivitas media video animasi terhadap keterampilan berbicara pada mata pelajaran Bahasa Indonesia siswa kelas III. *Prosiding Konferensi Ilmiah Dasar*, 3, 1390–1395. <https://prosiding.unipma.ac.id/index.php/KID/article/viewFile/3160/2508>
- Ghafar, Z. N., Sawalmeh, M. H., & Mohamedamin, A. A. (2023). Students’ strategies for Improving Their Listening Comprehension: A review of literature. *Journal of Humanities and Social Sciences Studies*, 5(1), 65–71. <https://doi.org/10.32996/jhsss.2023.5.1.9>
- Gheller, F., Lovo, E., Arsie, A., & Bovo, R. (2020). Classroom acoustics: Listening problems in children. *Building Acoustics*, 27(1), 47–59. <https://doi.org/10.1177/1351010X19886035>
- Goodman, J. F., & Cook, B. I. (2019). Shaming school children: A violation of fundamental rights? *Theory and Research in Education*, 17(1), 62–81. <https://doi.org/10.1177/1477878518817377>
- Habibah, I., & Nafiqoh, H. (2022). Pemanfaatan video animasi dalam meningkatkan konsentrasi belajar. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, 159–163(2), 5–24. [http://etheses.iainkediri.ac.id/7436/4/BAB III.pdf](http://etheses.iainkediri.ac.id/7436/4/BAB%20III.pdf)

- Hagen, Å. M., Knoph, R., Hjetland, H. N., Rogde, K., Lawrence, J. F., Lervåg, A., & Melby-Lervåg, M. (2022). Measuring listening comprehension and predicting language development in at-risk preschoolers. *Scandinavian Journal of Educational Research*, 66(5), 778–792. <https://doi.org/10.1080/00313831.2021.1939136>
- Harsa, W. P., Saragih, A., & Husein, R. (2020). The effect of audio visual and audio teaching media on the student's listening achievement. *Proceedings of the 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL2020)*, 488(Aisteel), 310–315. <https://doi.org/10.2991/assehr.k.201124.065>
- Hastari, T., & Hartono. (2019). Improving students' speaking skill and self confident using retelling of fifth grade students. *326(Iccie 2018)*, 489–496. <https://doi.org/10.2991/iccie-18.2019.85>
- Hepsibha, M. J. R. (2024). Integration of technology in teaching and learning. *Redshine Archive*.
- Hue, T. H. C. (2019). An Overview of Listening Skill Theories. *Proceedings of Elt Upgrades*, 978–604. <https://doi.org/10.5281/ZENODO.3591877>
- Izaak, S. D. N., Sahetapy, S., & Huliselan, A. (2023). Improves talk-listening ability through the use of animation media in class III students sd negeri 85 Ambon. *Jurnal Pedagogik Dan Dinamika Pendidikan*, 11(1), 83. <https://doi.org/10.30598/pedagogikavol11issue1year2023>
- Jannah, D. M. (2018). Pengaruh Media Video Animasi terhadap Kemampuan Menulis Teks Eksplanasi Siswa Kelas VIII SMP N 13 Surabaya Tahun Pembelajaran 2017 / 2018. *Jurnal Bapala*, 5(2), 1–8. <https://ejournal.unesa.ac.id/index.php/bapala/article/view/23086/21141>
- Keller, A. S., Davidesco, I., & Tanner, K. D. (2020). Attention matters: How orchestrating attention may relate to classroom learning. *CBE Life Sciences Education*, 19(3), 1–9. <https://doi.org/10.1187/cbe.20-05-0106>
- Khotimah, N., Endang Fauziati, Choiriyah Widyasari, & Minsih. (2023). Teacher strategies and student preferences in overcoming disruptive behavior of elementary school students. *International Journal of Elementary Education*, 7(1), 60–67. <https://doi.org/10.23887/ijee.v7i1.54320>
- Kulkarni, T., & Sullivan, A. L. (2022). Academic achievement and relations to externalizing behavior: Much ado about nothing? *Journal of School Psychology*, 94(August 2021), 1–14. <https://doi.org/10.1016/j.jsp.2022.07.004>
- Lai, Y. J., & Chang, K. M. (2020). Improvement of attention in elementary school students through fixation focus training activity. *International Journal of Environmental Research and Public Health*, 17(13), 1–13. <https://doi.org/10.3390/ijerph17134780>
- Liu, C., & Elms, P. (2019). Animating student engagement: The impacts of cartoon instructional videos on learning experience. *Association for Learning Technology*, 27, 1–31. <https://doi.org/10.25304/rlt.v27.2124>
- Lordache, O. (2019). Assimilation and Accommodation. *Lecture Notes in Intelligent Transportation and Infrastructure*, 27(4), 91–111. https://doi.org/10.1007/978-3-030-01243-4_5
- Mart, C. T. (2020). Integrating listening and speaking skills to promote speech production and language development. *MEXTESOL Journal*, 44(2), 1–7. <https://files.eric.ed.gov/fulltext/EJ1320890.pdf>
- Maryani, I., Kusainun, N., Fatmawati, L., Erviana, V. Y., Wangid, M. N., & Mustadi, A. (2018). Parents' roles in overcoming elementary students' learning difficulties. *International Journal of Evaluation and Research in Education (IJERE)*, 7(4), 305. <https://doi.org/10.11591/ijere.v7i4.15015>
- Morales, J. A. F. (2020). Factors that Affect the Development of the Speaking Skill of English, in the Students of 11th Grade "A", at Augusto Cesar Sandino-Managua, Second Semester 2019 [Nacional Autónoma de Nicaragua]. <http://repositorio.unan.edu.ni/14612/7/cc.jpg>
- Mustafa, B. (2023). Impact effect of using computer graphics animation in education. *IDA: International Design and Art Journal*, 5(1), 1–12. <https://doi.org/0000-0002-9475-9610>
- Nguyen, M. T. (2020). Understanding listening comprehension processing and challenges encountered: Research perspectives. *International Journal of English Language and Literature Studies*, 9(2), 63–75. <https://doi.org/10.18488/journal.23.2020.92.63.75>
- Nuansari, H., & Sriyanto, W. (2021). The effectiveness of using animation movie in improving speaking

- skills of elementary students. *ELLTER Journal*, 2(1), 47–52. <https://doi.org/10.22236/ellter.v2i1.5368>
- Nugroho, A. A., & Wibowo, U. B. (2020). The influence of school Infrastructure on student Learning activeness: A research study. 397, 607–612. <https://doi.org/10.2991/assehr.k.200129.076>
- Nur Amalia, I. (2022). Improving learning interest of elementary school students through Indonesian language learning animation videos. *International Journal of Elementary Education*, 6(3), 664–671. <https://doi.org/10.23887/ijee.v6i4.47423>
- Nurlaila, Khairowati, R., Komalasari, E., Fitriani, W., & Kamaluddin. (2022). Developing animated video using sparkol videoscribe to optimize listening skills of children. *AIP Conference Proceeding*, 252Nurlail. <https://doi.org/10.1063/5.0112521>
- Prasetya, W. A., Suwatra, I. I. W., & Mahadewi, L. P. P. (2021). Pengembangan Video Animasi Pembelajaran Pada Mata Pelajaran Matematika. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(1), 60–68. <https://ejournal.undiksha.ac.id/index.php/JJL/index>
- Pujiani, T., Harsiwi, W., & Almustaflikhah, N. (2022). The use of animation video as online learning media to teach English for young learners. *Acitya: Journal of Teaching & Education*, 4(1), 2022. <http://journals.umkt.ac.id/index.php/acitya>
- Purgar, R. P. (2021). Early interactions of static and moving images. *The Palgrave Handbook of Image Studies*, 147–166. https://doi.org/10.1007/978-3-030-71830-5_9
- Puspitarini, Y. D., & Hanif, M. (2019). Using learning media to increase learning motivation in elementary school. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Ramadhan, G., Rohana, R., & Pada, A. (2023). The effect of use animation media on learning outcomes in science learning of the fourth grade students Telkom Makassar. *International Journal of Elementary School Teacher*, 1(2), 175. <https://doi.org/10.26858/ijest.v1i2.17970>
- Rismala, B. Z., & Nuroh, E. Z. (2023). The use of animated videos on storytelling skills in grade II elementary school students. *MSIDA Preprints Server*, 7(2), 1–12. <https://doi.org/10.21070/ups.901>
- Ruhyana, N. F., & Aeni, A. N. (2019). Effect of educational facilities and infrastructure in primary schools on students' learning outcomes. *Mimbar Sekolah Dasar*, 6(1), 43. <https://doi.org/10.17509/mimbar-sd.v6i1.15225>
- Safei, N., & Atikah, D. (2020). The effectiveness of retelling short story towards students' accuracy in speaking skill. *Journal of Language Teaching and Learning, Linguistics and Literature*, 8(1), 137–144. <https://doi.org/10.24256/ideas.v8i1.1275>
- Sevara, A., & Qizi, A. (2020). The pros and cons of teaching speaking skills in the classroom. *Middle Europe Scientific Bulletin*, 6, 38–39. <https://doi.org/10.47494/mesb.2020.6.108>
- Vani, M. K. S., & Naik, V. D. N. (2023). Significance of listening skills in enhancing the communication skills. *Smart Moves Journal Ijellh*, 11(7), 9–16. <https://doi.org/10.24113/ijellh.v11i7.11442>
- Wahyudi, E. (2022). Pengaruh media video animasi terhadap keterampilan menyimak dan berbicara siswa kelas IV Sekolah Dasar Kecamatan Sungai Pinang Kabupaten Banjar [Universitas Negeri Yogyakarta]. <http://eprints.uny.ac.id/id/eprint/75629>
- Wahyuningasti, E., Rokhmaniyah, & Saptuti, Tri, S. (2023). Pengaruh rasa percaya diri terhadap keterampilan berbicara dalam pembelajaran Bahasa Indonesia siswa kelas V. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 11(1), 65–73. <https://doi.org/10.20961/jkc.v11i1.63470>
- Widiastuti, W. (2023). Penggunaan Media Audio Visual untuk Meningkatkan Keterampilan Menyimak Dongeng Pelajaran Bahasa Indonesia. *COMSERVA Indonesian Journal of Community Services and Development*, 2(10), 2142–2152. <https://doi.org/10.59141/comserva.v2i10.633>
- Wiratsari, K. T., & Margunayasa, I. G. (2021). The Feasibility of Writing Learning Videos for Elementary School Students. *Jurnal Ilmiah Sekolah Dasar*, 5(1), 99. <https://doi.org/10.23887/jisd.v5i1.34402>
- Yuliarini, N. L. E. (2022). The use of song in improving students' listening skill. *Indonesian Journal Of Educational Research and Review*, 5(2), 226–233. <https://doi.org/10.23887/ijerr.v5i2.48760>