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Development of Audio-Visual Media In Listening Learning For Grade IV Elementary School Students

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ABSTRACT: This study aims to produce an audio-visual learning media product that is useful in listening learning for fourth grade elementary school students. And to determine the feasibility of the audio-visual media that the researchers have developed. This study uses the Research and Development (R&D) method and using the Four-D model research stage (Define, Design, Develop, Disseminate). Validation is carried out by expert validators and practitioner validators. Product trials were carried out in stages, namely stage 1 and stage 2. The results showed that the validation of design experts obtained an assessment with a very valid category. In validation linguists obtained assessment with a very valid category. In the validation of the material experts, they obtained an assessment with a very valid category. And the validation of the material by the practitioner validator obtained an assessment with a very valid category. The students written test in the form of objective questions received an assessment with a very good category. The results of the questionnaire responses from students and teachers obtained an assessment with a very practical category. So, the results of this study indicate that development of audio-visual media in listening learning is very suitable for use for fourth grade elementary school students.

Keywords: *Audio Visual Media, Listening*

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INTRODUCTION

We can gain learning wherever we are. One of them is the learning obtained from school. School is one of the places of formal education in which students learn and learn various fields of science. Before the implementation of learning can be ascertained, a learning plan has been designed or what can be called a curriculum (Prathamie, 2016). The curriculum is created by the government so that the learning process in each school becomes structured.

In the learning process, it is inseparable from 4 language skills, namely listening skills, speaking skills, reading skills and writing skills (Zulaeha, 2013). Listening skills are the most basic skills or the most important initial foundation of any other language skill (Tarigan, 2013). Listening has an important role not only in language learning, it is also very important for human daily communication (Yildirim, 2016). In addition to the importance of listening skills in daily life, listening learning for students is able to improve learning outcomes optimally if done well. If the student does not master or even only one of the language skills he has mastered, then it can be said that the student is not yet skilled in Indonesian (Arianto, 2018). However, many students have difficulty in listening learning. This is due to several factors, including: 1) Listening learning is only done to answer questions from the teacher and does not use media as a support. This shows that children are forced to think abstractly. (2) listening learning is applied as is reading learning. (3) listening learning is not directed at the development of student character (Ayuni, 2019). This statement, accompanied by an opinion according to Gusmaidar (2016), he stated that most students ignore listening learning and do not seem to seriously follow it, because learning activities

ISSN xxxx-xxxx (print) xxxx-xxxx (online)
Volume 1, No.1 June 2022

seem monotonous . Therefore, students become lazy to do assignments because they do not understand the material described.

Based on the above problems, of course, the use of learning media is something that must be applied in the learning process (Miftakh and Samsi, 2015). Because using the media will be a connecting tool designed by teachers to convey information and stimulate students' curiosity in learning (Yusantika and Suyitno, 2018). In addition, the development of the learning process using media, facilitates students in thinking critically and creatively (Irmawan, Suharno and Saputro, 2021). There are several learning media evacuations in teaching and learning activities according to Daryanto (2018) as follows:

1) Learning media is used to show the audience (students), objects or events that occurred in the past. This, will increase students' knowledge of what happened in the past.
2) Learning media is used to observe objects or events that are difficult to see directly, be it because they are far away, dangerous or forbidden to be entered by humans and so on.
3) By using media, it can obtain an image of an object that is too large or too small to be seen. For example, bacteria in the water and water of our solar system.
4) Learning media can also be used to hear voices that are difficult for the sense of hearing to hear.

Based on the function of learning media above, the use of technological elements is a new breakthrough in the world of education so that the material studied feels real to be seen and heard directly (Sulfemi and Mayasari, 2019). Without the use of learning media, students will quickly feel saturated and bored, especially for elementary school children. As explained by Arsyad (2014) namely; 1) Learning media can make it easier for teachers to deliver the material; (2) With the use of learning media in the learning process, it will increase learning motivation and foster creative and critical thinking in students. This establishing an active classroom atmosphere; (3) Learning media can overcome space limitations and can save time in learning; (4) With learning media, students can connect personal experiences to daily life.

Based on the explanation above, a weld of authors chose listening skills to be used as variabel in research is because in the teaching and learning process, it is not uncommon for teachers to encounter students who are less able to understand a material being taught. This will affect student learning outcomes in the future (Sulistiyowati, Setyawan 2020). In addition, there is also a possibility of listening skills that receive less attention in the entire learning process Indonesian (Widyaningrum, 2015).

METHOD

The type of research carried out is Research and Development (Research and Development). This study aims to produce a product, as well as test the effectiveness of the product against the test subjects (Sugiyono, 2018). This development research led to a 4D model by Thiagarajan (1974) namely Define, Design, Develop, Disseminate. This development model was chosen, because this research produced a product in the form of audio-visual (video) learning media. The product developed will be tested for feasibility through a product validation process and product trial, with the aim of determining the feasibility and practicality of audio learning media visual (video).

The type of data used in this development research is quantitative data. The use of quantitative data is to obtain data in the form of assessment scores by validators (design validators, language, materials and practitioner validators), student written test results and teacher response questionnaires and students. This aims to find out the feasibility of the media and how the assessment of teachers and students on the audio-visual media developed.

The data collection technique in this study was by distributing questionnaires and written tests. Analyzing quantitative data by conducting statistical calculation techniques in the form of calculating the validation test questionnaire score, response questionnaire and student written test using the Likert scale with a score of 1-4. Here are the conditions:

ISSN xxxx-xxxx (print) xxxx-xxxx (online)
Volume 1, No.1 June 2022

Table 1. Assessment Score Provisions

Assessment Score	Category
4	SS: Strongly Agree
3	S: Agree
2	KS: Disagree
1	TS: Disagree

The percentage of validation assessment is as follows:

Table 2. Product Validation Percentage Category

Average Score Interval (%)	Categories validity
76-100	Very Valid
51-75	Valid
26-50	Less Valid
0-25	Invalid

Table 3. Student and Teacher Response Percentage Categories

Average Score Interval (%)	Categories of Practicality
76-100	Very Practical
51-75	Practical
26-50	Less Practical
0-25	Impractical

Table 4. Student Written Test Percentage Category

Average Score Interval (%)	Validation categories
76-100	Excellent
51-75	Good
26-50	Not Good Enough
0-25	Not Good

RESULT AND DISCUSSION

RESULT

This research is a research and development (*Research and Development)* using the *Four-D* model which has 4 main stages, namely, *Define* (definition), *Design* (design), *Develop* (development), *Disseminate* (dissemination). The implementation of research on the development of audio-visual media in listening learning for grade IV elementary school students is as follows:

ISSN xxxx-xxxx (print) xxxx-xxxx (online)
Volume 1, No.1 June 2022

1. Define

1) Initial analysis

At this stage, a preliminary analysis was carried out, namely analyzing research journals regarding listening ability for elementary school students. The conclusion of several journals that have been collected and analyzed, it turns out that most students lose their focus on the material described by the teacher as well as the low curiosity of students on new things in learning (Ahmad, Aditya, 2022). This shows that the low listening ability of students and the decline in students' interest in learning at school. Especially in Indonesian subjects that require 4 language skills; Listening, speaking, reading and writing.

Listening skills in Indonesian are synonymous with a story. Be it short stories, novels, fairy tales, fables and so on. Sometimes, just reading a story in front of the class does not make students interested enough and immersed in the content of the story. Meanwhile, listening requires maximum concentration and focusing in order to get good listening results (Mana, 2016). Therefore, a learning medium is used that can help students to clarify the visualization of their thoughts on the story presented (Wirasasmita and Putra, 2018). So that students can listen well and achieve the desired learning goals.

2) Needs analysis

Based on the initial analysis that has been described, students really need a learning medium that acts as a bridge to understand a learning material (Muhson, 2010). Especially in language learning about fictional stories. Therefore, in this needs analysis, it is needed for story analysis and analysis of student characteristics. The analysis of the story is designed in such a way that students are interested in the content of the story. Then, analyze the characteristics of students, the stories raised must be adjusted to the characteristics of grade IV elementary school students.

Story analysis is carried out after collecting journals about regional fairy tales /folklore and conducting a short question and answer to those who know the origin of the selected story. The purpose of this short question and answer is to validate again whether the research from the journals that have been collected is in accordance with the information obtained from informants who know the origin of the folklore. The folklore/fairy tale chosen to be the material for video learning media comes from pasaman city precisely in the Binjai area of Tigo Nagari District entitled Rawa Crying.

After finishing compiling the concept and storyline of Rawa Crying, this story analysis begins with the determination of the characters and their characters, place and time, storyline, sketch drawings that are in accordance with the situation and circumstances, which will later be developed into an animated story video. First and foremost what the researchers did was to create a *script* for the Rawa Weeping story, so that later it would be easier to design how the setting of the place, time, and atmosphere of the story would be built. So that students can easily understand the meaning of the story.

After the story analysis was carried out, the researcher analyzed whether the selected story corresponded to the characteristics of grade IV elementary school students. It is known that the story of The Weeping Swamp is suitable for the characteristics of grade IV elementary school students. This can be seen from how students at the grade IV level have begun to be able to develop their thinking towards the objects they observe, then can take positive values or implied messages from video stories and present coloring that is in accordance with the characteristics of elementary school children. The statement is in accordance with the concrete operational stages, namely the range from the age of 7-11 years, children are able to understand logic stably, are able to classify simple colors, and can develop their imagination into written and oral forms (Kurniaman, 2018).

ISSN xxxx-xxxx (print) xxxx-xxxx (online)
Volume 1, No.1 June 2022

2. Design

This stage is carried out by designing how the presentation of the story will be poured into audio-visual media which is adjusted to the journal analysis that has been carried out at the previous defining stage. The product produced at this stage is an audio-visual (video) learning medium.

a. Writing dialogue according to the story

After knowing the folklore of "Rawa menangis" through several sources, dialogue writing was carried out according to the story obtained. This writing begins with creating a storyline for each scene that is systematically arranged on a script sheet.

b. Designing Characters

As a result other folklore analysis that has been carried out, there are characters who play a role in the story of Rawa Weeping. Among them were nobles, noble mothers, kings and the tantaras of ghaib creatures. In the figures of Nobles, Noble Mothers and kings, they use traditional Minangkabau clothes. In the noble character, he has an arrogant and disobedient nature/character to his mother. Meanwhile, the character of the Noble Mother, has a kind-hearted nature. And the character of the King is firm and wise.

3. Develop

a. Development of Research Instruments

1) Development of a validation sheet, consisting of 3 parts; design validation sheet, Language and material. The indicators on the validation sheet are developed from several existing studies that have existed before y a and are adapted to research needs.
2) Development of response questionnaires, consisting of 2 parts; questionnaire of teacher and student responses. The statement items on both response questionnaires, developed from the validation questionnaire indicators.
3) Development of written tests of students, developed on the basis of Basic Competencies and learning objectives of fiction story material. The student's written test is 10 questions and there are four answer options.

b. Media Development

After designing the characters of the story at the design stage, then the next step is to develop the story characters, with the following stages:

1) Image thickening and coloring

The technique of thickening and coloring in the image was carried out by researchers on the Autodesk application. First, thicken the pattern against the image that was previously in the manual image. After thickening the image object, the next step is to color the image.

2) Animation creation

The creation of an animation on the Crying Swamp story video uses the FipaClip application. In this FipaClip application, to be able to make it a moving image, *take a picture frame by frame,* which means that each *frame* has a different movement from other *frames*.

3) Create an overall story video

After going through the stages of thickening and coloring techniques in the image, as well as creating animations, the last step is to combine the components that have been designed into the KineMaster application.

c. Media Validation

This validation stage is a stage to see the validity and feasibility of the media being developed. Validation of audio-visual media is carried out by expert design validators,

ISSN xxxx-xxxx (print) xxxx-xxxx (online)
Volume 1, No.1 June 2022

languages, materials and practitioner validators. It consists of 3 validators, namely; 1 design expert validator, 1 Linguistics and material expert validator and 1 practitioner validator. The practitioner validator that the researcher chose from the grade IV teacher of SDN 189 Pekanbaru.

Table 5. Product Validation Result Recapitulation

No.	Validators	Validation **Value**	Information
1.	*Draft Design* Expert 1	69,86%	Valid
2.	*Draft Design* Expert 2	80,0%	Very Valid
3.	Linguist *draft* 1	59,72%	Valid
4.	Linguist *draft* 2	83,33%	Very Valid
5.	Expert Material *draft* 1	59,37%	Valid
6.	Expert Material *draft* 2	96,87%	Very Valid
7.	Material Practitioner Validators	82,29%	Very Valid

Media that have been validated, then improvements are made according to suggestions and input by validators. The final assessment result of the product validation obtained a very valid assessment. This shows that the product is already worth testing.

d. Product Trials

Trials of this product are carried out in stages. In the first stage, researchers conducted *a one-to-one* test, taking 3 *samples* (students). Then, siswa conducts a written test and an open interview. The following are the results of the student's written test in the first phase of the trial:

Table 6. Stage 1 Student Written Test Results

No.	**Student Name**	**Value**	**Sum**	**Percentage**	**Category**
1.	NMPA	100			
2.	FH	80			
3.	SZA	100	280	93,33%	Excellent

After conducting the written test, students conducted open interviews with researchers about the media that had been witnessed before. The results of the interview proved that there was a suggestion from one of the students who said that the duration of broadcasting from one question to another was a little too fast for him. Therefore, these suggestions will be the material for the evaluation of researchers for the further development of the media.

Furthermore, the second phase of the trial was carried out. At this stage, researchers conducted a s*mall group test,* which was as many as 15 students. Then students take a written test and fill out the response questionnaire that has been provided. At this stage, he also took a s*ample* against the class IV teacher of SDN 189 Pekanbaru as a respondent to the media that had been developed.

The following are the results of the student's written test in the second stage:

ISSN xxxx-xxxx (print) xxxx-xxxx (online)
Volume 1, No.1 June 2022

Table 7. Stage 2 Students Written Test Results

No.	Student Name	Value	Sum	Percentage	Category
1.	AH	100			
2.	EPP	90			
3.	FZ	90			
4.	FMN	100			
5.	IRP	100			
6.	IAR	80			
7.	JPA	90			
8.	LIP	90	1380	92%	Excellent
9.	NF	90			
10.	NA	100			
11.	REP	90			
12.	RH	100			
13.	SA	90			
14.	BC	90			
15.	SH	80			

The students' written test results in stage 1 and stage 2 obtained excellent assessments. Based on these results, audio-visual media developed by researchers can provide good knowledge and understanding for students.

After the students have finished working on the questions, students are given each response questionnaire to find out how the students respond to the media that has been developed.

Table 8. Student Response Questionnaire Results

No.	Statement Item	Percentage	Category
1.	Use of Images (image interest)	81,66%	Very Practical
2.	Use of Images (eliminates boredom)	90,0%	Very Practical
3.	Media Benefits (enthusiasm for learning)	88,33%	Very Practical
4.	Understanding matter (fictional stories)	86,66%	Very Practical
5.	Use of Color	76,66%	Very Practical
6.	Use of Language	86,66%	Very Practical
7.	Use of *sound*	81,66%	Very Practical
8.	Content of the story	91,66%	Very Practical
9.	Folklore Knowledge	85,0%	Very Practical
10.	Can Answer Questions Well	85,0%	Very Practical
11.	Use of Font and Text Size	85,0%	Very Practical
	Average score	**85,29%**	**Very Practical**

The results of the student response questionnaire, there are 11 media assessment indicators to see the practicality of the media. Obtained an average score of 85.29% with a very practical category. Based on the results of the student response questionnaire, it shows that the media developed is very practical to be used by students.

ISSN xxxx-xxxx (print) xxxx-xxxx (online)
Volume 1, No.1 June 2022

Table 9. Teacher Response Questionnaire Results

No.	Statement	Score	Sum	Percentage	Category
1.	The use of media provides a learning experience.	4			
2.	Audio-visual media dance students ' attention in learning.	4			
3.	Concepts on media in accordance with learning KD	4			
4.	Using media makes it easier for teachers to deliver learning	4			
5.	Language is easy for students to understand	4	40	100%	**Very Practical**
6.	The type and size of the letters are attractive and clearly visible	4			
7.	Images and colors catch students ' attention	4			
8.	Clear pronunciation of articulation and intonation	4			
9.	A flow that is easy for students to understand	4			
10.	Audio-visual media according to student characteristics	4			

The results of the teacher response questionnaire, there are 10 media assessment indicators to see the practicality of the media. Obtained an average score of 100% with a very practical category. Based on the results of the teacher response questionnaire, it shows that the media developed is very practical to be used by teachers in the learning process.

Based on the results of media validation by experts, the phase 1 trial and the phase 2 trial can be concluded that the development of audio-visual media in listening learning is feasible and practical to use as a learning medium Indonesian for elementary schools, especially folklore material. Audio-visual media can be said to be feasible and practical because it has met the predetermined assessment criteria.

The audio-visual media developed is in the form of a *soft file,* so to make it easier to access it, researchers make *barcodes*. *The* barcode created will direct the viewer to the link drive containing the story video. Viewers can download and watch story videos in excellent quality.

DISSCUSSION

Learning media plays an important role in improving student achievement in learning (Kustandi: 2020). In addition, learning media is also useful as a uniform delivery of subject matter, the learning process becomes clearer and more interesting and makes the learning atmosphere interactive (Wahid, 2018). The development of learning media can be said to be feasible and valid for use in learning, it must go through the stages of development. In this study, researchers used a 4D model with stages; *Define*, *Design*, *Develop*, *Disseminate*.

This research begins with the *define* stage (Defining). At this stage, the researcher conducts a preliminary analysis and analysis of needs. In the initial analysis, researchers conducted an analysis of journals listening specifically to elementary school students. Then on the needs analysis, the researcher conducts a story analysis and an analysis of student characteristics. The analysis is carried out after knowing the problems of listening generally to fictional story

ISSN xxxx-xxxx (print) xxxx-xxxx (online)
Volume 1, No.1 June 2022

material. Then, design a medium that matches the characteristics of elementary school students.

The second stage is the *design* stage, at this stage it is carried out by designing how the media scheme will be made. The researcher first designed the dialogue of the story, then determined the characters of the story and painted the manual drawing on HVS paper as a pattern of the image. Then color the Autodesk application and create an animation on the FipaClip application.

The third stage is the *develop* stage, at this stage the researcher validates the product, namely design validation, Language validation and material validation. Based on the validation results of draft design experts 1, obtained a percentage result of 69.86% with a valid category. The validation results of *the draft* 2 design expert obtained a percentage of 80.0% with a very valid category. The increase in the assessment between *draft* 1 and *draft* 2 by design expert validators, occurred in the aspects of color and writing. The suggestion of improvement from the validator is to adjust the color to the characteristics of elementary school students. Then, choose a font that is interesting to look at for Elementary School students. This is in accordance with the statement according to Putra, Soepriyanto & Husna (2018), who said that at the age of elementary school children , tend to remember the form of writing accompanied by color selection combined on the media to be able to steal the attention of those who see it. Then in the validation results of language experts *draft* 1 obtained a percentage result of 59.72% with a valid category. The validation results of the draft 2 language experts obtained a percentage result of 83.33% with a very valid category. The increase in the assessment between *draft* 1 and *draft* 2 by the expert validators of the Language, occurs in aspects of Language, intonation and articulation. The suggestion of improvement from the validator is to use simpler language, pay more attention to intonation in each event and clarify the articulation. This is in accordance with the opinion of Purwanto Didik & Yuliani (2013), the use of language is adjusted to student development, namely using simple and common language used in the everyday scope of students. As for the opinion regarding intonation and articulation according to Susmiyanti (2021) he said that the use of clear intonation and articulation, will affect the success of a person in conveying information . And in the results of expert validation, *draft* 1 material obtained a percentage result of 59.37% with a valid category. The results of expert validation of *draft* material 2 obtained a percentage result of 96.87% with a very valid category. And the results for material practitioner validators obtained a percentage result of 82.29% with a very valid category. These results show that the audio-visual media developed by researchers can be said to be feasible and valid for use in grade IV elementary school students. Furthermore, trials of the product were carried out. The trial was carried out in stages, namely stage 1 and stage 2. In stage 1, researchers took *samples of* 3 students. At this stage a written test and a brief question and answer are carried out. The results of the written test of students in stage 1 obtained a percentage of 93.33% with an excellent category. Then continued the 2nd stage, which involved class IV elementary school teachers and 15 grade IV elementary school students. And the written test results of the students in this stage 2 are 92% with the category of excellent. After the students answered the questions, it was continued by filling out the response questionnaire and obtaining a percentage result of 85.29% while the teacher's response questionnaire result obtained a percentage result 100%. Based on these data, audio-visual media can be said to be very practical to use in the process of teaching and learning activities.

The fourth stage is the *dissemination* stage. At this stage, researchers introduce or promote audio-visual media products to elementary school teachers, namely SDN 189 Pekanbaru. Because the media is in the form of *a soft file,* teachers can access it via a link or it can also be by scanning the *barcode* that the researcher has provided.

ISSN xxxx-xxxx (print) xxxx-xxxx (online)
Volume 1, No.1 June 2022

CONCLUSSION AND RECOMENDATION

The development of audio-visual media in listening learning for grade IV elementary schools uses the *Research and Development* method and the *Four-D* model which has 4 stages of research, namely; *Define*, *Design*, *Develop*, and *Disseminate*.

The design expert assessment obtained a percentage of 80% of the highly valid category, the Language expert assessment obtained a percentage of 83.33% of the very valid category. And the material expert validation assessment obtained a percentage of 96.87% of the valid category. Meanwhile, material validation by practitioner validators obtained a percentage of 82.29% with a very valid category. Based on the accumulated results of validators, that the developed media can already be tested. Next, the media is tested on teachers and students. The trial is carried out in stages, namely stages 1 and 2. In stage 1, researchers gathered 3 students. And the results of the written test of students with a percentage of 93.33% of the category were very good. In the phase 2 test, researchers took data from 15 grade IV elementary school students and elementary school grade IV teachers. The results of the student's written test in stage 2 earned a percentage of 92% of the category is very valid. The assessment for student response questionnaires obtained a percentage of 85.29% in the very practical category and for the assessment of teacher response questionnaires obtained a percentage of 100% with the very category practical. Based on the results of the assessment above, it can be concluded that audio-visual media is very feasible and practice is used for grade IV elementary school students.

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Volume 1, No.1 June 2022

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