

Utilization of Animated Videos in Stimulating Listening and Speaking Skills in Early Childhood

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Abstract: Utilization of Animated Videos in Stimulating Listening and Speaking Skills in Early Childhood. Objective : This study investigates the use of animated videos as a learning medium to stimulate listening and speaking skills in early childhood education. The research aims to highlight their effectiveness in fostering foundational language abilities. **Method:** Using a literature review methodology, 15 studies were selected systematically from 100 initial sources published between 2014 and 2024, based on strict inclusion and exclusion criteria. Data were analyzed qualitatively using thematic analysis to identify key patterns and insights. **Findings:** Findings reveal that animated videos significantly enhance listening skills, with children progressing from basic levels to advanced competencies. Speaking skills are also improved through vocabulary enrichment and better communication, encouraging children to express their ideas more effectively. Animated videos cater to diverse learning styles, increase attention spans, and motivate children to actively participate in learning activities. Specific examples include the use of animated videos to improve literacy skills, foster early numeracy, and promote character education through interactive storytelling. Additionally, this media provides engaging, enjoyable, and interactive learning experiences that help sustain children's interest and focus. **Conclusion:** Animated videos not only improve children's comprehension and speaking abilities but also encourage active engagement, making them a highly relevant tool in early childhood education. Further research is recommended to explore their applicability across broader educational contexts and age groups, ensuring their potential is maximized for diverse learners.

Keywords: animated video, early childhood, listening skills, speaking skills.

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■ INTRODUCTION

According to the National Association for the Educations Young Children (NAEYC), early childhood is an individual aged 0 - 8 years. At this stage, children will experience significant growth and development processes in various aspects of life (Baroody, Lai, and Mix 2014). This stage is often called the golden age, because children experience rapid development in physical, cognitive, social, and emotional aspects. In Permendikbud number 5 of 2022, it is stated that aspects of early childhood development

include religious and moral values, Pancasila values, physical motor skills, cognitive, social emotional and language (Peraturan Menteri Pendidikan dan Kebudayaan n.d.). Children at this age are in a critical period for building the foundation of literacy, language and learning skills through active interaction with the environment, play experiences and exposure to language (Rhyner 2009).

Language development is an important aspect of a child's growth and development. Early childhood language development involves the

ability to understand and use language to communicate (Rhyner 2009). Language allows children to express their thoughts and ideas, communicate and acquire knowledge from media, people and other sources of knowledge in their environment (Salomon 2012). Aspects of children's language development consist of listening, having awareness of text messages, alphabet and phonemics, having the basic skills needed to write, understanding simple instructions, being able to express questions and ideas and being able to use their language skills to work together (Peraturan Menteri Pendidikan dan Kebudayaan n.d.). Language in children should be stimulated and developed since early childhood. Language development in children includes four abilities, namely listening, reading (receptive language) and speaking, writing (expressive language).

Listening and speaking skills are a unity that goes hand in hand and influences other language skills. Listening and speaking are skills that cannot be separated from each other (Damar 2024; Shotter 2009). Listening well is essential to speaking effectively. Children's listening skills serve to understand and develop knowledge in the future, while speaking skills serve to express what is in their minds and to communicate (Habibah and Nafiqoh 2022). Listening and speaking skills are two very important things that are needed in everyday life.

Listening for children is the basis for language development and other things, because through listening children will obtain information. Listening is a basic language skill that is important for children, because this skill affects the development of other languages. With good listening skills, children can easily talk about what they hear, understand reading, and write down the results of their listening activities (Gulec and Durmus 2015; Juannita and Mahyuddin 2022). Listening skills in early childhood are the main foundation in the development of literacy and

language. This skill includes the process of understanding information through hearing which involves attention and the ability to recognize language patterns (Rhyner 2009).

Speaking ability is a means for children to express their ideas, opinions and desires to others, so that children can communicate with their environment. As one component of language development, early childhood speaking ability is a very important aspect to pay attention to. "Being able to speak" is important for early childhood, but optimizing the development of speaking ability will be a more important task (Lestari et al. 2024; Nurkholifah and Wiyani 2020). Early childhood speaking skills are an important part of oral language development that allows them to express thoughts, emotions, and ideas. Children learn to speak through imitation and social interaction, where they practice using vocabulary and sentence structures.

However, in its implementation there are several problems and challenges in stimulating the listening and speaking skills of early childhood children. One of the main challenges is finding an effective and interesting method for children (Munar 2021). In addition, in the learning process, teachers still use the lecture method assisted by story book media (Ariani and Ujianti 2021). This problem is often exacerbated by the lack of proper stimulation in the child's learning environment. One of the main factors is the minimal use of media that supports the development of listening and speaking skills. The lack of use of animated video media in classroom learning reduces children's interest (Hanif 2020; Laiya et al. 2023). The use of interesting media can be an effective solution in stimulating the listening and speaking skills of early childhood children (Munar 2021).

Learning media has a very crucial role in the learning and teaching process, and media also supports children in the language acquisition process (Pertiwi et al. 2023; Saputra, Pasha, and

Afriska 2020). Learning media consists of three types, namely visual, audio and audio-visual media. One of the audio-visual media is animated videos that combine sound and images with a storyline so that it is interesting for children. Animated videos can support the learning process to achieve teaching and learning goals because through animated videos, children can see and hear the material being taught directly (Siregar, Tobing, and Fitri 2021).

Animated videos have characteristics in the form of animated images equipped with sound and songs, as well as a storyline played by the characters in the video. These characteristics can attract the attention of early childhood to watch the video carefully (Neumann and Herodotou 2020). Animated videos are a combination of moving audio-visual media (Asnawati, and Sutiah 2023). Animated videos can support the learning process because through animated videos, children can see and hear the material being taught directly (Muntiani, Karim, and Nazarullail 2021). With the advancement of technology today, animated videos have developed into a learning medium that is widely sought after by children because they contain interesting content so that children do not get bored while learning (Laiya et al. 2023).

Several studies highlight the effectiveness of animated videos in enhancing children's listening and speaking skills. For instance, animated videos have been proven to improve attention and motivation, enrich vocabulary, and foster communication abilities through interactive storytelling and engaging content (Laiya et al., 2023; Munar, 2021). Despite these benefits, comprehensive research that synthesizes the findings on the role of animated videos in early childhood language development remains limited.

This study aims to fill the gap by conducting a systematic literature review to explore how animated videos stimulate listening and speaking skills in early childhood education. The research

addresses the following questions: (1) How do animated videos enhance listening skills in early childhood? (2) How do animated videos contribute to the development of speaking skills in early childhood? The findings are expected to provide valuable insights into optimizing the use of animated videos as a learning medium.

■ METHOD

Research Design

This research utilizes a systematic literature review (SLR) methodology to synthesize findings on the use of animated videos in stimulating listening and speaking skills in early childhood education. The SLR method provides a structured approach to collecting, analyzing, and synthesizing relevant studies, ensuring a comprehensive understanding of the research topic. This method allows for identifying patterns, gaps, and trends in the literature, making it suitable for answering the research questions.

Search Strategy

The literature search was conducted systematically across reputable databases, including Google Scholar, Harzing's Publish or Perish, and Mendeley. Specific keywords were used, such as "animated video," "listening skills," "speaking skills," and "early childhood education," combined with Boolean operators (*AND*, *OR*) to refine the search results. The inclusion criteria restricted the search to articles published between 2014 and 2024, ensuring the relevance and currency of the data. Initially, 100 articles were identified. These articles were screened through title and abstract reviews to assess their relevance to the research topic, followed by a full-text review to confirm eligibility.

Inclusion and Exclusion Criteria

The selection of articles was guided by clearly defined inclusion and exclusion criteria. Articles were included if they met the following

criteria: (1) published in peer-reviewed journals between 2014 and 2024, (2) focused on animated videos in early childhood education, (3) addressed listening and/or speaking skill development, (4) available in full text, and (5) published in English or Indonesian. Articles were excluded if they (1) were not directly related to animated videos or language skills, (2) were non-peer-reviewed studies, (3) were duplicates, or (4) focused on age groups outside early childhood (0–8 years). After applying these criteria, 15 articles were selected for analysis.

Data Analysis

Thematic analysis was employed to analyze the selected articles, following Braun and Clarke's six-step framework. This process involved (1) familiarizing with the data through repeated reading, (2) generating initial codes to identify significant features, (3) searching for themes by collating related codes, (4) reviewing and refining themes to ensure consistency and relevance, (5) defining and naming themes to capture their essence, and (6) synthesizing findings to answer the research questions.

The data for this study were derived from 15 selected articles published between 2014 and 2024 in reputable national and international journals. Initially, 100 articles were identified through a systematic search using specific keywords, such as "animated video," "listening skills," and "speaking skills," across databases including Google Scholar, Harzing's Publish or Perish, and Mendeley. The articles were screened based on title, abstract, and full-text reviews to ensure their relevance to the research topic. The inclusion criteria were articles published in peer-reviewed journals, focusing on animated videos in early childhood education and addressing listening and/or speaking skill development. Articles that were not peer-reviewed, irrelevant to the topic, or duplicate records were excluded.

Thematic analysis was employed to identify patterns and themes across the selected studies. This approach addressed the research questions: (1) How do animated videos enhance listening skills in early childhood? and (2) How do animated videos contribute to the development of speaking skills in early childhood? The analysis revealed three key themes: Engagement Enhancement, Linguistic Development, and Interactive Learning. Animated videos were found to enhance listening skills by improving attention and comprehension and fostering early literacy. Speaking skills were enriched through vocabulary expansion, interactive communication, and improved social interaction. These findings highlight the role of animated videos as an effective medium for fostering language development in early childhood education.

■ RESULT AND DISCUSSION

RQ1: How do animated videos enhance listening skills in early childhood?

Animated videos significantly enhance listening skills in early childhood through various mechanisms, which are crucial in fostering a child's ability to listen attentively and comprehend language. First, improved attention and motivation is a key factor. Animated videos capture children's attention with vibrant visuals, engaging sound effects, and interactive elements. This multisensory approach helps sustain their focus during learning activities. Studies (Munar 2021) highlight how these engaging elements reduce distractions and keep children engaged, which is crucial for developing sustained attention in early learners. By maintaining their interest, animated videos create an environment that encourages active listening.

Second, enhanced comprehension is facilitated through the integration of auditory and visual cues. Animated videos help children process language more effectively by providing

visual context for the spoken word. This combination of auditory and visual stimuli makes it easier for children to decode linguistic patterns and follow the narrative, even if the language is new or challenging. (Juannita and Mahyuddin 2022) found that animated storytelling not only supports language comprehension but also aids in following complex instructions or storylines, thus improving listening comprehension in children.

Finally, animated videos also play an important role in early literacy support. By introducing phonemic awareness and reinforcing language patterns through repetition, they provide the foundational literacy skills necessary for effective listening. Videos that incorporate

phonics or rhyme help children recognize sounds, syllables, and words, which are essential components of listening skills. (Laiya et al. 2023) emphasize how thematic animations that focus on letters and sounds can improve phonological awareness and contribute to the development of listening skills, particularly in early childhood.

In summary, animated videos improve listening skills in early childhood by engaging children’s attention, enhancing their comprehension of language, and supporting the development of foundational literacy skills. The research data is the result of a study of several literatures related to animated videos, listening and speaking skills of early childhood. The information is presented in table 1 below.

Table 1. Article review results

No.	Author and Year	Title	Method	Results
1	(Swari and Ambara 2022)	Animated Videos on Recognizing Letters and Numbers to Stimulate Early Childhood Cognitive and Language Abilities	Research and Development (R&D)	The results of the feasibility test obtained the following results: learning content experts obtained 89.58% with good qualifications, learning design experts obtained 90.00% with very good qualifications, learning media experts obtained 92.30% with very good qualifications, individual trials obtained 95.83% with very good qualifications and small group trials 90.00%. It can be concluded that this animated video-based learning media product for recognizing letters and numbers is feasible to be used to stimulate cognitive and language abilities in learning process activities in early childhood.
2	(Laiya et al. 2023)	Development of animated videos to introduce early literacy to early childhood	Research and Development (R&D)	The use of attractive and interesting technology media, especially animated content in it, will be more effective in introducing children to early literacy skills compared to previous teachers who only used

				image media as a learning aid. In addition, animated video media content can help diversify learning styles, making it more interesting for children and improving their education and knowledge.
3	(Muntiani et al. 2021)	The development of animation video-based learning media for introducing discipline to children aged 4-5 years	Research and Development (R&D)	The feasibility of the media based on the results of the media expert trial obtained a percentage of 83.5%, based on the results of the material expert trial obtained a percentage of 85%. The feasibility of the media based on the results of the product trial obtained a percentage of 96%. So it can be concluded that the animated video learning media "I am a Disciplined Child" is suitable for use to introduce discipline to children aged 4-5 years.
4	(Munar 2021)	The Use of Animation Media in Improving Early Childhood Listening Skills	Classroom action research	Based on Cycle I, the score of the criteria was 52.08% and the description was starting to develop (MB), so that efforts were needed in Cycle II. In cycle II, the score of the criteria increased by 78.75% with the description of developing very well (BSB) and had reached the criteria for using animation media to improve children's listening skills, which was categorized as successful.
5	(Miranda 2019)	Development of Character-Based Animated Videos of Love for the Country for Early Childhood	Research and Development (R&D)	The results of video validation carried out by 4 validators were an average of 2.8 with a maximum score of 3, included in the very feasible category used as learning media to develop the character of love for the homeland in early childhood.
6	(Wilt, Bouwer, and Veen 2022)	Dialogic classroom talk in early childhood education: The effect on language skills and social competence	Quantitative	The results of this study indicate that dialogic classroom conversations are beneficial for children's oral communicative competence.

7	(Ariani and Ujianti 2021)	Animated video media to improve listening skills in early childhood	Research and Development (R&D)	Animated video media This is very suitable for use to support learning in improving listening skills in early childhood.
8	(Juannita and Mahyuddin 2022)	Interactive Multimedia-Based Learning Videos to Improve Listening Skills of Children of Age	Research and Development (R&D)	The results of the study of interactive multimedia-based learning videos to improve children's listening skills with the results of assessments carried out by material experts, media experts, language experts and children aged 5-6 years with very good qualifications. In addition, interactive multimedia can make children's learning more varied so that learning is more interesting, motivates children and can provide learning experiences for children.
9	(Khotimah, Kustiono, and Ahmadi 2021)	The Influence of Audio Media Assisted Storytelling on Listening and Speaking Skills in Early Childhood	Quantitative with experimental method quasi experimental design	The results of the study showed (1) there is a significant influence of the use of audio-assisted storytelling media on the listening skills of early childhood; (2) there is a significant influence of the use of audio-assisted storytelling media on improving the listening skills of early childhood; (3) the use of audio-assisted storytelling media is more effective in improving listening and speaking skills in early childhood than the use of conventional media. Based on the problem, the question is formulated how the influence of storytelling learning assisted by audio media on the listening and speaking skills of early childhood. The impact of the research on storytelling learning assisted by audio media, listening and speaking skills can be applied in daily activities.
10	(Cusnaki and Syamsudin 2022)	Developing Early Childhood Listening Skills through Blind Ball Games	Quantitative with experimental method quasi experimental design	The results of the data analysis showed that there was a difference in children's listening skills before and after being given blindball game treatment. Based on the results of the study, it can be concluded that the use of blind

				ball games can improve the listening skills of early childhood children.
11	(Brodin and Renblad 2020)	Improvement of preschool children's speech and language skills	Qualitative (interactionist)	The results showed that reading aloud and storytelling were used consistently, and staff believed that these activities would help children develop their communication in both speaking and conceptual development. However, this was with the caveat that staff prioritized literacy in the preschool and had knowledge of how to use reading aloud and storytelling to support children's communication.
12	(Evrಿದawati, Yufiarti, and Yetti 2020)	The Cognitive Style and Attachment to Early Childhood Speech Skills	Quantitative 2 x 2 factorial comparative design	The results of the study on the differences in speaking ability of early childhood children who have a field independent cognitive style and children who have a field dependent cognitive style in the group of children with high attachment were obtained (A2B1), obtained Q count = 9.39 and Q table (0.05; 4:10) = 4.33. This shows that early childhood children who have a field independent cognitive style have higher speaking ability scores compared to early childhood children who have a field dependent cognitive style, while early childhood children who have a field independent cognitive style with low attachment have lower speaking ability scores compared to early childhood children who have a field dependent cognitive style with low attachment.
13	(Anggraeni, Hartati, and Nurani 2019)	Implementation of storytelling and self-esteem methods in improving early childhood speaking skills	Quantitative with experimental method research design treatment by level 2 x 2	The results of this study are that the storytelling method using hand puppets and big books as well as self-esteem can improve children's speaking ability. Say

14	(Saodi, Rika, and Guru Pendidikan Anak Usia Dini 2022)	Digital Talking Media: Conversation Strategy in Improving Children's Speaking Skills in Early Childhood Education Services	Quantitative with quasi-experimental design method	The results of the study showed that there was a positive influence on the speaking skills of children aged 4-5 years in early childhood education services through conversation activities using digital talking media. The use of digital talking media in two forms, namely talking dolls and talking applications on Android. In terms of interest, the use of talking applications on Android is the most popular choice for children. The conclusion of this study is that there is a positive influence on the use of digital talking media in improving children's speaking skills at children age group 4-5 years.
15	(Kurnadi and Handayani 2023)	Shadow Puppet Videos to Stimulate Time Vocabulary Speaking Skills for Children Aged 4-6 Years	Research and Development (R&D)	The results of the study showed that the development of shadow puppet videos to stimulate the speaking ability of children aged 4-6 years in using time vocabulary has very high validity. Therefore, this shadow puppet video can be used as a media in the school environment to support the learning process.

RQ2: How do animated videos contribute to the development of speaking skills in early childhood?

Animated videos also make significant contributions to the development of speaking skills in young children through various mechanisms, including vocabulary enrichment, interactive communication, and enhanced social interaction. Vocabulary enrichment is one of the primary ways in which animated videos aid in speaking skills. These videos introduce children to new words in context, accompanied by visual cues that make the meaning of these words more accessible. By exposing children to vocabulary in a meaningful and engaging way, animated videos help them learn new words that are essential for expressing themselves. (Ariani and

Ujianti 2021) noted that repeated exposure to vocabulary in animated content allows children to acquire words and phrases more efficiently, contributing to improved verbal expression. Another important aspect is interactive communication. Many animated videos incorporate elements that encourage children to actively engage with the content, such as dialogues, questions, or interactive prompts. These interactions stimulate verbal responses and encourage children to practice speaking. By replicating scenarios where characters engage in conversations or ask questions, animated videos provide opportunities for children to practice speaking in a fun and supportive context. This interactive approach is essential for developing expressive language skills.

In addition to listening, speaking skills are also an important aspect in the development of early childhood language. Innovative learning media such as digital animation, storytelling with audio, and shadow puppet videos can provide strong stimulation for this skill. Conversations through digital talking media have a positive influence on the speaking skills of children aged 4-5 years (Saodi et al. 2022). Wayang kulit videos help children enrich their vocabulary related to time, demonstrating the effectiveness of visual and interactive media in stimulating speaking skills (Kurnadi and Handayani 2023).

Additionally, animated videos foster enhanced social interaction. By presenting social situations and communication models, animated videos help children understand how to interact verbally with others. For example, animated characters that model conversations or engage in cooperative activities encourage children to mimic these interactions in real life. (Muntiani et al. 2021) demonstrated that such video content not only improves vocabulary but also builds children's confidence in verbal communication. These interactions help children develop the social and conversational skills they need to communicate effectively in various social contexts. In conclusion, animated videos contribute to the development of speaking skills by enriching vocabulary, fostering interactive communication, and enhancing social interaction. Through these mechanisms, children are able to improve their ability to express themselves verbally and gain confidence in using language.

Table 1. reveals that most of the articles included in this Systematic Literature Review (SLR) are dominated by studies conducted in Indonesia, focusing on the use of animated videos to enhance listening and speaking skills in early childhood education. This raises concerns about potential research bias, as the predominance of local studies may limit the generalizability of the findings to a global context. However, the results remain relevant on a broader scale due to the

universal principles underlying the use of animated videos in education. Concepts such as vocabulary acquisition through visual and auditory media, as well as the improvement of language comprehension, are widely recognized in international educational research. Digital media, including animated videos, are also extensively used across various countries to support language learning, making the findings applicable beyond the local context, even though they are primarily rooted in Indonesian education.

Nonetheless, the global representation in this SLR is limited. While the selected articles originate from high-quality sources, including SINTA-accredited journals (Levels 1–3) and reputable international journals, they do not fully encompass diverse perspectives from different regions or educational cultures. As a result, the findings are most relevant to the Indonesian educational context. Future research should incorporate a more geographically and culturally diverse set of literature to enrich the findings and expand the generalizability of animated video usage in language learning to a global scale.

■ CONCLUSION

The use of animated videos in early childhood education has proven effective in stimulating children's listening and speaking skills. This media not only attracts children's attention through attractive visuals, but also provides an interactive, fun, and varied learning experience. Research shows that animated videos can improve listening skills from low to high categories, while stimulating children's speaking skills through vocabulary expansion and communication enrichment. With its advantages in conveying information and supporting various learning styles, animated videos are a relevant and significant learning tool for developing early childhood listening and speaking skills.

The implications of this research suggest that educators and curriculum developers should consider incorporating animated videos into

language learning programs to optimize children's engagement and language acquisition. However, the study has limitations, particularly in its reliance on literature predominantly from Indonesia, which may restrict the global generalizability of the findings. Future studies should aim to include a more geographically and culturally diverse set of research to provide a more holistic understanding of the impact of animated videos on language development in various educational contexts.

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