

THE EFFECT OF SHOWING SHORT VIDEOS ON CHILDREN'S LISTENING SKILLS

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Abstract

This study investigates the impact of short video presentations on children's listening skills. Early childhood is a critical period for brain and language development. With the rise of digital technology, short videos from platforms like YouTube and TikTok have become prominent in children's lives. This research aimed to determine the effect of watching short videos on listening skills among students at UPT Satuan Pendidikan SDN Pusungmalang I in Pasuruan Regency. A quantitative approach was used, involving 28 students selected through simple random sampling. Data were collected via observations, questionnaires, literature study, and internet research, and analyzed using normality, linearity, heteroscedasticity tests, and simple linear regression analysis. Results indicated that short videos significantly enhance children's listening abilities, including pronunciation, comprehension, and accuracy. However, challenges such as limited internet access and technical issues were noted. The study concludes that short videos positively influence listening skills and recommends integrating them into educational programs to optimize learning outcomes.

Keywords: *Early Childhood Development, Listening Skills, Short Videos, Digital Learning, Quantitative Research, Educational Technology, Language Acquisition, Student Engagement*

INTRODUCTION

According to Ni Kadek Ariani (2021), early childhood is a group of people who have a unique growth and development process, as well as potential and distinguishing features. At this age, a child's brain will develop at its fastest rate in their lifetime. One of these is language development. It has been frequently noted that youngsters learn second languages more quickly and proficiently than adults. Children quickly learn a new language after establishing in a new town, whereas parents struggle to achieve the same level of proficiency (Lê Thị Thanh Bình; Trần Thị Thu Trang).

Although the prerequisites of people learning a foreign language change from time to time, there is widespread agreement that learning a foreign language is based on four fundamental language skills: reading, writing, listening, and speaking. This is also true regardless of the qualities of the foreign language to be taught or learnt (Polat, 2019; Eristi). Listening is the first of these four skills that children learn before they can speak, read, or write. Listening is the first of the four major language skills. Listening is an active process in which we interpret, appraise, and

respond to what we hear. Listening skills involve receiving language through the ears. Listening is the process of recognizing speech sounds and converting them into words and sentences. Children will gain experience as critical and creative listeners through listening skills development exercises. As a result, assistants must be able to establish active learning environments and support activities that develop children's listening abilities throughout the learning process.

However, in reality there is still a lot of learning that has not been able to improve children's listening skills. This is because there is still a lot of learning assistance using learning models that do not suit the characteristics of early childhood (Ela Paramita, Hasmalena, 2017; Panjaitan, 2020). Children's low listening skills can be seen from the communication they use every day. Today's learning methods using media books cause children to quickly become bored so they are less interested in following and paying attention to learning.

Advances in digital technology and the internet have altered how youngsters obtain knowledge and enjoyment. Short videos are a popular type of material and may be found on sites such as YouTube, TikTok, and educational apps. This occurrence raises concerns regarding the impact of short movies on numerous elements of children's development, including listening skills. This backdrop investigates the factors that determine the relationship between the presentation of short videos and children's listening skills.

Children can quickly watch brief films on devices like cellphones, tablets, and PCs. The widespread internet network contributes to this situation. Millions of children utilize platforms like YouTube and TikTok to watch short-form video material on a regular basis, making them the primary source of learning and pleasure for the younger generation. The short duration corresponds to children's lower attention spans. This can help them maintain attention. Because of its brief length, the video can transmit information fast and directly.

Short movies frequently mix visual and aural aspects, allowing youngsters to better understand and recall information. Exposure to various accents, intonations, and speaking styles in videos can assist pupils in recognizing and comprehending the intricacies of other languages. Another advantage of short videos is that they are intended to be both entertaining and informative. Interesting material helps motivate youngsters to learn and comprehend the information offered. Some platforms enable children to participate with their content via comments or other features, providing feedback that might help them learn and engage.

Another thing that can be superior about this short video media is its start to time and place. Can be watched anytime and anywhere, providing convenience for them to study at the time they want. The large number of videos gives them the freedom to choose what to watch which can help them learn according to their interests.

RESEARCH OBJECTIVE

As stated in the research question, the purpose of this research is to determine the effect of watching short videos on children's listening skills.

RESEARCH PROBLEM.

The research questions were developed in order to address the problem. The formulation of the research questions are as follows:

1. Does watching videos affect children's listening skills?
2. What is the correlation between watching short videos and children's listening skills?

RESEARCH METHOD

This research was conducted to determine the correlation between watching short videos with children's listening skills. This research is using quantitative research. According to the type of the research, so the researchers measured the effectiveness' level of watching short videos and children's listening abilities. Next, the resulting data will be tested using the product moment formula to determine the magnitude of the correlation coefficient and determine the level of significance of the relationship between the two variables. Therefore, this research is correlational research.

POPULATION

Population can be defined as the number of all people or non-people who have the same characteristics and fulfill certain requirements related to the research problem and can be used as a source for sampling. In research activities, a sample can be interpreted as a portion of the population whose represents the population and is used as a source of research data collection.

The target population for this research was students at the UPT Satuan Pendidikan SDN Pusungmalang I in the Pasuruan Regency area, specifically in Pusungmalang Village, with a total of 28 students.

SAMPLE

McMillan & Schumacher argue that the subjects used for correlational research are at least 30 people. Furthermore, Sudjana revealed that there are no standard provisions or definite formula, a minimum of 30 subjects. This is based on calculations or testing conditions commonly used in statistics.

So, sampling was carried out using the simple random sampling method. The basis of this sampling is members of a homogeneous sample population. So, in determining the sample size, the researcher used the Slovin Formula with a precision of 5%.

$$n = \frac{N}{N \cdot d^2 + 1}$$

$$n = \frac{30}{30 \cdot (5\%)^2 + 1}$$

$$n = \frac{30}{30 \cdot (0,0025) + 1}$$

$$n = \frac{30}{30 \cdot (0,0025) + 1}$$

$$n = \frac{30}{1,075} = 27,9$$

From this number it can be seen that if the sample population is 30 children, then 28 can be sampled (rounding result of 27.9). Thus, the sample size has met the expected minimum limit for correlational research.

Data Collection Techniques

The research methods used by researchers are as follows:

a. Observation

The researcher determined the research location and conducted a survey of the research location, namely Wonogriyo Hamlet, Pusungmalang Village, Puspo District, Pasuruan Regency, East Java.

b. Questionnaire

A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. The purpose of the questionnaire is to obtain relevant information regarding the research variables to be measured. Questionnaires will be distributed to 28 students/respondents.

c. Literature Study

Researchers collect and study various theories and basic concepts related to the problem to be researched. These basic theories and concepts were obtained by examining various sources.

d. Internet Research

Researchers collect data through sites or websites that relate to the information needed in research.

Data analysis

1. Normality test

This test is carried out to measure the normality of the distributed residual values. This test is carried out using the Kolmogorov Smirnov Test and is a requirement before carrying out Linear Regression Analysis.

2. Linearity Test

This test is carried out to find out whether two variables have a significant linear relationship or not. This test also includes requirements before carrying out Linear Regression Analysis.

3. Heteroscedasticity Test

This test was carried out to test the inequality of variations in residual values between observations. A good regression model is that there are no symptoms of heteroscedasticity, but there are symptoms of homoscedasticity, namely residual values that remain in the observations. This test is also included in the requirements before carrying out Linear Regression Analysis.

4. Simple Linear Regression Analysis

This test aims to determine the existence of influence between one variable and another and is expressed in mathematical form (regression). This test usually uses the Coefficient of Determination (R Square).

ANALYSIS RESULT

Research Data

The research was carried out in Pasuruan Regency with the data source being students from the UPT Satuan Pendidikan SDN Pusungmalang I Puspo.

Table 4.1. Respondent Gender Table

JK					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	L	14	50.0	50.0	50.0
	P	14	50.0	50.0	100.0
	Total	28	100.0	100.0	

Table. 4.2. Respondent Age Table

Usia					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	13	46.4	46.4	46.4
	12	15	53.6	53.6	100.0
	Total	28	100.0	100.0	

From table 4.1. It can be seen that the male gender is 50% with a total of 14 children and the female gender is 50% with a total of 14 children, so the total number of respondents is 28 children.

From table 4.2. It can be seen that 11 year olds are 46.4% with 13 children, while 12 year olds are 53.6% with 15 children. Meanwhile, the overall average age of respondents was 11.5 years.

Normality test

Table 4.3. Kolmogorov Smirnov Table

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		28
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	5.99838993
Most Extreme Differences	Absolute	.138
	Positive	.138
	Negative	-.076
Test Statistic		.138
Asymp. Sig. (2-tailed)		.183 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

This table shows that the Asymp Sig (2-tailed) value is 0.183, which is greater than 0.05. So, based on the decision-making premise of the Kolmogorov-Smirnov Normality Test, it is possible to conclude that the data is regularly distributed. Thus, the regression model's normalcy assumptions or conditions were met.

Linearity Test

Table 4.4. Linearity Test Table

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
y * x	Between Groups	(Combined)	995.923	8	124.490	2.896	.027
		Linearity	841.214	1	841.214	19.569	.000
		Deviation from Linearity	154.709	7	22.101	.514	.813
	Within Groups		816.769	19	42.988		
	Total		1812.692	27			

According to the Linearity Test chart above, there are two approaches to determine the linearity of data. The first is to look at the Sig value in the table above, which is 0.813 (higher than 0.05). As a result, we may conclude that the Short Video Viewing variable (x) has a substantial linear association with the Listening Ability variable (y).

The second method is to look at the F value and compare it to the F Table value based on the "df" column, the "Deviation from Linearity" row, which in the table above is 7, and the "Within Groups" row, which is 19.

Table 4.5. F Value Table

Distribution Nilai Tabel $F_{0,05}$

Degrees of freedom for Nominator

	1	2	3	4	5	6	7	8	9	10	12	15	20	24	30
1	161	200	216	225	230	234	237	239	241	242	244	246	248	249	250
2	18,5	19,0	19,2	19,2	19,3	19,3	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,5	19,5
3	10,1	9,55	9,28	9,12	9,01	8,94	8,89	8,85	8,81	8,79	8,74	8,70	8,66	8,64	8,63
4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,91	5,86	5,80	5,77	5,75
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,77	4,74	4,68	4,62	4,56	4,53	4,51
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,00	3,94	3,87	3,84	3,82
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,64	3,57	3,51	3,44	3,41	3,39
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,35	3,28	3,22	3,15	3,12	3,10
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,14	3,07	3,01	2,94	2,90	2,88
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,98	2,91	2,85	2,77	2,74	2,72
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,85	2,79	2,72	2,65	2,61	2,59
12	4,75	3,89	3,49	3,26	3,11	3,00	2,91	2,85	2,80	2,75	2,69	2,62	2,54	2,51	2,49
13	4,67	3,81	3,41	3,13	3,03	2,92	2,83	2,77	2,71	2,67	2,60	2,53	2,46	2,42	2,40
14	4,60	3,74	3,34	3,11	2,96	2,85	2,76	2,70	2,65	2,60	2,53	2,46	2,39	2,35	2,33
15	4,54	3,68	3,29	3,06	2,90	2,79	2,71	2,64	2,59	2,54	2,48	2,40	2,33	2,29	2,27
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,42	2,35	2,28	2,24	2,22
17	4,45	3,59	3,20	2,96	2,81	2,70	2,61	2,55	2,49	2,45	2,38	2,31	2,23	2,19	2,17
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,34	2,27	2,19	2,15	2,13
19	4,38	3,52	3,13	2,90	2,74	2,63	2,54	2,48	2,42	2,38	2,31	2,23	2,16	2,11	2,10
20	4,35	3,49	3,10	2,87	2,71	2,60	2,51	2,45	2,39	2,35	2,28	2,20	2,12	2,08	2,06
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,25	2,18	2,10	2,05	2,04
22	4,30	3,44	3,05	2,82	2,66	2,55	2,46	2,40	2,34	2,30	2,23	2,15	2,07	2,03	2,01
23	4,28	3,42	3,03	2,80	2,64	2,53	2,44	2,37	2,32	2,27	2,20	2,13	2,05	2,01	1,99

The F Table of 0.05 above shows that the F table value is 2.54, which is higher than the F value in the Anova Table of 0.514. As a result, we may conclude that the Short Video Viewing variable (x) has a substantial linear association with the Listening Ability variable (y).

Heteroscedasticity Test

Table 4.6. Residual Value Table

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.341	1	47.341	3.430	.075 ^b
	Residual	358.865	26	13.803		
	Total	406.206	27			

a. Dependent Variable: Abs_RES

b. Predictors: (Constant), x

This table shows that the Sig value is 0.075, which is more than 0.05. As a result, the regression model does not exhibit any heteroscedastic characteristics. So that the

research data can be accepted and processed using Simple Linear Regression Analysis.

Simple Linear Regression Analysis

Table 4.7. Table of Coefficients

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-7.107	17.579		.689
	Penayangan Video	1.073	.226	.681	.000

a. Dependent Variable: Kemampuan Mendengar

A simple linear regression equation is $Y = a + bX$, where a denotes a fixed number of unstandardized coefficients. In this case, the value is -7.107. This is a constant number, therefore if there is no video viewing, the listening ability value is -7.107.

b represents the regression coefficient. The value is 1.073. This figure shows that for every 1% increase in video watching speed, listening ability improves by 1.073.

Because the coefficient value is positive (+), we may deduce that watching videos (x) helps with listening skills (y). So, the regression equation is: $Y = -7.107 + 1.073X$.

Hypothesis Test

The hypothesis test, also known as the influence test, determines if the regression coefficient is significant. Simple Linear Regression Analysis proposes the following hypothesis:

H_0 = Video viewing (x) has no influence on listening skills (y).

H_a = There is an effect of video viewing (x) on listening capacity (y).

In Table 4.7. The Coefficients table can be used to derive conclusions, namely by examining the Sig value. The Sig value in the table is 0.000, indicating that the value is less than the probability value of 0.05. Thus, there is a correlation between video viewing and listening skills. Based on this, H_0 is rejected and H_a is accepted, implying that "There is an influence of video viewing (x) on listening ability (y)".

Seeing the Significance of Video Viewing on Hearing Ability

Table 4.8. Model Summary Table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681 ^a	.464	.443	6.113

a. Predictors: (Constant), Penayangan Video

Table 4.8: The Model Summary. In Simple Linear Regression Analysis, a table can be used to determine the significance of variable x relative to variable y. This can be accomplished by looking at the table's R Square value. The table's R Square value is 0.464. This statistic indicates that video viewing has a 46.4% effect on children's listening capacity, whereas 53.6% is influenced by unstudied variables.

DISCUSSION

Several tests, such as the Normality Test, Linearity Test, Heteroscedasticity Test, and Simple Linear Regression Analysis, indicate that the log data underwent multiple steps of calculation and analysis:

1. The Kolmogorov–Smirnov test is used to determine normality. The Asymp Sig (2-tailed) value is 0.183, which exceeds 0.05. As a result, we can conclude that the data follows a normal distribution.
2. Linearity test: Find a linear relationship between the short video viewing variable (x) and listening ability (y). According to this table, there is a strong linear relationship between these two variables.
3. Heteroscedasticity test. The test results show a Sig value of 0.075, which exceeds 0.05. Thus, it may be stated that the regression model exhibits no signs of heteroscedasticity.
4. Simple Linear Regression Analysis: This analysis revealed a substantial linear association between short video viewing factors (x) and listening abilities (y). The regression coefficient (b) is 1.073, indicating that for every 1% increase in video watching speed, listening ability increases by -7.107. As a result, watching videos enhances one's listening skills.
5. Model summary: The R Square value in the model summary table is 0.464, which suggests that 46.4% of children's listening capacity is influenced by watching videos, while 53.6% is influenced by other factors.

Therefore, based on the results of the analysis, it can be concluded that there is a significant relationship between watching short videos and children's listening abilities. Short videos have a positive impact on children's listening ability, supported by an average pronunciation test result of 75.7, comprehension test of

75.7, and accuracy test of 77.0, and most changes in listening ability are influenced by other factors that have not been studied.

Research Questionnaire Data										
The Impact Of Short Video Presentations On Children's Listening Skills										
No	Responden	Jenis Kelamin	Usia	Pengamatan Penayangan		avg	Listening ability			avg
				Sikap	Fokus		Pronunciation	Comprehension	Accuracy	
1	R1	L	11	75	80	77.5	75	80	80	78.3
2	R2	P	12	70	65	67.5	65	85	90	80.0
3	R3	L	11	85	80	82.5	80	85	85	83.3
4	R4	P	11	70	80	75.0	70	65	70	68.3
5	R5	L	12	75	85	80.0	80	75	70	75.0
6	R6	L	12	80	80	80.0	90	80	85	85.0
7	R7	P	11	75	80	77.5	75	80	75	76.7
8	R8	L	12	75	70	72.5	60	50	65	58.3
9	R9	L	12	65	75	70.0	70	50	65	61.7
10	R10	P	11	80	80	80.0	80	70	70	73.3
11	R11	P	12	85	90	87.5	95	95	95	95.0
12	R12	P	11	85	85	85.0	90	80	85	85.0
13	R13	L	11	90	80	85.0	80	85	70	78.3
14	R14	P	12	85	80	82.5	75	80	85	80.0
15	R15	L	11	80	75	77.5	85	85	90	86.7
16	R16	P	12	85	70	77.5	85	70	70	75.0
17	R17	P	12	75	80	77.5	60	75	70	68.3
18	R18	P	11	80	70	75.0	75	70	75	73.3
19	R19	L	11	75	70	72.5	85	80	75	80.0
20	R20	P	12	70	80	75.0	75	75	80	76.7
21	R21	L	12	85	90	87.5	90	85	85	86.7
22	R22	L	12	80	75	77.5	65	75	80	73.3
23	R23	L	11	65	70	67.5	50	70	65	61.7
24	R24	L	12	75	80	77.5	70	75	80	75.0
25	R25	P	11	85	70	77.5	80	80	75	78.3
26	R26	P	12	80	75	77.5	85	60	65	70.0
27	R27	L	12	70	75	72.5	60	75	75	70.0
28	R28	P	11	80	75	77.5	70	85	80	78.3
AVG			11.5	77.9	77.3	77.6	75.7	75.7	77.0	76.1
							Excelent	91-100		
							Very Good	81-90		
							Good	71-80		
							Average	61-70		
							Bad	51-60		
							Very Bad	1-50		

CONCLUSION

Positive Effects of Short Videos:

Short videos are proven to improve children's listening skills, including pronunciation, comprehension and accuracy. Short videos that combine visual and audio elements help children understand and imitate the correct way to pronounce words. Interesting and informative content also makes it easier for children to capture and remember information better.

Methodology and Statistical Test Results:

This research used a quantitative approach involving 28 students through simple random sampling. Data were analyzed using normality, linearity, heteroscedasticity and simple linear regression tests. The test results show that short videos have a significant effect on children's listening skills, with clear improvements in aspects of pronunciation, comprehension and accuracy.

Implementation and Challenges:

The use of short videos in learning increases motivation and understanding of context. However, effective implementation requires adequate technical support

and internet access. Challenges faced include limited internet access and other technical problems.

The use of short videos in learning has a positive influence on students' listening skills. Short videos can increase students' learning motivation, understanding of context, and listening skills. However, effective implementation requires adequate technical support and access.

SUGGESTION

- Educational Interventions: Integrate short videos in educational programs to improve children's listening skills.
- Further Research: Conduct additional research with a larger and more diverse sample to validate the findings.
- Practical Applications: Teachers and curriculum developers should consider the positive impact of short videos on learning.
- Continuous Monitoring: Regularly monitor the impact of short videos on children's listening abilities and adjust educational programs as needed.
- Developing Quality Video Materials The government and educational institutions need to develop and provide quality learning videos that are in accordance with the curriculum.
- Training for Teachers Teachers need to be trained in the use of technology and the integration of video in teaching to maximize its benefits.
- Facilitating Internet Access There needs to be an effort to increase internet access for students in less accessible areas, so that all students can feel the benefits of this learning method.

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