



Utilization of Educational News Broadcasts on the CNN Indonesia YouTube Channel as Learning Media for News Listening in Senior High Schools

Sofiatul Mutmainah^{1*}, Suadi², Ilmiyatur Rosidah³

¹²³Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas PGRI Wiranegara, Jawa Timur, Indonesia

*E-mail: sofisofisofiatulmutmainah@gmail.com

ABSTRACT

This study aims to describe the use of educational news broadcasts on the CNN Indonesia YouTube Channel as instructional media for teaching news listening to identify accurate and up-to-date information. The study employed a descriptive qualitative method with a pragmatic approach. The data consisted of utterances containing implicatures in educational news broadcasts on the CNN Indonesia YouTube Channel. Data were collected through observation and note-taking and analyzed using Grice's Cooperative Principle and Levinson's submaxims. The findings reveal that the news broadcasts are predominantly characterized by adherence to the Cooperative Principle, enabling information to be conveyed in a relevant, factual, and comprehensible manner. These findings were integrated into listening instruction through the development of handouts and student worksheets focusing on identifying accurate and up-to-date information. Therefore, educational news broadcasts on the CNN Indonesia YouTube Channel can serve as contextual instructional media to enhance students' listening skills, critical thinking, and understanding of both explicit and implied meanings.

Keywords: *education-themed news shows, CNN Indonesia's YouTube, learnig medium, news listening*

INTRODUCTION

The development of information technology has brought changes to the way students obtain information. One of the most widely accessed sources of information is the YouTube platform, which presents various audiovisual broadcasts, including news broadcasts (Milala et al., 2024). The characteristic of audiovisual news is that it combines visual and audio elements, making news broadcasts not only function as a media for conveying information, but also have the potential to be utilized as learning media, particularly in listening skills. The rapid development of information and communication technology has changed the way educators and students interact in the learn-

ing process. This advancement enables learning to take place without being constrained by space and time, and encourages the transition from conventional learning to more modern learning by utilizing digital technology (Mardhiyah et al., 2023).

The utilization of media that is close to students' daily lives is expected to increase student engagement in the learning process while providing a more contextual learning experience. In Indonesian Language learning in Senior High Schools, news listening skill is one of the competencies that students need to master. Through listening activities, students are expected to be able to find factual information, understand news

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content, and distinguish between explicit and implicit information. However, in practice, listening instruction still frequently uses conventional teaching materials, thereby lacking learning experiences that align with the development of digital media used by students in their daily lives. The use of audiovisual media aims to present messages and information more clearly, making it easier for students to understand the learning material. Besides smoothing the learning process, such media can also increase student engagement and contribute to improving learning outcomes (Amelia et al., 2024). Therefore, the use of alternative learning media capable of presenting actual, authentic, and easily accessible information is necessary.

One media that possesses these characteristics is educational news broadcasts on the CNN Indonesia YouTube Channel. This news broadcast presents various actual educational issues, such as education policies, new student admissions, digital literacy, educational technology, and various phenomena occurring in the educational environment. In addition to conveying factual information, the news broadcast also contains various utterances containing implicit meanings, which can train students to understand news content more critically. Thus, news broadcasts are not only used as a source of information, but also as a media supporting the development of listening abilities.

The utilization of news broadcasts as learning media is also in line with Indonesian Language learning, which emphasizes the development of the ability to understand information critically through listening activities. The presence of audiovisual media enables students to gain a more real learning experience because they do not only hear information, but also observe the context of news delivery through expressions, intonations, visualisations, and situations presented. This condition can help students construct the meaning of the received information so that learning becomes more meaningful.

Based on this description, this study focuses on the utilization of educational news broadcasts on the CNN Indonesia YouTube Channel as learning media for news listening. This study is expected to provide an overview of the potential of news broadcasts as learning media relevant to developments in information technology, while supporting the creation of news listening instruction that is more contextual and oriented toward developing students' critical thinking skills.

The problem formulation in this study is: how are educational news broadcasts on the CNN Indonesia YouTube Channel utilized as learning media for news listening in Senior High Schools? In line with this problem formulation, this study aims to describe the utilization of educational news broadcasts on the CNN Indonesia YouTube Channel as learning media for news listening in Senior High Schools. This research is expected to provide theoretical and practical benefits. Theoretically, this research is expected to enrich studies regarding the utilization of audiovisual media in Indonesian Language learning, particularly in news listening skills. Practically, this research is expected to serve as an alternative for Indonesian Language teachers in selecting actual and contextual learning media, helping students improve their ability to listen to news critically, as well as serving as a reference for other researchers studying the use of digital media in Indonesian Language learning.

Listening is one of the language skills that plays an important role in the process of acquiring information (Ubaidillah et al., 2025). Listening skills have a vital role in the learning process as they serve as the foundation for students to understand information conveyed orally. Listening activities involve not only hearing, but also understanding, interpreting, evaluating, and responding to information delivered orally. In Indonesian Language learning in Senior High Schools, listening skills are one of the competencies that need to be developed.



This provision is in accordance with the Decision of the Head of the Agency for Standards, Curriculum, and Educational Assessment (BSKAP) Number 046/H/KR/2025 revising Decision Number 032/H/KR/2024 regarding Learning Outcomes in the Merdeka Curriculum. In the listening element for Phase F Grade XI, students are expected to be able to understand, evaluate, and interpret information obtained from various forms of oral and audiovisual texts critically. These learning outcomes show that listening skills emphasize not only the ability to capture information through hearing, but also the ability to understand the context of speech and interpret meaning based on information presented through audiovisual media. Selecting appropriate learning media can also help achieve learning objectives.

Learning media is a component that functions as an intermediary in conveying information from educators to students (Yusantika et al., 2018; Daniar et al., 2022; Bilqis et al., 2023). The presence of such media is expected to provide a stimulus that encourages students to actively engage in the learning process. Therefore, listening instruction needs to be designed using authentic learning sources so that students can develop critical thinking skills in understanding the content of received information. One relevant form of news listening instruction aligned with current information developments is news listening through audiovisual media.

Audiovisual media presents images and sounds capable of offering broader learning experiences to students (Ubaidillah et al., 2025). Through these activities, students are trained not only to find actual and accurate information, but also to identify relationships between information, draw conclusions, and understand implicitly conveyed meanings based on news contexts. This ability is important because news as a form of public communication often contains information that is not entirely conveyed explicitly. Thus, news

listening instruction is not only oriented toward understanding news content, but also toward developing students' abilities to interpret implied meanings, making learning more meaningful and contextual.

Several previous studies have shown that audiovisual media has significant potential to enhance the quality of Indonesian Language learning. Research conducted by Widiastuti & Fauziya (2024) proved that using YouTube audiovisual media can improve news writing skills by providing more interesting, interactive, and contextual learning. Meanwhile, research by Sutinah (2018) indicated that the use of audiovisual media can gradually increase students' listening skills through the presentation of more concrete material, resulting in improved learning outcomes. Another study by Ndruru (2024) also showed that using audiovisual media yielded fairly good results in news listening instruction, although students' abilities in several aspects of news comprehension still required further development. The results of these three studies demonstrate that audiovisual media contributes positively to enhancing language skills, both in listening and writing.

Nonetheless, these studies still focused on the general effectiveness of audiovisual media in improving language skills, whereas studies specifically utilizing educational news broadcasts on the CNN Indonesia YouTube Channel as learning media for news listening in Senior High Schools remain scarce. Furthermore, previous research placed more emphasis on improving student learning outcomes or language skills without examining the potential of educational news broadcasts as a learning resource that presents actual, authentic, and contextual information in accordance with the characteristics of listening instruction in the Merdeka Curriculum. Based on the foregoing explanation, the study entitled "Utilization of Educational News Broadcasts on the CNN Indonesia YouTube Channel as Learning Media for News Listening in

Senior High Schools” is worthy of execution, because listening instruction requires media that not only attracts student attention, but is also capable of presenting actual, accurate information that is close to their lives. Educational news broadcasts on the CNN Indonesia YouTube Channel possess these characteristics, thereby having the potential to be utilized as learning media that can help students develop abilities to understand information, interpret news content, and think critically about various educational issues developing in society.

METHOD

This study utilized a qualitative approach with a descriptive method. A qualitative approach was selected because the study aimed to describe the utilization of educational news broadcasts on the CNN Indonesia YouTube Channel as learning media for news listening in Senior High Schools. The descriptive method was used to systematically depict the implementation of learning as well as the results of utilizing news broadcasts as learning media based on data obtained during the study. According to Sukmadinata (2015), qualitative research aims to describe and analyze various naturally occurring phenomena, events, activities, and behaviors. In line with this view, Moleong in Pernantah et al. (2022) stated that qualitative research produces descriptive data in the form of written or spoken words obtained from observed objects. Therefore, a descriptive qualitative approach is deemed appropriate for describing the utilization of educational news broadcasts as news listening learning media.

The research was conducted at SMAN 1 Gondangwetan, Pasuruan Regency, during the even semester of the 2026/2027 Academic Year. The location was chosen because the school has implemented the Merdeka Curriculum in Indonesian Language learning. The implementation of this curriculum aligns with the research goal: examining the utilization of

educational news broadcasts as learning media supporting student competence in understanding, evaluating, and interpreting information presented through audiovisual texts.

Data collection instruments used in this study included observation sheets and Student Worksheets. The observation sheets were used to obtain data regarding learning execution and student engagement during listening activities. Meanwhile, the student worksheets were used to obtain data on students’ abilities to find, understand, and interpret information contained in educational news broadcasts on the CNN Indonesia YouTube Channel. The instruments were designed according to the research objectives and news listening indicators in the Merdeka Curriculum.

Data collection procedures were carried out through several stages: (1) observing the execution of news listening instruction; (2) compiling student worksheets according to learning objectives and indicators; (3) conducting learning by utilizing educational news broadcasts on the CNN Indonesia YouTube Channel; (4) asking students to complete the student worksheets based on listening outcomes; and (5) documenting observation results and student worksheets as research data sources.

Research data were analyzed using qualitative descriptive analysis techniques referring to the data analysis model of Miles, Huberman, and Saldaña (2014), which includes data reduction, data display, and drawing/verifying conclusions. The data reduction stage was carried out by selecting and focusing on observation data and student responses on the student worksheets that aligned with the research focus. Furthermore, data were presented systematically in descriptive narratives to depict learning implementation and the outcomes of utilizing educational news broadcasts on the CNN Indonesia YouTube Channel as news listening learning media. The final stage was drawing and verifying conclusions based on overall analysis results to obtain a comprehensive picture of utilizing news broadcasts as listening learning



media in Senior High Schools. Verification was conducted by reviewing all research data to ensure generated conclusions were consistent, valid, and accountable.

RESULT

The implementation of news listening instruction using educational broadcasts on the CNN Indonesia YouTube Channel produced data in the form of student answers on student worksheets. The Student Worksheets was constructed based on ten indicators measuring students' abilities to comprehend explicit and implicit information in the news broadcast. Analysis of student responses showed that news broadcasts can be utilized as listening learning media because they help students understand news content step-by-step, starting from finding actual and accurate information to interpreting meanings delivered by speakers. The student worksheets was equipped with a QR Code customized to learning objectives and assessment indicators.

Based on student worksheets evaluation results, students achieved an average score of 80–90. This score indicates that most students were able to comprehend news broadcast content effectively. The most prominent abilities were observed in indicators of determining the main topic of the news, finding key information conveyed by speakers, and identifying the relationship between interviewer questions and speaker responses. Conversely, indicators related to interpreting implied meaning still showed variation in answers, requiring higher-level critical thinking skills.

In the indicator of determining the main news topic, most students were able to identify the main discussion topic in line with broadcast content. This was evident from student answers stating that the news topic related to the presented content: "State university independent enrollment tracks will be restricted until July." This answer demonstrated that students were able to capture

the primary information conveyed in the news broadcast.

Students' ability to find actual information was also reflected in responses regarding speaker statements. Most students were able to express information aligned with news content: "Yes, because it is still July and occurred recently." This answer demonstrated that students not only listened to news content but were also able to select information deemed actual and important.

In the indicator requiring explanation of information sufficiency, most students were able to provide reasons for their opinions. One student wrote: "The news or information provided by the speaker is already adequate/sufficient." This response showed that students began evaluating news content based on the completeness of information provided by speakers.

More complex abilities were seen in the indicator explaining implied meaning or indirectly conveyed information in speaker utterances. Some students were able to interpret meanings that were not directly stated, whereas others still provided literal answers. One student response showing the ability to understand indirectly conveyed information was: "Information was conveyed indirectly; although indirect, the government issued a policy so that the SPMB program in private campuses runs smoothly." This answer indicated that students could link news context with speaker intentions.

In the indicator explaining the factual basis of information, students were able to identify that news information was supported by facts, data, or speaker statements. This was evident in the response: "Supported by data at minute 0.9–0.53 ('I am working tirelessly to overhaul our education system on a large scale; for example, I am executing physical renovations of schools. Last year we were only able to renovate 17,000 schools, this year 70,000 schools.')." This answer demonstrated that students could distinguish factual information from personal opinion.

Students were also able to explain the main message intended by speakers. Most responses showed that students understood the purpose of news delivery, as seen in the answer: "The President emphasized his commitment to conducting major reforms in the education sector. The message delivered by President Prabowo stated that the government is accelerating school renovation programs targeting 300 thousand units over the next 5 years." This ability demonstrated that students understood news content not only textually but also captured the intended communicative purpose.

In the indicator of the relationship between interviewer questions and speaker answers, most students were able to explain the connection between the two utterances. One student wrote: "The information provided by the speaker matches the interviewer's question, and indirectly the speaker criticizes the SPMB selection that heavily relies on report card grades." This response showed that students understood the communication flow in the news broadcast.

The ability to recognize utterances with indirect meaning or specific idioms was also evident in student answers. Several students pointed out specific utterances containing implicit meaning and explained their purpose. A representative answer was: "The speaker used idioms to convey an opinion or criticism."

Furthermore, in the indicator indicating excessive information delivery, student responses showed that most students evaluated the listened news as containing excessive information. This was visible in the response: "The information conveyed in the video is very excessive because it does not match the required answer; the speaker included civil servant performance in cleaning up post-disaster areas, whereas the interviewer's question was about the number of schools ready for learning."

In the final indicator, explaining whether information was conveyed systematically, both directly or indirectly, one student wrote: "Indirectly

conveyed information pertains to diplomatic relations between Indonesia and Mexico, as seen through the naming of SDN 05 Mexico. In this video, indirectly conveyed information is also structured." This response demonstrated that students began distinguishing between indirectly stated information and information requiring contextual understanding delivered systematically. Overall, student worksheets results indicated that educational news broadcasts on the CNN Indonesia YouTube Channel can be effectively utilized as news listening learning media. This is supported by students' abilities to identify factual information, understand inter-information relationships, evaluate news content, and interpret implied meanings in broadcasts. The average student score of 80–90 further solidifies that using such news broadcasts supports the achievement of news listening learning objectives in Senior High Schools. Although the class average was very high, a few students still faced difficulties in answering certain questions.

DICUSSION

The research results indicate that educational news broadcasts on the CNN Indonesia YouTube Channel can be utilized as learning media for news listening in Senior High Schools. This is evidenced by Student Worksheet outcomes showing that most students were able to identify the main news topic, find important information, explain inter-information relationships, and interpret implied meanings in speaker utterances. These findings show that news broadcasts serve not only as an information source but can also be utilized as instructional media supporting comprehensive news comprehension among students (Yulianti et al., 2025).

Students' ability to determine the main news topic indicates that educational news broadcasts possess a systematic presentation structure, enabling students to capture core ideas from the beginning of listening. Information conveyed sequentially, supported by visual, audio, and



supporting text, helps students understand the news context more holistically. This condition demonstrates that audiovisual media characteristics provide a more concrete learning experience compared to pure print media presentations (Iasha et al., 2025).

In addition to identifying main topics, students could also identify key information provided by speakers. Student answers showed they were capable of identifying information related to core news issues, such as education policies, government program execution, and speaker responses to educational events. This ability shows that news broadcasts help students filter relevant information from overall news content. Thus, utilizing news broadcasts as learning media not only trains listening skills but also develops selective understanding of actual and accurate information (Putri & Ratna, 2020).

Research findings also reveal that most students were able to explain information sufficiency provided by speakers along with logical reasoning. Students did not merely state that news information was complete, but also provided reasons based on facts gathered during listening. This demonstrates that students were capable of conducting basic evaluations of information quality. The ability to evaluate information indicates that listening activities do not stop at receiving information, but involve critical thinking regarding news content.

One of the most prominent findings in this study is students' ability to explain implied or implicit meaning in speaker utterances. Although some students still interpreted meaning literally, the majority were able to connect speaker utterances with news context to understand non-direct intentions. This finding indicates that educational news broadcasts offer opportunities for students to practice interpreting meaning based on communication context. This capability is essential because in public communication, particularly news, information is not entirely conveyed explicitly. Students' performance in explaining the

factual basis of information also yielded good results.

Most students were able to demonstrate that news information was supported by facts, data, or statements from competent speakers in their fields. This indicates that students do not accept information at face value, but evaluate supporting evidence validating the information. This skill aligns with listening learning objectives emphasizing both comprehension and evaluation of audiovisual media content.

Regarding indicators of intended messages, students generally succeeded in concluding the main purpose of news delivery. Responses showed students could identify messages concerning the importance of educational quality enhancement, policy implementation, and government efforts in resolving educational issues. This shows students could connect actual, accurate information with speakers' communicative goals. This ability is a crucial component of listening activities as understanding main messages forms the foundation for interpreting overall news content (Virdaus, 2019).

Research results also demonstrated that students were able to explain the connection between interviewer questions and speaker answers. Students identified that speaker responses were generally relevant to questions asked, although some responses were indirect due to specific contextual considerations. Understanding inter-utterance relationships shows students could follow communication flow sequentially. This indicates news broadcasts train not only content comprehension but also understanding of public communication interaction patterns.

Another finding showed students were capable of recognizing indirect utterances and their underlying meanings. Most students distinguished between direct speech and speech containing implicit meaning. Although some responses remained literal, students generally explained true intentions based on news context. This indicates educational news broadcasts hold potential to train

students' pragmatic skills through listening activities.

On indicators concerning information actualities and accuracy, students demonstrated good abilities in evaluating news quality. Most students stated that presented news was actual as it discussed developing educational issues and featured relevant speakers. Furthermore, students evaluated conveyed information as accurate because it was supported by accountable facts and data. These findings demonstrate that utilizing mainstream media news broadcasts can help students develop media literacy skills while enhancing sensitivity toward information credibility.

Overall, findings demonstrate that utilizing educational news broadcasts on the CNN Indonesia YouTube Channel supports news listening instruction in Senior High Schools. News broadcasts offer contextual learning experiences by presenting real events close to students' lives. Through listening activities, students obtain factual information while practicing implicit meaning interpretation, information evaluation, and critical thinking regarding educational issues. These findings reinforce that news-based audiovisual media can serve as a relevant learning media alternative meeting Merdeka Curriculum demands, which emphasize comprehending, evaluating, and interpreting information from various audiovisual text formats (Kiptiyah et al., 2025).

CONCLUSION

Research results show that educational news broadcasts on the CNN Indonesia YouTube Channel can be utilized as learning media for news listening in Senior High Schools. The utilization of this media provides contextual learning experiences by delivering actual and accurate information through a combination of visual and audio elements. Based on Student Worksheet results, students achieved an average score of 80–90, indicating that most students understood news content effectively. This ability was evident in

indicators such as determining main topics, identifying key information, explaining connections between interviewer questions and speaker responses, evaluating information actuality and accuracy, and explaining speaker messages. Nevertheless, results also revealed that some students still faced challenges in high-order thinking indicators, particularly in interpreting implicit meaning, identifying indirect utterances, and providing logical justifications for information sufficiency.

These findings indicate that the ability to comprehend implicit information still needs to be cultivated through listening instruction that provides opportunities for students to critically practice interpreting speech contexts. Overall, this study proves that educational news broadcasts on the CNN Indonesia YouTube Channel are worthy of being utilized as an alternative learning media for news listening. Besides helping students comprehend factual information, this media supports critical thinking, information evaluation, and implicit meaning interpretation, aligning seamlessly with Indonesian Language learning objectives in the Merdeka Curriculum.

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