

Improving Students' Listening Skill in Understanding Procedure Text by Using Video

INTRODUCTION

In language teaching, four skills that are absolutely taught to students are reading, writing, listening and speaking. Hardiah (2017) stated that students will be able to write if they are able to read well and the ability to speak will be good if they have good listening skills. From the four skills that mentioned above, listening skills is a skill that tends to be ignored in the teaching and learning process. According to Underwood (1989) as created in Hardiah (2017) simply defined listening as an activity that focuses on understanding the meaning of what is being heard. Listening skills in learning English require students to be able to identify accents, know how to pronounce vocabulary, grammar rules, and understand vocabulary meaning. Listening is an important skill in learning to help students understand what the speakers say when explaining various texts. The text that is usually taught is procedure text. According to Anderson (1998) as created in Elchaira (2019), procedure text is a text which tells the reader some instructions of making something, doing something, and getting somewhere.

However, students often have struggles in hearing, understanding, remembering, and responding skills in listening. Devia et al. (2024) stated that this struggles due to a lack of concentration, minimal vocabulary mastery, and ineffective learning strategies. In this modern education, it is essential to adapt teaching methods to engage students effectively. Digital tools can enhance the enjoyment of teaching. Berk (2009) as created in Lating (2022), stated employing various videos for students can improve their insight of what the teachers provide through videos in learning courses. Harmer (2001) as cited by Elchaira (2019), video media offers learners a multi-sensory experience that enhances language acquisition by combining auditory and visual cues, which is particularly useful for students struggling with listening comprehension. The use of video is believed to be a method to enhance students listening skills in understanding procedure text, as they are not only listen to the instructions but also to see visual representations of the steps.

Some previous studies have researched the use of videos to improve students' listening skill. According to Hasibuan et al. (2022), Telaumbanua (2024), Dewi (2021), and Hardiah (2017), the use of videos can be an effective way to improve students' listening skill. The purpose of this research is to find out whether or not the use of videos improve students' listening skill in understanding procedure text at IAIN Kediri students. Based on the explanation above, the researcher conducted the research entitled **“IMPROVING STUDENTS’ LISTENING SKILL IN UNDERSTANDING PROCEDURE TEXT BY USING VIDEO”**. The research problem of this study is how can video improve the students' skill in understanding procedure text at IAIN Kediri students.

SUPPORTING THEORY

Paivio (1971) as developed in Gunawan & Aswandi (2023) provides a starting point to facilitate knowledge about how student comprehends the language with using both, visuals and audibility aspects. According to this theory, humans have two cognitive subsystems: Two major areas including first, area of the brain for handling verbal information and second, area of the brain for handling visual information. If there is a fascinating method of utilizing both of these systems simultaneously, as in the use of videos, then they reach out and touch the students' memories and ensure they understand what is being taught to them. This two-channel management is beneficial particularly in language acquisition, as procedure texts imply reading instructions which are presented step by step and detailed. The use of videos, in this case, enable students to pair the new information with the verbal instructions, thus enhancing their understanding of procedural language and increases their comprehending of such language because it accompanies any abstractions with clear visuals.

Gunawan and Aswandi (2023) have found that English videos as a teaching medium enhance students' listening comprehension at Bengkalis State Polytechnic. Using the English videos for teaching listening skills in their work, the authors noted the improvement over the two cycles of testing and higher students engagement level as well as their average scores. Gunawan and Aswandi mentioned that their study is consistent with Paivio's theory in the sense that students given such videos are able to map images, gestures and contextual cues to the spoken text. This connection helps with the decoding of words as well as recognizing the context and sequences necessary for reading instructional or procedural texts.

The outcome of the study supports the use of video media in aiding listening comprehension as language learning can benefit from utilization of appealing and easily understood video material. They did not only received better performance in their tests but also motivation and eagerness in listening, which will serve as basis for skill enhancement in the future. However, applying videos in teaching listening skills to comprehend procedural texts include cognitive and motivational advantage which in turn enhances and sustains better learning according to Gunawan and Aswandi (2023).

The use of video as an instructional tool also has been shown to enhance students' listening skills by engaging both their visual and auditory senses, creating a rich, multi-sensory learning environment. According to Dewi et al. (2021), audio-visual media enables students to better understand complex texts, such as procedural texts, by visually illustrating each step alongside auditory explanations. This combination of visual and verbal information provides clarity, making it easier for students to follow along with procedural instructions accurately. This approach is particularly beneficial for understanding sequence-based texts, where missing a single step can disrupt comprehension. Dewi et al. (2021) found that using videos increased students' engagement and improved their ability to identify procedural text elements effectively.

By using videos, teachers can address the common challenges students face in procedural texts, such as confusion with sequencing and limited vocabulary. Videos allow students to repeatedly view steps and instructions, which is beneficial for those who may need additional exposure to language input to fully grasp new content. This repeated, contextual exposure not only aids in comprehension but also enhances students' confidence in their listening abilities, which is essential for long-term language development

METHODOLOGY

The design of this research is Classroom Action Research (CAR). According to Wulandari (2019) as stated in Telaumbanua (2024), classroom action research is research that aims to solve problems that occur in the classroom. In addition, through classroom action research, teacher can implement more innovative learning methods. Ndraha (2020) assumed that Action Research is process a systematic study which organized by teachers, researchers, or anything in teaching/learning environment to acquire information about how they perform in school operated, how their' teach, and how well their students learn. In this Classroom

Action Research (CAR), the researcher collected the data by conducting two cycles. Each cycle contained four steps: planning, action, observation, and reflection based on Kemmis and McTaggart as stated in Elchaira (2019).

In the first stage (planning), the researcher prepared the lesson plan, teaching media, and exercises. Then, in the second stage (action), the researcher is implemented the things which is made in the planning stage. In this stage, the researcher gave a pre-test for knowing the the initial abilities of students then acted like a teacher who taught procedure text by using video and give a post-test of what they have listened through video to measured their abilities. In the next stage (observation), the researcher observes the activeness, the concentration, and focus of the students during listening activities by using video. Then, in the next stage (reflection), the researcher collected students work and analyzed it to conclude the activities that occur in cycle 1. The researcher would subsequently examined the advancements in planning that stem from the analysis of the observation and student outcomes in cycle 1. This discussion would also encompassed the design of activities for cycle 2, particularly in light of the fact that the established success indicators have not been achieved.

The location of this research was IAIN Kediri, the institute was located at Sunan Ampel Street No.7, Ngronggo, Kediri, East Java, 64127, Indonesia. The subject of this research was five students from the third semester English Education Department.

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