



## 1. Introduction

Listening is a skill to teach in English and it is the ability to identify and understand what the speaker is saying, it is considered a receptive skill, where people need the ability to receive spoken language. Rost (2020) states that the mental process of constructing meaning from verbal input is the meaning of listening activities. Since listening skills in language classes are very important, English learners should be more enthusiastic and practice their listening skills. By using video students can practice listening to spoken language. Blumberg (2014) further reveals that listening is receptive skill with the receptive skill, students can get the main idea according to what they have heard. In addition, Helgsen quoted by Hine (2013) listening activities can help students become flexible listeners, knowing how to listen aims to make it easier for students to get general ideas or specific information needed to understand videos.

Based on the syllabus of 2013 Curriculum at the eleventh grade of SMA Negeri 1 Tuhemberua, the core competence expects the students to understand applying analyzing, factual, procedural, and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities with insight into nationality, state of humanity, and civilization related to the causes of phenomena and events, as well as implementing procedural knowledge in certain appropriate fields of study with their talents and interests so that they can solve problems, while the basic competence expects the students to catch the meaning of procedural texts, oral and written, in the form of recipes and manuals, short, and simple (Soleh, 2021). The minimum Competence Criterion (MCC) which is decided in school is 73.

A procedural text is a text that tell for us how to make or do something. Hasibuan (2019) says, "Procedure text contains the direction or instruction to do something". Based on the explanation above, the researcher conclude that procedure text is a type of text that use to explain the way, process, direction or instruction to do something through sequence of events, process, an action or steps. Beside that, explains something works or hoe to use something.

In fact, based on the observation activities that was done by the research in SMA Negeri 1 Tuhemberua, the students are not able to understand the meaning of procedural text, oral, and written, in the form recipes and manuals, short and simple. The students' problem is affected by some factors, such as: the students are unable to understand the meaning of the

sentence of the sentence convey, the students are quickly forget the meaning of the sentence what is heard, the students are unable to understand the generic structure of procedure text, the students are unable to use the connectives sentence of procedure text. These problems are based on reasons, such as the teachers' technique unsuitable to overcome students' problems in listening, students lack of vocabulary, and students can not concentrate in learning

To overcome the students' problems above, the researcher wanted to apply a technique namely, playing video. Playing video is the technique to train the learner to listen.

Based on explanation previously, the researcher conduct Classroom Action Research (CAR) because the researcher wanted to improve the students' listening skill. Classroom Action Research helps the research to find, organize, provide, and ensure classroom in teaching and the development of the students. It is supported by Kurniawati (2016) says Classroom Action Research is model for teaching with high transparency that enable to determine students' achievement on daily basis rather than waiting for the end of a quarter.

Based on the explanation above, the researcher conducted the research entitled "Improving Students' Listening Skill in Procedure Text through Playing Video at the Eleventh Grade of SMA Negeri 1 Tuhemberua in 2021/2022".

## 2. Research Method

In this research, the researcher uses Classroom Action Research (CAR) to solve the students' problem in listening because the researcher wanted to improve the students' listening skill especially at the eleventh grade of SMA Negeri 1 Tuhemberua. According to Wulandari (2019) states that 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. Therefore, teachers carrying out classroom action research must be more active, creative, and innovative and pay attention to students' abilities. Teachers involved in action research need to be more careful and pay close attention to methods they employ, and their overall approach to the teaching process (Hapsara, 2016a).

In addition to Camastra (2015) says "CAR is study systematically which acted for improving education practices which are practical action and reflection of the action". Clearly, the research is aimed to develop the quality of teaching-learning.

The location of this research was SMA Negeri 1 Tuhemberua, the school was located at Desa Silimabanua, Tuhemberua district. In the school, there were 18 classroom, a library, a laboratory, The total of teacher was 45 include 6 persons is the English teachers. The total number of students at the eleventh grade was 170 students, and the subject of this research was XI-MIPA 1 of SMA Negeri 1 Tuhemberua in 2021/2022.

The instrument of collecting data were: 1) Quantitative data, quantitative data collecting by the researcher based on the students' listening skill by through Playing Video. 2) Qualitative data, qualitative data is a kind of data that need to be explains and describes based on the social event taken place in the field, the researcher' activities and the students' activities during the teaching-learning process, also the weaknesses and the strength and improvement during implementing Playing Video.

In collecting the data, the researcher uses some instrument, as follows: Observation sheet, Field note, and Oral test. In analyzing the data, the researcher uses qualitative and quantitative data analysis. In qualitative data, the researcher uses: reduction of the data, data display, and conclusion. In quantitative data, the researcher uses the formula:

$$\text{Students Mark} = \frac{\text{obtained score}}{\text{maximum score}} \times 100$$

### 3. Result and Discussion

During conducting this research, the researcher helped by the English teacher of SMA Negeri 1 Tuhemberua. The English teacher was the teacher collaborator of the students' and the researcher's activities. The researcher got help from the English teacher in order to observe the researcher's and the students' activities.

In cycle I meeting I, the researcher found that the researcher' activity is 16 of 17 activity done. It means 94,11% done. And the research's activity which not done was 1 of 17 activity (5,9%). Meanwhile, the students' activity was 93,81% of 11 activities done, and 6,81 % of 11 activities not done. In cycle I meeting II, the researcher activity 17 activity or 100% was done and the students activity also 100% done.

In Cycle I, the students' listening ability especially in procedure text was not satisfying that most of students could not pass the MCC, the students' xcore in Cycle I, were 10 students (50%) got score among 40-59, 8 students (40%) got score among 60-74, and 2 students (10%) got score among 75-84. Furthermore the researcher

continued searching the students' listening anility in to Cycle II.

In Cycle II, the students' ability got improvement in listening especially in Procedure text by Playing Video, the students got mark higher or same than MCC. Which the students' score in Cycle II, were 10 students (50%) got score among 75-84; and 10 students (50%) got score among 85-100. In other words, the research problem has been overcome.

The observation sheet result describes that the students' activities got a significant improvement by meeting. The expectation of syllabus is achieved and the problems have been solved.

In quantitative data, the researcher found that the students' listening in Procedure Text through Playing Video was good and improve the students' listening ability. This is in line with previous research that the video watching method can improve student learning outcomes (Hapsara, 2016b). Based on the data collecting, the researcher found that all theb students' problem have been overcome in cycle II. It could be solved because of modifying the procedures of playing video followed by implementing the technique in the classroom. On the other word, the problem which aced by the students have been overcome.

### 4. Conclusion and Suggestions

Based on the result of the research, the researcher take conclusion; Playing Video improved the students' listening ability at the eleventh grade of SMA Negeri 1 Tuhemberua in 2021/2022.

There are some suggestions from the research after conducting the research, as follows: The English teacher in SMA Negeri 1 Tuhemberua should use Playing video in teaching learning English, in order to improve the students listening skill. The English teacher in SMA Negeri 1 Tuhemberua has to provide various media and facilitate the students to improve their listening skill. The eleventh grade od Students in SMA Negeri 1 Tuhemberua need to be serious to learn English subject and make it as their daily communication in English class. Strength: The English teacher in SMA Negeri 1 Tuhemberua must maintain the use of Playing Video in teaching-learning process. The eleventh grade students in SMA Negeri 1 Tuhemberua have to improve their listening skill by playing video. For the researcher, the use of Playing Video in teaching learning can be using as the media of the research.

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