

**TEACHERS' PROBLEM IN TEACHING LISTENING
AT TENTH GRADE STUDENTS OF MAN 1 REJANG
LEBONG**
(A CASE STUDY IN *MERDEKA* CURRICULUM IMPLEMENTATION)

THESIS

This Thesis is Submitted to Fulfil the Requirement for
Sarjana Degree in English Tadris Study Program



Written By :

**Della Aulia Salsabila
NIM. 19551014**

**ENGLISH *TADRIS* STUDY PROGRAM
THE FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF CURUP**

2023

PROPOSING OF THESIS TITLE

Hal : Pengajuan Skripsi

Kepada

Yth. Rektor IAIN Curup

di

Curup

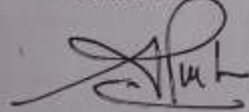
Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat Skripsi saudara **Della Aulia Salsabila** mahasiswa IAIN Curup yang berjudul "TEACHERS PROBLEM IN TEACHING LISTENING AT TENTH GRADE STUDENTS OF MAN 1 REJANG LEBONG (A CASE STUDY IN MERDEKA CURRICULUM IMPLEMENTATION)" sudah dapat diajukan dalam Ujian Munasqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian permohonan ini kami ajukan. Terima kasih.

Wassalamualaikum Warahmatullahi Wabarakatuh.

Curup, 29 Desember 2023

Pembimbing I



Dr. Sakut Ansori, M.Hum
NIP. 198110202006041002

Pembimbing II



Meli Fauziah, M.Pd
NIP. 199405232020122003

THE STATEMENT OF OWNERSHIP

STATEMENTS OF OWNERSHIP

The writer who signs below:

Name : Della Aulia Salsabila
NIM : 19551014
Department : Tarbiyah
Study Program : English Study Program

I hereby certify that thesis entitled "Teachers' Problem In Teaching Listening At Tenth Grade Students Of MAN 1 Rejang Lebong (A Case Study In Merdeka Curriculum)". Is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledgment in the text.

Curup, 29 Desember 2023

Writer

METERAL
TEMPEL
BBGAKX418661032

Della Aulia Salsabila
NIM. 19551014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: 223 /In.34/IPT/PP.00.9/02/2024

Name : DELLA AULIA SALSABILA
NIM : 19551014
Departement : English Tadris Study Program
Title : TEACHERS' PROBLEM IN TEACHING LISTENING
AT TENTH GRADE STUDENTS OF MAN 1 REJANG LEBONG
(A Case Study In Merdeka Curriculum Implementation)

Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date : Thursday, February 15th 2024
Time : 11.00 – 12:30 a.m
At : Room 1

Has been received to fulfill a partial requirements for the degree of strata 1 in English Tadris Study Program of Tarbiyah Faculty IAIN Curup.

EXAMINERS:

Head

Dr. Sakut Anshori, M.Hum
NIP. 198110202006041002

Secretary

Meli Fauziah, M.Pd
NIP. 199405232020122003

Examiner I

Dr. Prihantoro, M.Pd
NIP. 197508202008011004

Examiner II

Sarwo Edy, M.Pd
NIP. 198106072023211011

Mengesahkan
Dekan Fakultas Tarbiyah

Dr. Sufarto, S.Ag. M. Pd
NIP. 19740921 200003 1 003

ACKNOWLEDGMENT

ACKNOWLEDGMENT



Assalamu'alaikum Wr.Wb.

First of all, the researcher would like to say thanks to god, Allah SWT the Glorious, lord, Almighty, and the Merciful for his blessing and his guidance, so that the researcher could finish this thesis entitled, "**Teachers' Problem In Teaching Listening At Tenth Grade Students Of MAN 1 Rejang Lebong (A Case Study In Merdeka Curriculum)**". Praying and greeting to our prophet Muhammad SAW and all of his family and buddy who has bought us from the darkness to the lightness as we feel right now.

This thesis is presented in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, helping, support and also motivation from a lot of participations. In this chance, the researcher would like to express his deepest appreciation to:

1. **Prof. Idi Warsah, M.Pd.L.**, as Rector of IAIN Curup.
2. **Mrs. Jumatul Hidayah, M.Pd.**, as the head of English Study Program.
3. **Dr. Sakut Anshori, M.Hum** as my advisor who has given many corrections, useful suggestion, strong encouragement and sustained

critical support also guidance to complete this thesis. I am so grateful for giving me your time, guidance, motivation, advice and knowledge during the writing this thesis. Thank you so much for valuable time spent to guide me to finish this thesis.

4. **Meli Fauziah, M.Pd**, as my Co-advisor, who has given many corrections, useful suggestion, strong encouragement and sustained critical support also guidance to complete this thesis. I am so grateful for giving me your time, guidance, motivation, advice and knowledge during the writing this thesis. Thank you so much for valuable time spent to guide me to finish this thesis.
5. **Sarwo Edy, M.Pd**, as my instrument's validator and lecturer who help support my thesis.
6. **All lectures and staff** of IAIN Curup.
7. The headmaster of MAN 1 Rejang Lebong, the English teachers and all the beloved students of MAN 1 Rejang Lebong, thank you for your support.
8. **My Father and my Mother** who have been pleased to give everything during the study and compile this thesis at IAIN Curup.
9. All of my friends of English Study Program of IAIN Curup.

Finally, the researcher believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution to the development of English Study Program of IAIN Curup. For acknowledgment above, and those are not mentioned, may Allah SWT gives them the best rewards.

Wassalamualaikum Warahmatullahi Wabarakatuh

Curup, 29 Desember 2023

Writer



Della Aulia Salsabila
NIM 19551014

MOTTO

MOTTO

"INI HANYA TIDAK MUDAH BUKAN TIDAK MUNGKIN"

"Jangan Pernah Menyerah Atas Impianmu. Impian Memberikan Tujuan Hidup. Ingatlah, Sukses Bukan Kunci Kebahagiaan, Kebahagiaanlah Kunci Untuk Sukses".

DEDICATION

DEDICATION

This thesis is dedicated to:

1. The greatest woman in my life, she is my beautiful woman in the world LUSIANA. Thank you for being my support system. Thanks for everything that you have given to me that i can't say by a word. I love you!
2. The greatest man in my life, he is my awesome father SUGON. Thanks for everything that you have given to me that i can't say by a word. YOU ARE MY HERO!! I LOVE YOU.
3. My Beloved old Sister Messi Lutfia Aulianti, who always be my support systems.
4. My beloved young sister Abel Alsanabila, who always give motivation in my life.
5. All of my big family who always give motivation and support.
6. My thesis partner Rada Opelia,S.Pd, Rania Atiyah Nabilla,S.Pd. (Jalur Dukun squad). Thank you for all our struggles so far, thank you for surviving until we are at this point. Even though there is no blood relationship, thank you for being in the same direction. I LOVE YOU!
7. My friends since 2019, Rania Atiyah Nabilla, S.Pd, Oktipia Silmi, S.Pd, Silvi Dayang Sari, S.Pd. thank you for everything, thank you fighting together from first semester until now. Glad to know you all, I hope you never become a strangers.
8. Tika Dwi Aprilia, S.Sos, Thank you for being a place to tell steries all this time. Thank you for your support for the writer in completing this thesis.
9. 2019 TBI A members.
10. All of TBI students 2019.
11. KKN 34 Kota Agung squad.
12. PPL MA Muhammadiyah squad.
13. My Almamater is TBI IAIN Curup
14. Last but not least, A simple woman but sometimes it is difficult to understand what is in her head, myself **Della Aulia Salsabila**. A woman

was 23 years old when she finished this paper but sometimes she acts like a child in general. Greatest appreciation for being responsible for completing what has been started even though on the go you scroll through TikTok more often. Thank you for being present in the world, although perhaps not many people celebrate your presence in the world, but always be grateful because there are still people who happily celebrate your presence. Thank you for continuing to choose to live and celebrate yourself up to this point, even though you often give up on what you are trying to achieve. Thank you for being able to manage your time, energy, thoughts, as well as your own finances and economy so well that you can complete your study costs with the results of your own hard work, are able to control yourself from various pressures outside of circumstances and never decide to give up. Remain a human being who is always willing to try and is not tired of trying. Always be happy wherever you are. Celebrate your presence in this world of all the things that make you alive. Make sure your soul is always part of the good things in the universe.

Thanks a bunch to all people that always support me to finish my study that i can't mention one by one. Without you all i'm nothing !!

PREFACE

PREFACE

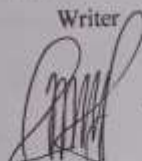
All praises to Allah SWT that the writer had finally finished writing his thesis entitled "Teachers' Problem In Teaching Listening At Tenth Grade Students Of MAN 1 Rejang Lebong (A Case Study In Merdeka Curriculum)".

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 in English study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not at least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 29 Desember 2023

Writer



Della Aulia Salsabila
NIM. 19551014

ABSTRACT

Della Aulia Salsabila 2024 : TEACHERS' PROBLEM IN TEACHING LISTENING AT TENTH GRADE STUDENTS OF MAN 1 REJANG LBONG (A CASE STUDY IN MERDEKA CURRICULUM IMPLEMENTATION)

Advisor : Dr. Sakut Anshori, M.Hum

Co-Advisor : Meli Fauziah, M.Pd.

Teachers' problem in teaching listening at tenth grade students of MAN 1 Rejang Lebong and identify factors that caused the problems encountered. For example, the teaching methods used less interactive, less involving students, or do not consider students' individual learning styles. Factors such as teacher education and training in listening teaching, their understanding of effective teaching strategies, or understanding of specific barriers to listening teaching can be examined. objectives of the research . To investigate how the English teacher teach listening in Merdeka curriculum implementation, To investigate the problems faced by English teachers in teaching listening based on the implementation of Merdeka curriculum., To investigate the factors caused the problems faced by English teachers in teaching listening based on Merdeka curriculum implementation. This research has designed as a descriptive research with qualitative approach. the incorporation of authentic materials in teaching listening skills is vital for effective language learning. However, in the context of the Merdeka Curriculum, educators often face challenges related to the availability of suitable and authentic materials .that establishing a learner-centered environment for teaching listening skills within the Merdeka Curriculum framework can be particularly challenging. There are some problems faced by the teacher in teaching listening based on the implementation of Merdeka Curriculum at MAN 1 Rejang Lebong. As follows: Lack of Suitable Authentic Materials, Difficulty in Creating a Learner-Centered Environment, Limited Technological Resources, Challenges in Authentic and Performance-based Assessment, Time Constraints, Individual Differences in Language Proficiency, Lack of Professional Development Opportunities.

Keywords : Teachers' Problem, Teaching Listening

TITLE PAGE

SUPERVISORS' APPROVAL	i
PREFACE	ii
STATEMENTS OF OWNERSHIP.....	iii
ACKNOWLEDGMENT.....	iv
MOTTO AND DEDICATION	vi
ABSTARCT	ix
TITLE PAGE	viii
CHAPTER	I
INTRODUCTION.....	
.....1	
A. Background of the Research.....	1
B. Research Questions	6
C. Objectives of the Research	7
D. Significance of the Research	7
E. Delimitation of the Problem	8
F. Definition of Key Terms	8
CHAPTER II LITERATURE REVIEW	12
A. Review of Related Theories	12
B. Review of Related Findings	32
CHAPTER III RESEARCH METHODOLOGY	36
A. Kind of the Research	36
B. Subject of the Research	37
C. Technique of Collecting Data.....	38
D. Research Instruments.....	40

E. Data Analysis Technique.....	48
F. Triangulation	49
CHAPTER IV FINDINGS AND DISCUSSION	51
A. FINDINGS	51
B. DISCUSSION.....	70
CHAPTER V CONCLUSION AND SUGGESTION	87
A. Conclusion.....	87
B. Suggestions.....	88
REFERENCES.....	90

CHAPTER I

INTRODUCTION

This chapter describes background of the research, research question, objectives of the research, significance of the the research, delimitation of the problem and definition of key term.

A. Background of the Research

Teaching listening skill is a crucial component of language education, as it plays a fundamental role in developing students' overall language proficiency and communication abilities. However, teachers often encounter various challenges when instructing tenth-grade students in listening comprehension. At the tenth-grade level, students are in a critical phase of their academic journey, where they face increased pressure to perform well academic. This pressure may affect their motivation and engagement in listening lessons, making it difficult for teachers to capture their attention and foster active participation. Additionally, tenth-grade students are at a stage where they are preparing for national examinations or other assessments, further intensifying the demands placed on both teachers and students. Moreover, the diversity of students' language proficiency levels and individual learning styles within the tenth-grade classroom adds complexity to the teaching of listening skills. According to Mustafa Azmi Bingol, teachers must address these differences and implement differentiated instructional strategies to meet the diverse needs of their students. However, developing and delivering

personalized listening activities that cater to each student's proficiency level and learning preferences can be time-consuming and challenging.¹.

Furthermore, technological advancements and the integration of digital tools in education have introduced both opportunities and challenges in teaching listening. While digital resources can enhance the learning experience and provide interactive listening activities, not all teachers may possess the necessary digital literacy skills or have access to adequate technological resources. This lack of proficiency or resources can hinder teachers' ability to effectively incorporate technology in their listening lessons.

Additionally, the availability of suitable and authentic listening materials can pose a challenge for teachers. Finding appropriate resources that align with the curriculum and cater to the specific needs and interests of tenth-grade students can be a daunting task. Teachers must invest time and effort in selecting and adapting materials that are relevant and engaging, which may be a significant challenge due to limited resources or access to up-to-date materials. Assessment practices play a crucial role in evaluating students' listening skills. Designing valid and reliable listening assessments that accurately measure students' abilities can be a complex task for teachers. They need to create assessments that align with the curriculum objectives, reflect real-life listening situations, and cater to the diverse range of students' proficiency levels.

¹Mustafa Azmi Bingol, "Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class," WJIS: Ishik University of Iraq, vol.4, no.4, P. 3-4.

Given these challenges, it is imperative to investigate the specific problems faced by teachers in teaching listening to tenth-grade students. Identifying these challenges and understanding their impact on the teaching-learning process can inform the development of effective strategies and interventions to enhance listening instruction. Rost said that by addressing these issues, educators, administrators, and policymakers can work together to support teachers in their professional development and improve the overall language learning experience for tenth-grade students.² According to Field teacher problem in teaching listening also emphasizes the importance of creating a supportive and motivating classroom environment, providing scaffolded instruction and feedback, and encouraging learners to reflect on their listening strategies and experiences.³

Today, social dynamic of society in the world has progressed rapidly. It is marked by the spectacular development in the technology area. Especially, on information and communication in education area. In the implementation on the world of education is closely related to curriculum. According to Kelly, “curriculum is negatively viewed as a syllabus which may limit the planning of teachers to a consideration of the content or the body of knowledge they wish to transmit or a list of the subjects to be taught or both”. In other words, simply convey subject knowledge is insufficient to be an effective curriculum. It should offer

² Michael Rost, *Listening*, (London: Longman. 1994), p 141-142

³ Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press. p.80

much more than a statement about the knowledge-content in order to be a productive curriculum.⁴

The implementation of *Merdeka* Curriculum in education of Indonesia has brought about significant changes in teaching and learning approaches, particularly in the field of language education. *Merdeka* curriculum is applied in the Indonesia Education context. One crucial aspect of language learning is listening comprehension, which plays a fundamental role in developing students' language proficiency. The *Merdeka* curriculum will become the national curriculum in 2024, but is currently only an option for schools. The ministry of education and culture hopes to empower schools to develop their own curricula that suit the needs and context of their students. Schools can choose to implement the *Merdeka* curriculum by studying materials provided by the ministry of Education and culture, filling out registration forms, and participating in short surveys. However, teachers often encounter various challenges when teaching listening skills to tenth-grade students at MAN 1 Rejang Lebong connected to the implementation of *Merdeka* curriculum. MAN 1 Rejang Lebong is one of school that has implemented *Merdeka* Curriculum. The implementation started 1 years ago in divided process.

Based on pilot observation and interview, the problems challenged by the teacher are; firstly, tenth-grade students are in a critical phase of their academic journey, where they are new students in senior high school

⁴ Kelly, *Curriculum* (Hongkong: The Hongkong Institute of Education, 1999). P.83

who face the material which is automatically in the different level comprehension. Consequently, this pressure may affect their motivation and engagement in the listening lessons, making it difficult for teachers to capture their attention and foster active participation. These problem actually happen in MAN 1 Rejang Lebong which is faced by English Teacher in teaching listening. It is confirmed based on pre-observation done by researcher in MAN 1 Rejang Lebong.

Secondly, the implementation of the *Merdeka* Curriculum emphasizes student-centered learning approaches and the use of authentic materials. While this approach promotes a more communicative and interactive classroom environment, it also requires teachers to adapt their teaching strategies accordingly. Teachers may face challenges in sourcing suitable and relevant authentic listening materials that align with the curriculum and cater to the specific needs and interests of their students.

Moreover, the diversity of students' language proficiency levels and individual learning styles within the tenth-grade classroom further adds complexity to the teaching of listening skills. Teachers must address these differences and implement differentiated instructional strategies to meet the diverse needs of their students. However, developing and delivering personalized listening activities that cater to each student's proficiency level and learning preferences can be time-consuming and challenging.

Given these challenges, it is crucial to investigate the specific problems faced by teachers in teaching listening to tenth-grade students at

MAN 1 Rejang Lebong within the context of the *Merdeka* Curriculum implementation. Identifying these challenges and understanding their impact on the teaching-learning process can inform the development of effective strategies and interventions to enhance listening instruction and support teachers in their professional development.⁵

Researcher can explore teachers' problem in teaching listening at tenth grade students of MAN 1 Rejang Lebong and identify factors that caused the problems encountered. For example, the teaching methods used less interactive, less involving students, or do not consider students' individual learning styles. Factors such as teacher education and training in listening teaching, their understanding of effective teaching strategies, or understanding of specific barriers to listening teaching can be examined. Based on the phenomenon above, the researcher needed to investigate a research entitled **“Teachers’ Problem in Teaching Listening at Tenth Grade Students of MAN 1 Rejang Lebong (A Case Study in *Merdeka* Curriculum Implementation).**

B. Research Questions

Based on the background above, the research question in this research are formulated as follows:

1. How does the English teacher teach listening in the implementation of *Merdeka* curriculum?

⁵ Cheung, A.C.K & Wong, P.M.. “*Factors Affecting The Implementation Of Curriculum Reform In Hong Kong: Key Findings Form A Large-Scale Survey Study*”. International Journal Of Educational Management, Vol.26 Iss: 1, P.39

2. What are the problems faced by English teachers in teaching listening based on *Merdeka* curriculum implementation?
3. What are the factors caused the problems faced by English teachers in teaching listening based on *Merdeka* curriculum implementation?

C. Objectives of the Research

Based on the research question above, the objectives of this research are formulated as follows:

1. To investigate how the English teacher teach listening in *Merdeka* curriculum implementation.
2. To investigate the problems faced by English teachers in teaching listening based on the implementation of *Merdeka* curriculum.
3. To investigate the factors caused the problems faced by English teachers in teaching listening based on *Merdeka* curriculum implementation

D. Significance of the Research

The result of this study is expected to be useful:

1. For the teacher

Practically, the result of the study would be expected to be used for finding the solution of the problem that the English teachers faced in teaching students in the implementation of *Merdeka* curriculum.

2. For the next Researcher

This research gave some benefits for the next researcher who wants to research about teachers' problem in teaching listening in the

implementation of *Merdeka* curriculum implementation. This research brought the next researcher to find the solutions for solving teacher problems in teaching listening.

E. Delimitation of the Problem

The *Merdeka* curriculum is a new curriculum which planned to become the national curriculum in 2024. This curriculum was created so that Indonesian students can study well and be “*Merdeka*” or independent they explore their individual interest and talents. Students are given the opportunity to explore their knowledge and be interactive through project activities. In addition, the *Merdeka* curriculum also provides “independence” for teachers in teaching. Through this curriculum, teachers can determine the right way of teaching and make essential material according to what they want to achieve. This research focus on teachers problem in teaching listening based on *Merdeka* curriculum implementation at MAN 1 Rejang Lebong.

F. Definition of Key Terms

1. Teachers’ Problem

In general, the problem could refer to any kind of challenges or issues that teachers face in their profession. These problems could be related to the classroom or teaching environment, such as student behavior, lack of resources, or administrative support. They could also be related to teaching methodologies, such as difficulty teaching a certain subject or skill, or lack of knowledge or training in a particular

area. It is important for teachers and education stakeholders to identify and address these problems in order to improve the quality of education and provide better learning experiences for students.

According to Ryan, R. M., & Deci, E. L "teacher problem" refers to problems faced by teachers in carrying out teaching tasks, such as student discipline problems, delays in completing assignments, and low student motivation.⁶

2. Teaching Listening

Teaching listening refers to the process of helping learners acquire and develop the skills and strategies necessary to effectively comprehend and interpret spoken language. It involves guiding learners to improve their ability to process and understand spoken messages, identify key information, infer meaning from context, and respond appropriately. Effective teaching of listening involves providing learners with opportunities to practice listening in various contexts, including conversations, lectures, interviews, and media, and to receive feedback and guidance on their performance. It also involves teaching learners to use active listening techniques, such as paying attention, asking for clarification, and summarizing, as well as strategies for overcoming listening barriers, such as background noise or unfamiliar accents and dialects. teaching listening in recent years is still understood as a process of assisting learners in developing the

⁶ Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Press.p.76

ability to understand spoken language, both in terms of meaning and other aspects such as phonological, grammatical, and pragmatic, as well as develop the mental and metacognitive processes that support that understanding.

According to Cauldwell, R defines teaching listening as "the process of helping learners to develop the cognitive and metacognitive processes that enable them to comprehend spoken language, both in terms of the sounds and the meaning conveyed."⁷ According to Field defines teaching listening as "the process of developing learners' ability to understand spoken language and to use this understanding to achieve communication goals in a range of contexts." "teaching listening" in recent years is still understood as a process of assisting learners in developing the ability to understand spoken language, both in terms of meaning and other aspects such as phonological, grammatical, and pragmatic, as well as develop the mental and metacognitive processes that support that understanding.⁸

3. *Merdeka* Curriculum

Merdeka curriculum is a curriculum concept introduced in Indonesia under the ministry of education and culture's education and education ministerial regulation No. 3 of 2021 on the implementation of independence, freedom, and liberation in Indonesian. The function of *Merdeka* curriculum is encourage independent and personalized

⁷ Cauldwell, R. (2013). *Phonology for Listening: Teaching the Stream of Speech*. Delta Publishing.p.76

⁸ Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press.p.97

learning based on students' interest, talents, and potentials. It focuses on developing the quality of student learning outcomes by making students learning more active in exploring, analyzing, and creating knowledge. The curriculum intends to develop critical thinking and 21st-century skills such as collaboration, communication, digital technology, and problem-solving. *Merdeka* curriculum aims to liberate students from the rigid traditional curriculum by providing a more flexible, progressive, and inclusive education that fits the students' aspirations, needs, and abilities.

CHAPTER II

LITERATURE REVIEW

This chapter describes review of related theories and review of related findings.

A. Review of Related Theories

1. Teachers Problem

a. Definition of Teacher Problem

Teacher problem is an issue faced by educators within the classroom setting, which makes teaching and managing students more challenging. It can come in various forms and affect different components of teaching, from student behavior to instructional strategies. In line with Darling-Hammond, L, he stated that teachers' problem is an issue faced by teacher in various activity during teaching and learning process⁹. In line with Higgins who define Teacher Problem as The term "Teacher's problem" refers to the common challenges that teachers face in their profession¹⁰. These challenges can include managing the classroom, engaging students, addressing individual learning needs, and juggling multiple tasks like planning and grading. Additionally, communicating with parents, dealing with resource limitations, and staying updated with educational changes can be demanding.

⁹ Darling-Hammond, L. (2017). Teacher Learning: What Matters? *Educational Leadership*, 74(8), 10-15.

¹⁰ Higgins, M., Grant, F., Thompson, P., & Montarzino, A. (2010). Effective and Efficient Methods of Formative Assessment. CEBE Innovative Project in Learning & Teaching. <http://education5.net/download.php?id=1313>

Teachers often experience stress due to heavy workloads and the pressure to meet academic standards. Overcoming these challenges may require support from school administrators, ongoing training, and a focus on student and teacher well-being.

Furthermore, Huges said that Problem faced by Teacher in Teaching is a colloquial term used to describe the specific issues or obstacles that teachers encounter while performing their educational duties¹¹. These problems can range from classroom management and student discipline to finding effective ways to engage students and address their diverse learning needs. Additionally, teachers may face challenges in communicating with parents, coping with limited resources, and keeping up with educational developments. Resolving these issues often involves employing creative teaching strategies, seeking support from school administrators, and engaging in professional development to enhance their skills and knowledge.

Some of expert proposed more detail about teaching problem, as stated by Lee who said that "Teacher's problem" refers to the various difficulties and obstacles that teachers encounter in their role as educators¹². These challenges can encompass a wide range of issues, including managing classroom behavior, fostering

¹¹ Hughes, P. (2007). *Learning and Teaching for the Twenty-First Century*. Springer Science and Business Media.

¹² Lee, I. (2017). *Classroom Writing Assessment and Feedback in L2 School Contexts*. SPRINGER. <https://doi.org/10.1007/978-981-10-3924-9>

student motivation and engagement, adapting teaching methods to accommodate different learning styles, and providing individualized attention to students with diverse needs. Teachers may also grapple with time constraints, administrative tasks, and the pressure to meet educational standards. Finding solutions to these problems often involves continuous learning, collaboration with colleagues, and a commitment to promoting effective and inclusive learning environments for all students.

b. Kinds of Teacher Problem:

There are several problem faced by teacher in teaching learning process proposed by to Rutherford, M;

1. Student behavior problems: This can manifest in various forms including disruptive behavior, disrespect, aggression, and social withdrawal, among many others
2. Instructional problems: This includes difficulties in lesson planning, developing teaching strategies, and maintaining engagement inside the classroom.
3. Classroom management problems: This involves concerns about controlling the classroom environment, maintaining order, and ensuring a safe learning atmosphere¹³.

From the theory, it can be seen that teacher must address various problem based on the condition in teaching learning

¹³ Rutherford, M. (2016). Teacher Stress and Health: Effects on Teachers, Students, and Schools. Education Canada, 56(4), 28-32.

process. Start from student's behavior problem, instructional problem and classroom management problems.

Challenges of problem also figure out by Moeloeng who stated that there are several kind of problem faced by teacher in teaching, some of them are¹⁴; Teachers' problems in teaching English can vary depending on factors such as the students' age, proficiency level, and cultural background. Some common challenges that English teachers may face include:

1. Language Proficiency: Teaching English to non-native speakers requires effective communication, and teachers may encounter difficulties when their students have limited English language skills.
2. Pronunciation and Accent: Helping students develop accurate pronunciation and understanding different accents can be challenging, especially if the teacher is not a native speaker themselves.
3. Grammar and Syntax: Teaching complex grammar rules and sentence structures in a way that students can understand and apply correctly can be demanding.
4. Vocabulary Building: Expanding students' vocabulary and ensuring they use words appropriately in different contexts can be a continual process.

¹⁴ Moleong, L. . (2010). Challenging in Teaching English fo EFL and ESL Context. Remaja Rosda Karya

5. **Engaging Learning Materials:** Finding or creating engaging and relevant learning materials that cater to students' interests and language proficiency levels can be time-consuming.
6. **Writing Skills:** Teaching effective writing skills, including grammar, organization, and coherence, can be challenging for both native and non-native English speakers.
7. **Classroom Participation:** Encouraging student participation and overcoming language barriers to foster classroom interaction can be difficult.
8. **Cultural Sensitivity:** Navigating cultural differences in language use and communication styles while teaching English to students from diverse backgrounds requires sensitivity and awareness.
9. **Individual Learning Needs:** Addressing the diverse learning needs of students with varying abilities, learning styles, and language goals can be a complex task.
10. **Assessment and Feedback:** Designing appropriate assessments and providing constructive feedback on language skills can be critical for students' progress but may pose challenges.

To overcome these challenges, English teachers often rely on innovative teaching strategies, incorporating multimedia resources, promoting interactive learning, providing individualized support, and creating a positive and inclusive learning environment.

Continuous professional development and collaboration with other educators can also be beneficial in addressing these issues effectively.

c. Characteristics of Teachers Who Faced Problems

There are several teachers' character who faced problem in teaching proposed by Mitchell, R., & Sackney, L;

1. Unpreparedness: Teachers who are not fully equipped with the necessary tools and techniques to handle classroom situations may encounter problems that can affect their delivery of instruction.
2. Inflexibility: Teachers who are rigid in their approach to teaching and learning may have difficulty adapting to the unique needs and interests of their learners.
3. Lack of focus: If the teacher loses sight of their objectives, they may find it difficult to maintain control of the classroom and engage their learners.
4. Poor communication and interpersonal skills: Teachers who lack effective communication and interpersonal skills may struggle to connect with their students, manage disruptive behaviors, and build positive relationships.
5. Burnout: Teachers who experience emotional exhaustion, physical fatigue, and low job satisfaction may find it challenging to maintain their performance levels in the

classroom, leading to problems in teaching and managing learners¹⁵.

2. Teaching Listening

Teaching listening refers to the process of equipping students with the necessary skills and techniques to receive, process, and comprehend spoken language input. It involves creating a classroom environment that encourages attentive listening, as well as explicitly teaching strategies that students can use to enhance their understanding of spoken language. The goal of teaching listening is to help students become active and effective listeners who can comprehend a range of spoken language inputs, including lectures, conversations, and media broadcasts. This skill is essential for successful communication and many academic and professional settings. In line with Michael Rost who stated that listening is the complex human ability to receive and comprehend spoken language in real time¹⁶. It indicates that, listening is a complex process that involves the active reception, comprehension, and interpretation of auditory stimuli.

3. Merdeka Curriculum

In an educational system, curriculum is considered as an important element which will determine the success of

¹⁵ Mitchell, R., & Sackney, L. (2015). *Profound Improvement: Building Capacity for a Learning Community* (3rd ed.). Routledge.p.34

¹⁶ Rost, M. (2019). *The Oxford Handbook of Listening*. Oxford University Press.p.21

educational process¹⁷. Because curriculum as a preparation for availability material of education in Indonesia. *Undang-undang Nomor 20 Tahun 2003* about the National Education system stated that:

Curriculum is a set of plans and management of learning objectives, contents and learning materials as well as the method used as a guideline toward the implementation of learning instruction to achieve certain educational goals. Considering its importance, a curriculum should necessarily be updated along with the development of culture, science and technology.¹⁸

Therefore, in 2021, the government published a new curriculum called *Merdeka Curriculum*. According to Prof. Dr. M. Amin Abdullah, *Merdeka* curriculum is a curriculum that is oriented towards freedom, creativity, and individual uniqueness, and must accommodate the needs and abilities of each learner¹⁹. This curriculum views education as a tool to strengthen individual character in building the nation. *Merdeka* curriculum must focus on developing the skills, intelligence, creativity, and wisdom of students. This curriculum must also strengthen the quality of

¹⁷ Klein Goodlad And Tye. 1993. *The Curriculum Process*, United Kingdom : In Van Den Akker And Kuiper

¹⁸ Permendikbud, *Tentang Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah*.(Jakarta:2013)P.17

¹⁹ Prof. Dr. M. Amin Abdullah (2022). *Implementasi Kurikulum Merdeka dalam Pengajaran Bahasa*. Anreka Press.P.78

education by ensuring equal access to education for the sake of realizing the welfare and progress of a competitive nation.

Merdeka curriculum is a curriculum concept introduced in Indonesia under the ministry of education and culture's education and education ministerial regulation No. 3 of 2021 on the implementation of independence, freedom, and liberation in Indonesian. The function of *Merdeka* curriculum is encourage independent and personalized learning based on students' interest, talents, and potentials. It focuses on developing the quality of student learning outcomes by making students learning more active in exploring, analyzing, and creating knowledge. The curriculum intends to develop critical thinking and 21st-century skills such as collaboration, communication, digital technology, and problem-solving. *Merdeka* curriculum aims to liberate students from the rigid traditional curriculum by providing a more flexible, progressive, and inclusive education that fits the students' aspirations, needs, and abilities.²⁰

4. Components of *Merdeka* Curriculum

- a. Learning Outcomes: The curriculum defines learning outcomes based on the National competency standards, emphasizing holistic development in intellectual, emotional, social, and physical domains.

²⁰ Peraturan Menteri Pendidikan Dan Kebudayaan Republic Indonesia,(2013). *Peraturan Menteri Pendidikan Dan Kebudayaan No.70 Tentang Kerangka Dasar Dan Struktur Kurikulum Sma*. Jakarta: Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia

- b. Learning materials: The curriculum provides various learning materials, such as books, videos, simulations, and online resources that cater to the diverse interest and learning styles of students.
- c. Instructional strategies: Teachers are encouraged to use innovative and student-centered instructional strategies, such as based learning, problem-based learning, and collaborative learning.
- d. Assessment: The assessment focuses on the development of competencies rather than rote memorization and standardized test. Teachers use multiple assessments, such as portfolios self-assessment, and peer assessments, to evaluate students' progress.
- e. Learning Environment: The curriculum aims to create a supportive and inclusive learning environment that promotes students autonomy, creativity, and exploration.

5. Assessment in *Merdeka* Curriculum

Assessment plays crucial roles in instructional programs. Because of assessment is the important point of evaluate in teaching learning activity. It can make statement that teachers successes in teaching process. Assessment is a process of collecting information through measurement which describes and interprets the evidences of the assessment result. Assessment practices in the *Merdeka* Curriculum may include a variety of methods such as test, quizzes, projects, portfolios, peer evaluations, self-assessments, and teacher observations. The primary focus of

assessment in the *Merdeka* Curriculum is to evaluate students based on the principles of mastery-based learning rather than the traditional approach of rote learning and memorization.

Assessment in the *Merdeka* curriculum aims to promote students' lifelong learning and prepare them to meet the challenges of the 21st – century skills. The assessment methods used in the *Merdeka* Curriculum may differ from traditional assessment method to align with these goals. Thus, through its innovative assessment methods, the *Merdeka* curriculum aims to create a learning environment that is student-centered, relevant and engaging, helping, helping students to develop a love for learning and lifelong learning skills. Assessment in *Merdeka* Curriculum is intended to be a learning process, authentic, and involves multiple forms of assessment. It aims to be student-centered and aligned with the curriculum's objectives and learning outcomes.

There is limited research and discussion among scholars regarding the assessment theory in *Merdeka* Curriculum. However, we can draw some ideas about assessment in *Merdeka* Learning from various experts and education practitioners.

1. Assessment as a learning process: According to Tim Oates, an assessment should be viewed as learning process rather than a tool to measure students' performance. In *Merdeka* curriculum, the focus is on the development of competencies through

formative assessment, allowing students to improve their learning continuously²¹.

2. Authentic Assessment: In *Merdeka* Curriculum, assessment is intended to promote authentic understanding of the subject matter. Guskey, an assessment and grading expert, believes that assessment should be authentic, valid, and the fair or constructively aligned with the curriculum's objectives and learning outcomes.²²
3. Multiple Forms of Assessment: In *Merdeka* Curriculum, teachers are encouraged to use multiple forms of assessment to capture different aspects of learning. Dylan William, an assessment expert, states that utilizing multiple forms of assessment, such as self-assessment, peer assessment, and teachers assessment, can be helpful to ensure a comprehensive, accurate, and inclusive assessment process.²³
4. Student-Centered Assessment: In *Merdeka* Curriculum, assessment is intended to student-centered. Assessment should involve students in assessing their learning goals. According to Paul Black and Dylan William, assessment should be student-

²¹ Oates, T. (2019). *Assessing Primary Education: Purpose, principles, and practices*. Routledge, p.67

²² Guskey, T. R. (2015). *On your mark: Challenging the conventions of grading and reporting*. Solution Tree Press, p.121

²³ William, D. (2011). *Embedded formative assessment*. Solution Tree Press, p.65

centered, promoting active engagement and improvement of learning.²⁴

6. Teaching Listening based on the Implementation of *Merdeka* Curriculum

Teaching listening in the *Merdeka* Curriculum involves an interactive and student-centered approach that aims to develop students' listening skills in real-life contexts. According to Nurhayati and Rahman, the key elements and steps involved in teaching listening within the *Merdeka* Curriculum are:

- a. **Setting Learning Objectives:** Teachers begin by identifying specific learning objectives for listening skills based on the *Merdeka* Curriculum. These objectives define the knowledge, skills, and attitudes that students should acquire through listening instruction.
- b. **Authentic Listening Materials:** Teachers select authentic listening materials that expose students to real-life language use and situations. These materials can include videos, audio recordings, podcasts, interviews, speeches, or news broadcasts. Authentic materials help students develop their understanding of natural language and cultural nuances.
- c. **Pre-listening Activities:** Teachers engage students in pre-listening activities to activate their prior knowledge, build background information, and create interest in the topic. These activities may

²⁴ Wiliam, D., & Black, P. (2010). Inside the Black Box: Raising Standards Through Classroom Assessment (Revised Edition). GL Assessment.p.67

- involve brainstorming, discussions, vocabulary exercises, or predicting the content and purpose of the listening material.
- d. **Listening Strategies:** Teachers explicitly teach students a range of listening strategies to enhance their comprehension skills. These strategies can include making predictions, identifying key information, inferring meaning from context, note-taking, summarizing, and monitoring their understanding. Students practice and apply these strategies during listening tasks.
 - e. **Guided Listening:** Teachers guide students through the listening task by playing the audio or video material in segments. They provide support and pause at strategic points to check comprehension, ask questions, and facilitate discussion. This approach helps students develop their understanding of the content and reinforce their listening skills.
 - f. **Interactive Listening Activities:** Teachers design interactive activities that engage students in active listening and promote interaction among peers. These activities can include pair or group discussions, role-plays, simulations, information gap tasks, or debates. Interactive activities encourage students to apply their listening skills, share opinions, and collaborate with others.
 - g. **Post-listening Reflection and Extension:** Teachers facilitate post-listening activities that allow students to reflect on the listening experience and extend their learning. These activities may involve

reflective writing, follow-up discussions, critical thinking tasks, or projects related to the listening material. Students connect the listening experience to their own lives, analyze the content, and express their ideas.

- h. Assessment and Feedback: Teachers assess students' listening skills using a variety of assessment methods aligned with the *Merdeka* Curriculum's principles. Assessment can include performance tasks, listening comprehension tests, oral presentations, or portfolios. Teachers provide constructive feedback, highlighting strengths and areas for improvement, and guide students in setting goals for further development²⁵.

7. The Differences between Teaching Listening Based on 2013 Curriculum and *Merdeka* Curriculum

The differences in teaching listening between the K-13 Curriculum and the *Merdeka* Curriculum can encompass several aspects, including the learning approach, emphasis on language proficiency, and flexibility in teaching methods. Here are some general differences between the two curricula:

a. Learning Approach

K-13 Curriculum: The K-13 Curriculum tends to use a competency-based learning approach. The focus is on developing

²⁵ Nurhayati, F., & Rachman, Y. (2020). Challenges in Implementing Listening Activities in the Context of the *Merdeka* Curriculum. *Journal of Language and Literature Education*, 2(2), 96-110.

language skills, including listening, through the integration of other language skills.

Merdeka Curriculum: The *Merdeka Curriculum* emphasizes a contextual and integrated learning approach that connects subject matter with real-life contexts. In teaching listening, this approach can introduce authentic materials and deepen understanding through active student engagement in everyday activities.

b. Emphasis on Language Proficiency

K-13 Curriculum: The *K-13 Curriculum* may emphasize the development of broader language proficiency, including listening, speaking, reading, and writing. Listening is integrated as part of comprehensive language learning.

Merdeka Curriculum: The *Merdeka Curriculum* can provide a more specific emphasis on the development of listening proficiency. This allows for more time and attention to be dedicated to teaching and practicing listening skills.

c. Flexibility Teaching Approach

K-13 Curriculum: The *K-13 Curriculum* often has more structured and specific teaching guidelines. This may include recommended teaching strategies and prescribed content to be taught in listening instruction.

Merdeka Curriculum: The *Merdeka Curriculum* offers greater flexibility in teaching and assessment approaches. Teachers have

more freedom to design teaching strategies that align with the context and needs of their students.

8. Problem in Teaching Listening based on *Merdeka* Curriculum Implementation

There are several problems in teaching listening in term of the implementation of *Merdeka* Curriculum, these include;

a. Lack of Suitable Authentic Materials

Finding appropriate and relevant authentic listening materials that align with the curriculum objectives and cater to the students' interests and language proficiency level can be challenging. The scarcity of readily available resources may hinder teachers' ability to provide engaging and meaningful listening activities.

b. Difficulty in Creating a Learner-Centered Environment

Implementing student-centered approaches in listening instruction requires significant adjustments in teaching methods and classroom management techniques. Teachers may face difficulties in managing group discussions, facilitating pair or small-group activities, and promoting active student participation during listening tasks.

c. Limited Technological Resources

The *Merdeka* Curriculum encourages the integration of technology to enhance listening instruction. However, not all

teachers may possess the necessary digital literacy skills or have access to adequate technological resources. This lack of proficiency or resources can limit teachers' ability to utilize technology effectively in teaching listening skills.

d. Challenges in Authentic and Performance-based Assessment

The *Merdeka* Curriculum emphasizes authentic and performance-based assessments to evaluate students' listening abilities. Designing valid and reliable assessments that align with the curriculum objectives and accurately measure students' listening skills can be complex. Teachers may struggle to create assessments that reflect real-life listening situations and provide meaningful feedback for student improvement.

e. Time Constraints

With the various components of the *Merdeka* Curriculum, teachers may feel pressure to cover all aspects within limited class time. This may result in insufficient practice and inadequate focus on developing students' listening abilities.

f. Individual Differences in Language Proficiency

Tenth-grade students may have diverse language proficiency levels, which can pose challenges in teaching listening skills effectively. Teachers need to address these differences and implement differentiated instructional strategies to cater to the needs of each student.

g. Lack of Professional Development Opportunities

Teachers may require training and professional development to effectively implement the *Merdeka* Curriculum's listening instruction strategies. The availability of comprehensive professional development programs and support may vary, impacting teachers' ability to enhance their teaching techniques²⁶.

9. Factors Cause Problem in Teaching Listening based on *Merdeka* Curriculum Implementation

Explanation below is the common factors that is faced by teacher in teaching listening in *Merdeka* curriculum implementation combined with Stephen krashen theory. There are several factors may cause the problem;

1. Limited Authentic Listening Materials

The availability of authentic listening materials that align with the topics and themes of the *Merdeka* Curriculum may be limited. This can result in a lack of appropriate and engaging materials that reflect real-life language use and cultural contexts.

2. Insufficient Teacher Training and Professional Development

Teachers may lack adequate training and professional development opportunities to effectively teach listening skills within the context of the *Merdeka* Curriculum. They may not

²⁶ Ismail, N. S., & Majid, H. A. (2021). Listening Skills and the Implementation of the *Merdeka* Curriculum: Teachers' Perspectives. *Indonesian Journal of Applied Linguistics*, 11(3), 595-605.

be equipped with the necessary strategies, techniques, and resources to create engaging listening experiences for students.

3. Time Constraints

The limited time allocated for each lesson or unit within the Merdeka Curriculum can pose challenges for teachers to cover the listening skills comprehensively. This may result in rushed or inadequate instruction, limited practice opportunities, and difficulty in addressing individual student needs.

4. Heterogeneous Language Proficiency Levels

Students in the same class may have diverse language proficiency levels, making it challenging for teachers to cater to the varying needs and abilities of students during listening activities. This can result in some students being disengaged or struggling to comprehend the listening materials.

5. Limited Assessment Strategies

The Merdeka Curriculum may not provide clear guidelines or assessment strategies specifically tailored for listening skills. This can make it challenging for teachers to assess and evaluate students' listening proficiency effectively.

6. Lack of Technological Resources

Insufficient access to technology and digital resources can hinder the implementation of interactive and multimedia-based listening activities, limiting the opportunities for students to

develop their listening skills through various platforms and media.

7. Classroom Management

Managing a large number of students during listening activities can be challenging, particularly when trying to create an environment conducive to focused listening. Distractions, noise, or behavior management issues can impact students' ability to concentrate and effectively engage in listening tasks.

8. Limited Language Exposure outside the Classroom

Students may have limited exposure to authentic listening experiences in real-world contexts outside the classroom. This lack of exposure can hinder their ability to apply and transfer their listening skills beyond the controlled classroom environment.²⁷

B. Review of Related Findings

To support this research, the researchers connect some studies related to this research. First, the research conducted by Slamet Utomo, a researcher from Muria Kudus University entitled "The Challenge and difficulties in teaching listening: An Exploratory research in a Junior High School in kudas". The objectives of this study are describing the process of teaching English (listening) and identifying the difficulties in teaching (English) listening in a

²⁷ Krashen, S. D. (2009). Principles of Language Learning and Teaching. Pearson Education.P.127

Junior High School in Kudus. This research uses exploratory research design. It explores qualitative data to analyze the process of the teaching and learning English in Kudus and to identify the need of the learning materials. The subjects of the research are five English teachers' from a Junior High school in Kudus, they have been teaching English for more than ten years. They have been teaching from different classes, class 7, class 8, and class 9. This study has discovered the challenges and difficulties in learning and teaching in Junior High School in kudus. Most teachers feels that time management become their major challenge in organizing classroom. They have set lesson plan, but sometimes the lesson does not work exactly the same. They have to work with mixed-level students, with students with learning difficulties, and with learners who are coming from different backgrounds. Teachers should be aware that it is part of teachers' primary duty to cope with every student. Most students can learn a foreign language to some level, but there are many reasons why their improvements are not achieved significantly.²⁸

The second research is from Sh. Hwaider entitled "Problem of Teaching Listening Skill to Yemeni EFL Learners". In this research the listening skill seems to be the most difficult among all language skills. This difficulty stems from linguistic and

²⁸ Slamet Utomo, *Journal of Language and Literature* 14(1) Oktober 2019

non-linguistic problems ie difficulties that accompany the process of teaching and learning listening. This paper aims to investigate the most problematic areas in teaching the listening skill. Two data collection procedures were employed to collect the data for this study, a classroom observation, and a questionnaire for teachers. Fifty teachers of English language responded to the questionnaire and 11 secondary schools in five districts of Aden Governorate were observed for the purpose of collecting data on the teaching of the listening skill. The data were analyzed quantitatively and qualitatively. The findings revealed a set of problems that encounter teachers in teaching listening and consequently contribute to the difficulty of the listening skill. These problems are classified into linguistic and nonlinguistic problems. The non-linguistic problems are the main hindrances to teaching listening in the context of the study including problems relating to learners, teachers, and teaching environment which have mostly led to neglecting this skill. The linguistic problems are observed in the pronunciation, stress, intonation, vocabulary, and syntactic structure. The study suggests some pedagogical implications to improve the process of teaching listening in the secondary schools of Yemen.²⁹

²⁹ Sh Hwaider. *Internal journal of scientific and research publications* (6),140-148, 2017

The third research proposed by Riski Junaidi Eko under the title “A Study of Teacher’s Problem in Teaching Listening at SMP Negeri 11 Malang.” The aimed of this study were to find out teacher’s problem in teaching listening at SMPN 11 Malang, as well as to know how teacher solved the problem. The design used in this study was descriptive qualitative design. The subject of the study was the English teacher at seventh grade of SMP N 11 Malang. To collect the data the writer used observation and interview. The findings shows that the problem faced by teachers are planning, facilitating and the last, assessment. Those problem appear during teaching listening process in SMP Negeri 11 Malang. These problems contribute to the students’ listening achievement.

Those three previous studies mentioned above focused on strategy in teaching listening and problem faced by teacher in teaching listening in Junior High School level, meanwhile this current research the level is up (In Senior High School). Their focus was on the process of teaching and learning listening in 2013 curriculum. On the other hand, this research focused on describing the English Teachers problem in teaching listening based on *Merdeka* Curriculum implementation. Therefore the researcher also used English teachers in MAN 1 Rejang Lebong who teach tenth grade only as a subject.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method use to conduct the research. It consists of kind of the research, subject of the research, technique of collecting data, research instrument, technique of data analysis, and triangulation.

A. Kind of the Research

This research has designed as a descriptive research with qualitative approach. According to Gay and Airaisian descriptive research is used to report the way things are, it mean descriptive research aims to describe the existing situation in the field systematically with some facts which is connected. It is not just looking for the absolute truth, but looking for understanding observation³⁰. It means the researcher not only collected the data, but also the analysis of data and make conclusion based on the data that had been collected.

Danim states that the characteristics of descriptive qualitative research are the data which come from the words, pictures, non-numerical. Even though, there is numerical data but it is just the supporting data.³¹ The descriptive research has characteristic that is has purpose to overcome the actual problem nowadays and to collect the

³⁰ Gay And Airisian, *Educational Research: Competencies For Analysis And Application*, (New Jersey, Person Education, 2000)P.275

³¹ Sudarwandanim, *Menjadi Penelitian Kualitatif*,(Bandung: Pustakasetia,2002)P.16

data and information to forming, explaining, and analyzing. In this research, the researcher described how teachers teach listening in the implementation of *Merdeka* Curriculum and problem that teachers address in teaching listening connected to the implementation of *Merdeka* curriculum, as well as the factors that cause the problems.

B. Subject of the Research

The subject means the participants in the research that the researcher choose to get the data. This is appropriate to Hart C who stated that the subject is participant which ready to give information based on the research issues.³² The subject of this research was the English teacher of Tenth Grade MAN 1 Rejang Lebong. The teacher used purposive sampling to gain the data, Sanapiah Faisal stated that were some criteria that must be had by the person or group to be subject research in qualitative research were these; First, they mastered in something. Second, they were including in the activity that the researcher were being researched. Third, they do not prefer to give information from their own fake information. Fourth, they had time to be interviewed. Fifth, they were including preliminary unfamiliar with the researcher.³³

The researcher research English teachers of MAN 1 Rejang Lebong because this school at the Tenth Grade already using *Merdeka*

³² Hart C, *A Sample Guide To Research*, (London, Harlow; Prentice Hall, 2001), P. 16

³³ Faisal, Sanapiah. 2007, *Format-Format penelitian Sosial*, Jakarta: Raja Grafindo Persada.p.67

curriculum. Furthermore, different person in the same place also had a different problem. Hence, the researcher provided specific information to the English teacher about their problems in teaching listening based on *Merdeka* Curriculum Implementation on tenth grade, so the researcher focused on English teachers that teach on tenth grade. Therefore, there were 2 English Teacher selected as the subject in this research.

C. Technique of Collecting Data

In this research, the researcher use interview as the technique of data collection. Those was taken based on the following sources:

1. Interview

In this research, the researcher also used interview. Interview is a conversation where questions are given in order to get the information. According to L.R Gay and Peter Airasian, "an interview is used as technique for collecting the data as the early study to find the problem that should be studied, and the interview can be used if the researcher wants to know small respondent deeply"³⁴ The interview used in this research was semi-structured interview where was the interview that has organized by the researcher in the list of interview question, it can be used as instrument, even though the questions are not written in the list.

³⁴ L.R Gay And Peter Airisian, *Educational Research Competencies For Analysis And Application.*(New Jersey: Prentice-Hall,Inc,2000)P.188

The questions were organized based on the ordinance about Teacher Problem in Teaching Listening (a study case in *Merdeka* Curriculum implementation) at tenth grade students of MAN 1 Rejang Lebong. This technique was used to answer the second and third question about Teacher Problem in Teaching Listening (a study case in *Merdeka* Curriculum implementation) at tenth grade students of MAN 1 Rejang Lebong. The researcher conducted the interview from 25th July, 2023 with two teachers who taught English at tenth grade of MAN 1 Rejang Lebong.

2. Observation

Observation, in the context of data collection techniques, refers to the systematic process of gathering information by directly observing and recording behaviors, events, or phenomena of interest. It involves carefully watching and documenting what is happening in a specific setting or situation, without actively interfering or influencing the observed subjects. The goal of observation is to obtain accurate and objective data that can be analyzed and used to gain insights, understand patterns, or support research inquiries.

Observation is a research method used to collect data in various fields such as social sciences, natural sciences, medicine, and psychology. The researcher used semi Structured Observations: in this technique, the observer follows a pre-

determined set of guidelines or a checklist of specific behaviors such as recording frequency, duration, and intervals of observation. The researcher used structured observation to gain the data about how the teacher teach listening based on the implementation of *Merdeka* curriculum. The observation was held four times, from 28th July to 14th September 2023.

D. Research Instruments

There are two instruments used by researcher to collect the data, the instruments were made by confirmed theory related to the research question, which are:

1. Observation Checklist

To investigate how the teachers teach Listening base on *Merdeka* curriculum at MAN Rejang Lebong, the researcher applied observation checklist. This instrument was made by using theory proposed by Norman in Nurhayati Journal. The theory was analyzed become several indicators as a guidance when the researcher gain the data in the research field. Table below showed the Blueprint of Teaching Listening based on The Implementation of *Merdeka* curriculum.

Table 3.1
Observation Sheet on Teaching Listening based on *Merdeka*
Curriculum Implementation.

No	Theories	Observation criteria	Yes	No	Note
1	Setting Learning Objectives	<ol style="list-style-type: none"> 1. Teachers used specific learning objectives for listening skills clearly stated at the beginning of the lesson 2. Teachers Do the objectives align with the knowledge, skills, and attitudes defined in the <i>Merdeka</i> Curriculum 			
2	Authentic Listening Materials	<ol style="list-style-type: none"> 1. Teachers select authentic listening materials that expose students to real-life language use and situations 2. Teachers used a variety of authentic materials used, such as videos, audio recordings, podcasts, interviews, speeches, or news broadcasts 			
3	Pre-listening Activities	<ol style="list-style-type: none"> 1. In pre-listening activities, teachers conducted to activate students' prior knowledge and build background information 2. Teachers engage students in brainstorming activity, discussions, vocabulary exercises, or predicting the content and purpose of the listening material 			
4	Listening Strategies	<ol style="list-style-type: none"> 1. Teachers explicitly teach students a range of listening strategies to enhance their comprehension skills 2. Teachers use strategies such as making predictions, identifying key information, inferring 			

		meaning from context, note-taking, summarizing, and monitoring understanding introduced and practiced			
5	Guided Listening	<ol style="list-style-type: none"> 1. Teachers guide students through the listening task by playing the audio or video material in segments 2. Teachers provide support, pause at strategic points, and facilitate comprehension checks and discussions 			
6	Interactive Listening Activities	<ol style="list-style-type: none"> 1. Teachers designed interactive activities to engage students in active listening and promote interaction among peers 2. Do the activities include pair or group discussions, role-plays, simulations, information gap tasks, or debates 			
7	Post-listening Reflection and Extension	<ol style="list-style-type: none"> 1. Teachers use post-listening activities provided to allow students to reflect on the listening experience and extend their learning? 2. Teachers do post-listening activities provided to allow students to reflect on the listening experience and extend their learning 			
8	Assessment and Feedback	<ol style="list-style-type: none"> 1. Teachers assessed students' listening skills using appropriate methods aligned with the <i>Merdeka Curriculum</i> 			

2. Interview Guidance

Interview guidance is a list of several questions in interview to get the information from subject of the research. The interview was used to answer two question; second and third research question. The interview including a list of topics, themes, or areas are covered in a semi structured interview. It was used when the researcher interview the teacher on that school. In this research the researcher used some questions in interview section. In constructing the question used in interview section the researcher focused on Teachers' Problem in Teaching listening at tenth grade students of MAN 1 Rejang Lebong (a study case in *Merdeka* Curriculum implementation). There researcher made the research questions based on Ismail, N. S., & Majid, H. A theory. The theory divided into indicators and questions. The table below shows the structured of interview guidance and list of questions that the researcher used to gain the data.

Table 3.2
Blueprint of Interview Guidance of Teachers' Problem in Teaching Listening
based on *Merdeka* Curriculum Implementation

No	Theories	Description	Questions
Teachers' Problem in Teaching Listening			
1	Lack of Suitable Authentic Materials	Finding appropriate and relevant authentic listening materials that align with the curriculum objectives and cater to the students' interests and language proficiency level can be challenging	1. How do you assess the availability of suitable authentic materials for teaching listening in the classroom? 2. What challenges do you face in finding relevant authentic materials for teaching listening? 3. What are factors caused the

			problem? 4. How do you overcome the problem?
2	Difficulty in Creating a Learner-Centered Environment	Teachers may face difficulties in managing group discussions, facilitating pair or small-group activities, and promoting active student participation during listening tasks.	2. What are the main challenges you face in creating a learner-centered environment? 3. What makes it difficult for you to implement a learner-centered approach? 4. What are factors caused the problem? 5. How do you overcome the problem?
3	Limited Technological Resources	The <i>Merdeka</i> Curriculum encourages the integration of technology to enhance listening instruction. However, not all teachers may possess the necessary digital literacy skills or have access to adequate technological resources	6. Do you feel that Limited Technological Resources as a problem in teaching listening? 7. What are the main challenges you face in teaching due to limited technological resources? 8. What are factors caused the problem? 9. How do you overcome the problem?
4	Challenges in Authentic and Performance-based Assessment	Teachers may struggle to create assessments that reflect real-life listening situations and provide meaningful feedback for student improvement	10. What problem do you face in implementing authentic and performance-based assessments in your Listening classroom? 11. What are factors caused the problem? 12. How do you overcome the problem?
5	Time Constraints	With the various components of the <i>Merdeka</i> Curriculum, teachers may feel pressure to cover all aspects within limited class time. This may result in insufficient practice and inadequate focus on developing students' listening abilities	13. How do time constraints impact your ability to effectively teach listening skills in the classroom? 14. What specific challenges do you face in allocating sufficient time for listening activities and practice? 15. What are factors caused the problem? 16. How do you overcome the problem?
6	Individual Differences in Language Proficiency	Tenth-grade students may have diverse language proficiency levels, which can pose challenges in teaching listening	17. How do you address the individual differences in language proficiency among your students when teaching listening skills?

		skills effectively. Teachers need to address these differences and implement differentiated instructional strategies to cater to the needs of each student	18. What challenges do you encounter when catering to varying levels of language proficiency in the classroom during listening instruction? 19. What are factor cause the problem? 20. How do you overcome the problem?
7	Lack of Professional Development Opportunities	Teachers may require training and professional development to effectively implement the <i>Merdeka</i> Curriculum's listening instruction strategies	21. How do you feel the lack of professional development opportunities has affected your professional growth as a listening teacher in merdeka curriculum implementation? 22. What specific challenges or limitations do you face due to the lack of professional development opportunities? 23. What are factors cause the problems? 24. How do you overcome the problem?

Table 3.3

Blueprint of Interview Guidance of Factors caused Teachers' Problem in Teaching Listening based on *Merdeka* Curriculum Implementation

No	Theories	Description	Question
1.	1. Limited Authentic Listening Materials	1. The availability of authentic listening materials that align with the topics and themes of the <i>Merdeka</i> Curriculum may be limited. This can result in a lack of appropriate and engaging materials that reflect real-life language use and cultural contexts.	1. What are the factors caused the problem? 2. How do you overcome the problem?
2.	1. Insufficient Teacher Training and	1. Teachers may lack adequate training and professional development opportunities to	1. What are the factors caused the problem? 2. How do you overcome

	Professional Development	effectively teach listening skills within the context of the Merdeka Curriculum. They may not be equipped with the necessary strategies, techniques, and resources to create engaging listening experiences for students.	the problem?
3.	Time constraints	1. The limited time allocated for each lesson or unit within the Merdeka Curriculum can pose challenges for teachers to cover the listening skills comprehensively. This may result in rushed or inadequate instruction, limited practice opportunities, and difficulty in addressing individual student needs.	1. What are the factors caused the problem? 2. How do you overcome the problem?
4.	Heterogeneous language proficiency levels	1. Students in the same class may have diverse language proficiency levels, making it challenging for teachers to cater to the varying needs and abilities of students during listening activities. This can result in some students being disengaged or struggling to comprehend the listening materials.	1. What are the factors caused the problem? 2. How do you overcome the problem?
5.	Limited assessment strategies	1. The Merdeka curriculum may not provide clear guidelines or assessment strategies specifically tailored for listening skill. This can make it challenging for teacher to asses and evaluate students	1. What are the factors caused the problem? 2. How do you overcome the problem?

		listening skill	
6.	Lack of technological resources	1. Insufficient access to technology and digital resources can hinder the implementation of interactive and multimedia-based listening activities, limiting the opportunities for students to develop their listening skills through various platforms and media.	1. What are the factors caused the problem? 2. How do you overcome the problem?
7.	Classroom management	1. Managing a large number of students during listening activities can be challenging, particularly when trying to create an environment conducive to focused listening. Distractions, noise, or behavior management issues can impact students' ability to concentrate and effectively engage in listening tasks.	1. What are the factors caused the problem? 2. How do you overcome the problem?
8.	Limited language exposure outside the classroom	1. Students may have limited exposure to authentic listening experiences in real-world contexts outside the classroom. This lack of exposure can hinder their ability to apply and transfer their listening skills beyond the controlled classroom environment.	1. What are the factors caused the problem? 2. How do you overcome the problem?

E. Data Analysis Technique

The researcher analyzed the data from observation and interview by using some steps:

a. Managing

Before the data from interview will be ready and able to be interpreted, they will be managed by envisioning what the data from interview of the research look like. The researcher divides the data based on the resources. From interview data will be saved in folders. Besides that, the folders of data will be divided also by the date are gotten.

b. Reading/Memoing

After managing the data, the researcher read the data from interview by using the result of interview. The researcher read what the Teacher Problem in Teaching Listening are at tenth grade MAN 1 Rejang Lebong (a study case in *Merdeka* Curriculum implementation)

c. Classifying

Classifying data is done after reading the data interview. The data were classified based on the interview about Teacher Problem in Teaching Listening at tenth grade MAN 1 Rejang Lebong (a study case in *Merdeka* Curriculum implementation).

d. Description

Description is based on the interview and interview guidance. In this step, the researcher starts to describe all the data that can help the researcher to do next step in analyzing the data.

e. Interpreting

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of writing the result of study. Interpretation is the reflective, integrative, and explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher is interpreting data whenever he/she uses some conceptual basic or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from other³⁵.

F. Triangulation

Triangulation is the technique used in checking the validity of the data through the combination of many different tools, perspective and

³⁵ Mark Howard (2017). The Analysis of Research Data in analysis Perspective. Plentary Press. P.201

time in qualitative method³⁶. To make the data valid, the writer uses triangulation of data source and technique of collecting data. The data sources if the study is documents of video script Buyer-Seller Transaction and interview. The purpose of interview informant is to make the data and also to consult this title and the data source that have been founded to be relevant. The technique of collecting data from document is content analysis, while from informant, the writer uses interview and informant.

³⁶ Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theories and methods* (5th ed). Pearson A & B

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher confirmed the findings from the observation and interviews in this section. The aim of this study was to investigate teachers problem in Teaching Listening based on *Merdeka* Curriculum. The researcher gained the data from an observation checklist for observations and interview guidelines for interview questions. The study findings and discussion are included in this section

A. FINDINGS

The researcher confirmed the findings and analysis the data from the observation and interview to clarify the data about teachers problem in Teaching Listening based on the implementation of *Merdeka* Curriculum. Furthermore interview was used to investigate problem faced by the teacher in teaching listening based on the implementation of *Merdeka* Curriculum.

1. Teaching Listening Based on the Implementation of *Merdeka* Curriculum at MAN 1 Rejang Lebong.

To find out teaching listening based on the implementation of *Merdeka* Curriculum, observation checklist was used by the researcher as the instrument to gain the data. The observation was conducted 3 times; 28th July, 21 August and 14th September 2023 at MAN Rejang Lebong. The researcher conducted the observation during teaching listening process in the class. There are 8 items were investigated during the observation in the field. The result can be seen in the table below:

4	Listening Strategies	1. Teachers explicitly teach students a range of listening strategies to enhance their comprehension skills 2. Teachers use strategies such as making predictions, identifying key information, inferring meaning from context, note-taking, summarizing, and monitoring understanding introduced and practiced	√		√		√		√		√	
5	Guided Listening	1. Teachers guide students through the listening task by playing the audio or video material in segments 2. Teachers provide support, pause at strategic points, and facilitate comprehension checks and discussions	√		√		√		√		√	
6	Interactive Listening Activities	1. Teachers designed interactive activities to engage students in active listening and promote interaction among peers 2. Do the activities include pair or group discussions, role-plays, simulations, information gap tasks, or debates	√		√		√		√		√	
7	Post-listening Reflection and Extension	1. Teachers use post-listening activities provided to allow students to reflect on the listening experience and extend their learning? 2. Teachers do post-listening activities provided to allow students to reflect on the listening experience and extend their learning	√		√		√		√		√	
8	Assessment and Feedback	1. Teachers assessed students' listening skills using appropriate methods aligned with the <i>Merdeka</i> Curriculum	√		√		√		√		√	

Note: Y: Yes
N: No

From the table above, it showed that teaching listening based on the implementation of *Merdeka Curriculum* was consistence from meeting 1 to meeting 3 during the teaching listening process. The researcher confirmed the data per-meeting from the observation checklist. The confirmation can be seen as follows;

In this this meeting, the researcher found there were several points involving in the teaching listening based on the implementation of *Merdeka Curriculum*:

a. Setting Learning Objectives

In this phase, Teachers A and B used specific learning objectives for listening skills clearly stated at the beginning of the lesson. The teacher proposed the LO (Learning objectives) which is stated clearly in the *Merdeka Curriculum*. Teachers conducted the objectives align with the knowledge, skills, and attitudes defined in the *Merdeka Curriculum*. It is also stated clearly in CP (*Capaian Pembelajaran*) *Merdeka Curriculum*.

b. Authentic Listening Materials

Teachers A and B select authentic listening materials that expose students to real-life language use and situations. Teachers used a variety of authentic materials used, such as videos, audio recordings, podcasts, interviews, speeches, or news broadcasts. Both of the indicators were required in *Merdeka Curriculum*

especially in teaching listening. Here, the teacher conducted both of the steps.

c. Pre-listening Activities

In pre-listening activities, teachers A and B conducted to activate students' prior knowledge and build background information. Teachers engage students in brainstorming activity, discussions, vocabulary exercises, or predicting the content and purpose of the listening material. This phase, teacher A used *Pertanyaan Pemantik*. These kinds of questions are required in *Merdeka* curriculum as the pre-listening activity to activate students' prior knowledge.

d. Listening Strategies

Teachers A and B explicitly teach students a range of listening strategies to enhance their comprehension skills. Teachers use strategies such as making predictions, identifying key information, inferring meaning from context, note-taking, summarizing, and monitoring understanding introduced and practiced. Here, the teacher used all strategies but in the different media used.

e. Guided Listening

Teachers A and B guide students through the listening task by playing the audio or video material in segments. Teachers provide support, pause at strategic points, and facilitate comprehension checks and discussions Provide Guidance and Feedback. The

teacher in this phase asked students to repeat the audio several times and take a note during the lesson.

f. Interactive Listening Activities

Teachers A and B designed interactive activities to engage students in active listening and promote interaction among peers. Doing the activities include pair or group discussions, role-plays, simulations, information gap tasks, or debates. Here the teacher focus on conducting group work also discussion and role play in manage the learning process.

g. Post-listening Reflection and Extension

Teachers A and B use post-listening activities provided to allow students to reflect on the listening experience and extend their learning. Teachers do post-listening activities provided to allow students to reflect on the listening experience and extend their learning. The teacher reviewed the material in this section. The teacher asked students to read and do the material review.

h. Assessment and Feedback

Teachers A and B assessed students' listening skills using appropriate methods aligned with the *Merdeka Curriculum*. Teacher give students test to assessed students' listening skills. The teacher used formative and summative test to cover the assessment.

2. Problems faced by the Teachers in Teaching Listening Based on *Merdeka* Curriculum Implementation

a. Teacher's A and B Interview Result

The researcher conducted the interview to infer the second question about what problem faced by the teacher in teaching listening based on the implementation of *Merdeka* Curriculum at MAN Rejang Lebong. In this interview was given to the teacher A and B. The data confirmed clear information about the problem faced by teacher in teaching listening based on *Merdeka* Curriculum. The interview section conducted in 29th July 2023. At 14.00 PM. The result of interview can be seen in the explanation below;

1. Lack of Suitable Authentic Materials

Based on the interview to teacher A and B, it can be seen that the incorporation of authentic materials in teaching listening skills is vital for effective language learning. However, in the context of the *Merdeka* Curriculum, educators often face challenges related to the availability of suitable and authentic materials. The *Merdeka* Curriculum, which emphasizes the development of essential skills and competencies in students, places a significant emphasis on fostering a deep understanding of national values and heritage. As a result, finding authentic listening materials that align with these goals can be a daunting task. Authentic materials, such as speeches by national leaders, historical recordings, or interviews with cultural figures, can

greatly enhance students' comprehension and appreciation of their heritage. Yet, due to the limited accessibility and relevance of such materials, educators may resort to less authentic resources, potentially compromising the effectiveness of listening instruction. Therefore, it is imperative for educational institutions and curriculum developers to collaborate in order to create or curate authentic listening materials that align with the Merdeka Curriculum, enabling educators to provide a richer and more meaningful language learning experience for their students.

Teacher A said “*Perlu perawatan media / peralatan di lab Bahasa*”. and teacher B said “*perlu perawatan serta penambahan alat-alat yang mampu mendukung proses pembelajaran listening*”.

2. Difficulty in Creating a Learner-Centered Environment

Teacher A and B stated that establishing a learner-centered environment for teaching listening skills within the *Merdeka* Curriculum framework can be particularly challenging. The *Merdeka* Curriculum, designed to foster a deep understanding of national values and heritage, may prioritize specific content and objectives, leaving limited room for the individualization that characterizes learner-centered approaches. The curriculum's focus on national identity may inadvertently steer educators towards traditional, content-driven instruction rather than flexible, student-centric practices. Additionally, large class sizes and standardized assessments may further impede the

incorporation of personalized listening experiences. To address these challenges, educators must find a delicate balance between the curriculum's objectives and learner-centered methodologies. This may involve adapting or supplementing the curriculum with authentic listening materials that resonate with students' interests and cultural backgrounds while staying aligned with the curriculum's core themes. Professional development opportunities and resources tailored to learner-centered listening instruction can also help educators navigate these challenges and create a more engaging and effective learning experience for students within the *Merdeka* Curriculum. Teacher A said “*Sering tidak tersedia bahan ajar pada youtube atau google dan sering tidak sesuai dengan bahan ajar*”. Teacher B said “*Bahan atau materi ajar yang tersedia diinternet masih sering tidak sesuai dengan yang kita perlukan atau tidak sesuai dengan bahan ajar*”.

3. Limited Technological Resources

Teacher A and B concluded that The integration of technological resources into teaching listening skills within the *Merdeka* Curriculum can be hindered by the presence of limited technological infrastructure. The *Merdeka* Curriculum's emphasis on fostering a deep understanding of national values and heritage may not inherently prioritize the integration of digital tools and resources. In some educational settings, especially those in less-developed regions or schools with budget constraints, access to computers, tablets, and reliable internet

connectivity may be scarce. This scarcity of technological resources can hinder the implementation of modern, technology-enhanced listening activities that could otherwise enrich the learning experience. Educators may find it challenging to incorporate online audiovisual materials, interactive exercises, or digital language learning platforms, which are integral to enhancing listening skills in a technologically advanced era. Addressing this limitation may require innovative solutions, such as seeking out low-tech or offline alternatives, leveraging existing resources creatively, or advocating for increased technological access to ensure that students can benefit from a comprehensive and engaging listening curriculum within the constraints of available resources.

Teacher A said “ *Menyediakan sumber daya teknologi yang diperlukan dalam pembelajaran listening*”. Teacher B said “ *Karena dengan kurangnya atau terbatasnya sumber daya teknologi, maka proses belajar mengajar pada pembelajaran listening masih sangat kurang*”.

4. Challenges in Authentic and Performance-based Assessment

The problem occurred during interview to the teacher A and B is the implementation of authentic and performance-based assessment methods in teaching listening skills within the framework of the *Merdeka* Curriculum can present significant challenges. The *Merdeka* Curriculum, designed to instill a deep appreciation of national values and heritage, may prioritize traditional assessment approaches that assess factual knowledge rather than students' ability to comprehend

and engage with authentic spoken content. Authentic assessment, which evaluates real-world listening skills, requires the creation of scenarios that reflect genuine communication contexts, such as historical speeches or interviews with cultural figures. However, obtaining or developing such materials can be time-consuming and resource-intensive. Moreover, accurately evaluating students' listening skills through performance-based assessments can be subjective, making it challenging to establish consistent grading criteria. Additionally, the curriculum's focus on specific content related to national values may not readily align with performance-based assessments that seek to measure broader listening competencies. To address these challenges, educators may need professional development and support in designing and implementing authentic and performance-based assessments effectively. Furthermore, there may be a need for a broader pedagogical shift within the curriculum to fully embrace these assessment methods and align them with the curriculum's overarching goals. Teacher A said “*masih ada siswa yang kurang menangkap ketika kelas listening berlangsung*”. Teacher B said “*Pada saat kelas listening, ada siswa yang masih kurang paham pada materi yang disampaikan ataupun yang diperdengarkan*”.

5. Time Constraints

Based on interview to teacher A and B, it can be concluded teaching listening skills within the *Merdeka* Curriculum often faces the considerable challenge of time constraints. The *Merdeka* Curriculum,

aimed at fostering a profound understanding of national values and heritage, may allocate a significant portion of instructional time to specific content and objectives related to this theme. This can limit the amount of time available for in-depth and comprehensive listening instruction. As listening skills development is a gradual and intricate process, the rush to cover a prescribed curriculum within a fixed timeframe can hinder educators from providing students with the necessary opportunities for extensive listening practice, reflective discussions, and meaningful engagement with authentic audio materials. Striking a balance between the curriculum's content objectives and the cultivation of effective listening skills is a complex endeavor. To address this challenge, educators may need to prioritize listening skill development by incorporating it strategically into lessons or advocating for a more flexible curriculum that allows for the necessary time and depth in listening instruction while still achieving the curriculum's broader objectives related to national values and heritage. Teacher A said “*waktu ajar dalam kurikulum Merdeka ini, yang dari 3 jam menjadi 2 jam dalam seminggu / kelas*”. Teacher B said “*adanya pengurangan jam sehingga proses belajar juga menjadi sangat terbatas*”.

6. Individual Differences in Language Proficiency

In this case, based on the interview to teacher A and B. it is found that teaching listening skills within the framework of the *Merdeka* Curriculum often brings to the forefront the issue of individual differences in language proficiency among students. The *Merdeka* Curriculum, designed to nurture a deep understanding of national values and heritage, attracts a diverse range of learners, each with their unique linguistic backgrounds and proficiency levels. This diversity can pose a significant challenge when planning and delivering listening activities, as some students may have a strong command of the language used in the curriculum, while others may struggle to

comprehend spoken discourse effectively. These disparities in language proficiency can lead to variations in students' ability to engage with and benefit from the listening exercises, potentially resulting in uneven learning outcomes. To address this challenge, educators must adopt differentiated teaching strategies that provide additional support for struggling students without hindering the progress of more proficient learners. This may involve supplementary materials, individualized instruction, or peer-assisted learning activities. Moreover, ongoing assessment and feedback mechanisms can help teachers identify and respond to the specific needs of each student, ultimately promoting a more inclusive and equitable learning environment within the *Merdeka* Curriculum. Teacher A and B said “*Mengelompokkan siswa sesuai dengan kemampuan dan gaya belajar siswa*”.

7. Lack of Professional Development Opportunities

The challenge of a lack of professional development opportunities in teaching listening within the *Merdeka* Curriculum is a significant concern for educators. In line with the result of the interview A, the *Merdeka* Curriculum, with its emphasis on cultivating a deep understanding of national values and heritage, may not inherently prioritize the development of teaching methods for listening skills. This can leave educators without the necessary training and resources to effectively design and implement listening-focused lessons. Without access to professional development opportunities, teachers may struggle to keep up with the latest pedagogical techniques, strategies, and technologies that enhance listening instruction. As a result, they may resort to traditional, less effective methods or miss out on innovative approaches that could significantly benefit their students. Addressing this challenge requires educational institutions and policymakers to recognize the importance of listening skills and invest in teacher training programs, workshops, and resources specifically

tailored to teaching listening within the *Merdeka* Curriculum. By providing educators with the necessary support and opportunities for professional growth, the curriculum's goals of fostering a deeper understanding of national values and heritage can be more effectively realized through enhanced listening instruction. Teacher A and b said “ *Kurang adanya panggilan untuk mengikuti pelatihan-pelatihan keprofesionalan*”.

3. Factors Caused Teacher’s Problem in Teaching Listening

a. Limited Authentic listening Materials

Based on the interview to teacher A and B, it can be seen that the incorporation of authentic materials in teaching listening skills is vital for effective language learning. However, in the context of the *Merdeka* Curriculum, educators often face challenges related to the availability of suitable and authentic materials. The *Merdeka* Curriculum, which emphasizes the development of essential skills and competencies in students, places a significant emphasis on fostering a deep understanding of national values and heritage. As a result, finding authentic listening materials that align with these goals can be a daunting task. Authentic materials, such as speeches by national leaders, historical recordings, or interviews with cultural figures, can greatly enhance students' comprehension and appreciation of their heritage. Yet, due to the limited accessibility and relevance of such materials, educators may resort to less authentic resources, potentially compromising the effectiveness of listening instruction. Therefore, it is imperative for educational institutions and curriculum developers to collaborate in order to create or curate authentic listening materials that

align with the Merdeka Curriculum, enabling educators to provide a richer and more meaningful language learning experience for their students. Teacher A and B said “faktor perubahan materi pada kurikulum Merdeka pada materi listening”

b. Insufficient teacher training and Professional Development

The challenge of a lack of professional development opportunities in teaching listening within the *Merdeka* Curriculum is a significant concern for educators. In line with the result of the interview A, the *Merdeka* Curriculum, with its emphasis on cultivating a deep understanding of national values and heritage, may not inherently prioritize the development of teaching methods for listening skills. This can leave educators without the necessary training and resources to effectively design and implement listening-focused lessons. Without access to professional development opportunities, teachers may struggle to keep up with the latest pedagogical techniques, strategies, and technologies that enhance listening instruction. As a result, they may resort to traditional, less effective methods or miss out on innovative approaches that could significantly benefit their students. Addressing this challenge requires educational institutions and policymakers to recognize the importance of listening skills and invest in teacher training programs, workshops, and resources specifically tailored to teaching listening within the *Merdeka* Curriculum. By providing educators with the necessary support and opportunities for professional growth, the curriculum's goals of fostering a deeper understanding of national values and heritage can be more effectively realized through enhanced listening instruction. Teacher A and B said “*karena kurangnya panggilan untuk mengikuti pelatihan profesionalan, maka saya sebagai guru memutar otak agar proses*

pembelajaran tetap berjalan maksimal, maka saya belajar dan mencari bahan ajar diinternet”

c. Time Constraints

Based on interview to teacher A and B, it can be concluded teaching listening skills within the *Merdeka* Curriculum often faces the considerable challenge of time constraints. The *Merdeka* Curriculum, aimed at fostering a profound understanding of national values and heritage, may allocate a significant portion of instructional time to specific content and objectives related to this theme. This can limit the amount of time available for in-depth and comprehensive listening instruction. As listening skills development is a gradual and intricate process, the rush to cover a prescribed curriculum within a fixed timeframe can hinder educators from providing students with the necessary opportunities for extensive listening practice, reflective discussions, and meaningful engagement with authentic audio materials. Striking a balance between the curriculum's content objectives and the cultivation of effective listening skills is a complex endeavor. To address this challenge, educators may need to prioritize listening skill development by incorporating it strategically into lessons or advocating for a more flexible curriculum that allows for the necessary time and depth in listening instruction while still achieving the curriculum's broader objectives related to national values and heritage. Teacher A said “ *waktu ajar dalam kurikulum Merdeka ini, yang dari 3 jam menjadi 2 jam dalam seminggu / kelas, maka kami memerlukan jam tambahan atau memanfaatkan jam kosong*”. Teacher B said “*adanya pengurangan jam sehingga proses belajar juga menjadi sangat terbatas, maka kami sering mengambil jam Pelajaran lain*”.

d. heterogeneous language proficiency levels

In this case, based on the interview to teacher A and B. it is found that teaching listening skills within the framework of the *Merdeka*

Curriculum often brings to the forefront the issue of individual differences in language proficiency among students. The *Merdeka* Curriculum, designed to nurture a deep understanding of national values and heritage, attracts a diverse range of learners, each with their unique linguistic backgrounds and proficiency levels. This diversity can pose a significant challenge when planning and delivering listening activities, as some students may have a strong command of the language used in the curriculum, while others may struggle to comprehend spoken discourse effectively. These disparities in language proficiency can lead to variations in students' ability to engage with and benefit from the listening exercises, potentially resulting in uneven learning outcomes. To address this challenge, educators must adopt differentiated teaching strategies that provide additional support for struggling students without hindering the progress of more proficient learners. This may involve supplementary materials, individualized instruction, or peer-assisted learning activities. Moreover, ongoing assessment and feedback mechanisms can help teachers identify and respond to the specific needs of each student, ultimately promoting a more inclusive and equitable learning environment within the *Merdeka* Curriculum. Teacher A “*mengelompokkan siswa sesuai dengan kemampuan dan gaya belajar siswa*”. Teacher B said “*Harus bisa memilih metode atau model pembelajaran yang tepat*”

e. Limited assessment strategies

The problem occurred during interview to the teacher A and B is the implementation of authentic and performance-based assessment methods in teaching listening skills within the framework of the *Merdeka* Curriculum can present significant challenges. The *Merdeka* Curriculum, designed to instill a deep appreciation of national values and heritage, may prioritize traditional assessment approaches that assess factual knowledge rather than students' ability to comprehend

and engage with authentic spoken content. Authentic assessment, which evaluates real-world listening skills, requires the creation of scenarios that reflect genuine communication contexts, such as historical speeches or interviews with cultural figures. However, obtaining or developing such materials can be time-consuming and resource-intensive. Moreover, accurately evaluating students' listening skills through performance-based assessments can be subjective, making it challenging to establish consistent grading criteria. Additionally, the curriculum's focus on specific content related to national values may not readily align with performance-based assessments that seek to measure broader listening competencies. To address these challenges, educators may need professional development and support in designing and implementing authentic and performance-based assessments effectively. Furthermore, there may be a need for a broader pedagogical shift within the curriculum to fully embrace these assessment methods and align them with the curriculum's overarching goals. Teacher A said “Teacher A said “*masih ada siswa yang kurang menangkap ketika kelas listening berlangsung*”. Teacher B said “*Pada saat kelas listening, ada siswa yang masih kurang paham pada materi yang disampaikan ataupun yang diperdengarkan*”.

f. Lack of technological resources

Teacher A and B concluded that The integration of technological resources into teaching listening skills within the *Merdeka* Curriculum can be hindered by the presence of limited technological infrastructure. The *Merdeka* Curriculum's emphasis on fostering a deep understanding of national values and heritage may not inherently prioritize the integration of digital tools and resources. In some educational settings, especially those in less-developed regions or schools with budget

constraints, access to computers, tablets, and reliable internet connectivity may be scarce. This scarcity of technological resources can hinder the implementation of modern, technology-enhanced listening activities that could otherwise enrich the learning experience. Educators may find it challenging to incorporate online audiovisual materials, interactive exercises, or digital language learning platforms, which are integral to enhancing listening skills in a technologically advanced era. Addressing this limitation may require innovative solutions, such as seeking out low-tech or offline alternatives, leveraging existing resources creatively, or advocating for increased technological access to ensure that students can benefit from a comprehensive and engaging listening curriculum within the constraints of available resources.

Teacher A said “ *Menyediakan sumber daya teknologi yang diperlukan dalam pembelajaran listening*”. Teacher B said “ *Karena dengan kurangnya atau terbatasnya sumber daya teknologi, maka proses belajar mengajar pada pembelajaran listening masih sangat kurang*”.

g. Classroom management

Managing a large number of students during listening activities can be challenging, particularly when trying to create an environment conducive to focused listening. Distractions, noise, or behavior management issues can impact students' ability to concentrate and effectively engage in listening tasks.

h. Limited language exposure outside the classroom

Students may have limited exposure to authentic listening experiences in real-world contexts outside the classroom. This lack of

exposure can hinder their ability to apply and transfer their listening skills beyond the controlled classroom environment.

B. DISCUSSION

In this section the researcher confirmed about “Teaching Listening based on the implementation of *Merdeka* at MAN Rejang Lebong”. The explanation can be seen below;

1. Teaching Listening based on the implementation of *Merdeka* Curriculum

Based on the observation done by the researcher, it can be seen that there are several phases that teacher did during teaching listening based on *Merdeka* Curriculum. The phases are very crucial to have a comprehending in listening process. The phases are:

a. Setting Learning Objectives

Setting clear learning objectives is a crucial element in the effective implementation of the *Merdeka* Curriculum, particularly when it comes to teaching listening skills. According to Hassan³⁷ who stated that The *Merdeka* Curriculum, designed to instill a profound appreciation of national values and heritage, requires educators to align their teaching strategies with its overarching goals. Learning objectives serve as a bridge between the curriculum's aims and the actual classroom instruction. When it comes to teaching listening, educators must establish precise objectives that reflect the

³⁷ Hassan Abdullah (2021). Implementasi Kurikulum Merdeka dalam Pengajaran Bahasa. Aneka Press. P.23-30

curriculum's themes and content while also focusing on the development of students' listening competencies. These objectives guide the selection of appropriate listening materials, instructional methods, and assessment strategies. For instance, learning objectives might specify that students should be able to analyze and interpret historical speeches or critically engage with interviews of cultural figures related to national heritage. By defining these objectives, Teachers ensure that the teaching of listening skills within the *Merdeka* Curriculum remains purposeful, targeted, and aligned with the curriculum's broader mission, ultimately enabling students to achieve a deeper understanding of their national values and heritage through effective listening comprehension.

b. Authentic Listening Materials

Based the finding above, it is clear that the utilization of authentic listening materials plays a pivotal role in the successful implementation of the *Merdeka* Curriculum when teaching listening skills. According to Hassan in his Book, who stated that the *Merdeka* Curriculum, with its primary objective of fostering a profound understanding of national values and heritage, necessitates the incorporation of authentic listening materials that resonate with the curriculum's core themes. Authentic materials, such as historical speeches by national leaders, interviews with cultural icons, or recordings of significant events, offer students a direct and

unfiltered connection to their cultural and historical heritage. When integrated effectively, these materials enable students to engage with the rich tapestry of their national identity through the medium of listening³⁸. This not only enhances their language skills but also deepens their appreciation of the curriculum's objectives.

Authentic listening materials provide context, emotional resonance, and real-world relevance that textbook-based or contrived materials often lack. They allow students to connect on a more personal level with the curriculum's content and gain a more profound insight into the values and heritage it seeks to impart. In this way, authentic listening materials become a powerful tool for enriching the teaching of listening skills within the *Merdeka* Curriculum, helping students develop a deeper and more meaningful connection to their cultural and national identity.

c. Pre-listening Activities

Pre-listening activities are integral to the effective implementation of the *Merdeka* Curriculum in teaching listening skills. The *Merdeka* Curriculum, with its primary focus on nurturing a deep understanding of national values and heritage, demands a thoughtful and contextually relevant approach to teaching listening. Pre-listening activities serve as a vital link between the curriculum's

³⁸ Ibid P.37

content and the listening tasks that follow³⁹. These activities can help students build the necessary background knowledge, vocabulary, and cultural context required to comprehend and engage with authentic listening materials effectively. Whether preparing students for historical speeches, interviews with cultural figures, or other content related to national heritage, pre-listening activities enable educators to scaffold learning by activating prior knowledge, setting objectives, and fostering curiosity. This ensures that students approach listening tasks with a sense of purpose and a heightened appreciation of the significance of the content within the Merdeka Curriculum. In essence, pre-listening activities facilitate a seamless integration of the curriculum's goals with listening instruction, enhancing students' ability to connect with and derive meaning from the curriculum's themes related to national values and heritage.

d. Listening Strategies

Teachers explicitly teach students a range of listening strategies to enhance their comprehension skills. Teachers use strategies such as making predictions, identifying key information, inferring meaning from context, note-taking, summarizing, and monitoring understanding introduced and practiced. Here, the teacher used all strategies but in the different media used.

³⁹ Kebudayaan, K. P. dan. (2022). Buku Saku Tanya Jawab Kurikulum Merdeka. Kementerian Pendidikan dan Kebudayaan.

e. Guided Listening

Teachers guide students through the listening task by playing the audio or video material in segments. Teachers provide support, pause at strategic points, and facilitate comprehension checks and discussions

Provide Guidance and Feedback. The teacher in this phase asked students to repeat the audio several times and take a note during the lesson.

f. Interactive Listening Activities

Teachers designed interactive activities to engage students in active listening and promote interaction among peers. Doing the activities include pair or group discussions, role-plays, simulations, information gap tasks, or debates. Here the teacher focus on conducting group work also discussion and role play in manage the learning process.

g. Post-listening Reflection and Extension

Teachers use post-listening activities provided to allow students to reflect on the listening experience and extend their learning Teachers do post-listening activities provided to allow students to reflect on the listening experience and extend their learning. The teacher reviewed the material in this section. The teacher asked students to read and do the material review.

h. Assessment and Feedback

Assessment feedback is a crucial element in the successful implementation of the Merdeka Curriculum when teaching listening skills. In line with Ramadayanti who stated that in the Merdeka Curriculum, designed to instill a profound appreciation of national values and heritage, relies on ongoing assessment and feedback mechanisms to ensure that students are effectively engaging with the curriculum's content, including listening materials⁴⁰. These assessments can take various forms, such as quizzes, presentations, or reflections, and they serve as checkpoints to gauge students' understanding and progress. The feedback provided to students following these assessments plays a pivotal role in their learning journey. It not only informs them of their strengths and areas for improvement but also helps them connect their listening skills development to the broader context of the curriculum's goals. Effective feedback encourages students to reflect on their performance, make necessary adjustments, and deepen their connection to the curriculum's themes related to national values and heritage. Additionally, it enables educators to refine their teaching strategies and tailor instruction to better align with the curriculum's objectives. In this way, assessment feedback becomes a critical tool for ensuring that teaching listening within the Merdeka Curriculum

⁴⁰ Ramadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187. <https://jbasic.org/index.php/basicedu/article/view/3431>

remains purposeful, relevant, and conducive to students' growth and engagement with their cultural and national identity.

2. Problems Faced by the Teachers in Teaching Listening Based on *Merdeka* Curriculum Implementation

From the interview to teacher A and B, it was clear that there are some Problem faced by the teacher in teaching listening based on the implementation of *Merdeka* Curriculum. As follows:

a. Lack of Suitable Authentic Materials

Based on the data gained by the researcher, it was clear that the scarcity of suitable authentic materials presents a significant challenge for teachers when instructing listening skills within the *Merdeka* Curriculum. The search for authentic materials that reflect the needed of *Merdeka* curriculum are important to be done. highlighted by the curriculum can be arduous. Such materials, which may include speeches by national leaders, historical recordings, or interviews with cultural figures, are not always readily available or easily accessible. Additionally, the language complexity of these materials can pose comprehension difficulties for students with varying language proficiency levels. In line with Ramadayanti who stated that teaching listening may cause problem in preparing the authentic material because the sources sometimes are not available⁴¹.

⁴¹ Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187. <https://jbasic.org/index.php/basicedu/article/view/3431>

b. Difficulty in Creating a Learner-Centered Environment

The challenge of creating a learner-centered environment can be a significant problem for teachers when teaching listening skills based on the *Merdeka* Curriculum. In line with Jufriadi who stated that the *Merdeka* Curriculum, designed to instill a profound understanding of content-driven approach, where the teacher assumes a central role in the classroom. This shift away from teacher-centered instruction to a more learner-centered one requires a fundamental change in mindset and teaching practices, which can be met with resistance. Additionally, large class sizes, a common feature in many educational settings, may make it challenging for teachers to provide individualized attention and tailor instruction to the diverse needs and interests of students, a fundamental aspect of learner-centered environments⁴². Furthermore, the pressure to cover a prescribed curriculum within a specific time frame may limit the flexibility required to explore topics in-depth or to allow students to pursue their interests, hindering the implementation of personalized listening experiences. To address this challenge effectively, teachers must receive adequate training and support in learner-centered pedagogical approaches, and schools may need to provide the necessary resources and infrastructure to facilitate a more student-centric learning environment within the context of the *Merdeka* Curriculum

⁴² Jufriadi, Akhmad. "Analisis Keterampilan Abad 21 Melalui Implementasi Kurikulum Merdeka Belajar Kampus Merdeka." *Jurnal Pendidikan dan Kebudayaan* 7, no. 1 (2022): 39-53. doi:10.24832/jpnk.v7i1.2482

c. Limited Technological Resources

Limited technological resources pose a substantial challenge for teachers when teaching listening skills within the *Merdeka* Curriculum. This can be particularly problematic in educational settings characterized by insufficient access to technology, such as computers, tablets, or reliable internet connectivity. Teaching listening often benefits from technology-enhanced activities, such as the use of online audiovisual materials, interactive exercises, or digital language learning platforms. However, the scarcity of these resources can hinder Teachers from incorporating such modern and engaging techniques into their teaching practices⁴³. This limitation not only affects the variety of materials and activities available for teaching listening but also hampers students' exposure to the digital skills and resources that are increasingly crucial in today's world. To address this challenge, schools and educational institutions must prioritize investment in technology infrastructure and ensure that teachers receive training in leveraging limited technological resources creatively to enhance the teaching of listening skills within the *Merdeka* Curriculum. This can help bridge the digital divide and provide a more equitable learning experience for all students.

⁴³ Ana Widyastuti. (2022). *Menjadi sekolah dan guru merdeka belajar dan implementasinya*. Jakarta: PT Elex Media Komputindo

d. Challenges in Authentic and Performance-based Assessment

The procurement or development of such authentic assessment materials can be time-consuming and resource-intensive. Moreover, assessing students' listening skills through performance-based methods, which often involve open-ended tasks, can be inherently subjective, making it challenging to establish consistent grading criteria. Additionally, the curriculum's specific focus on content related to national values may not seamlessly align with performance-based assessments that aim to measure broader listening competencies. The same opinion stated by Lorin; the development of authentic material will be one of teachers' problem in assessing students' listening achievement because of time consuming and also the example of instruction is not clear yet considering that Merdeka Curriculum is a new curriculum.⁴⁴

e. Time Constraints

Effective listening instruction involves not only exposing students to a variety of authentic materials but also providing them with ample opportunities for meaningful engagement and reflection. Rushing through a prescribed curriculum can hinder educators from delivering well-paced listening lessons, exploring topics in depth, or allowing students to delve into their interests. This constraint can inadvertently force teachers into a position where they prioritize content coverage

⁴⁴ Lorin & David. (2015). Kerangka landasan untuk pembelajaran, pengajaran, dan asesmen. Yogyakarta: PUSTAKA BELAJAR.

over the development of essential listening skills, which are vital for fostering a deep connection to the curriculum's themes related to national values and heritage. To address this challenge, educators may need to advocate for more flexibility in curriculum planning, ensuring that sufficient time is allotted for comprehensive listening instruction that aligns with the objectives of the *Merdeka* Curriculum.

f. Individual Differences in Language Proficiency

Individual differences in language proficiency pose a significant challenge for teachers when instructing listening skills within an independent curriculum. Such independent curricula, often designed to accommodate diverse learning objectives and student populations, attract learners with a wide range of linguistic backgrounds and language proficiency levels. These disparities in language ability can lead to varying levels of comprehension and engagement during listening activities. Some students may possess a strong command of the language being used, enabling them to grasp spoken content effortlessly, while others may struggle due to limited language proficiency. This divergence in language skills can result in unequal learning outcomes and hinder effective instruction. Teachers must adapt their teaching methods to address these differences, which may involve providing additional support for students with lower language proficiency, selecting appropriate materials, and employing various strategies to ensure that all students have the opportunity to improve

their listening skills. By addressing individual differences in language proficiency, educators can foster a more inclusive and effective learning environment within an independent curriculum, ultimately helping all students achieve their learning goals⁴⁵.

g. Lack of Professional Development Opportunities

The lack of professional development opportunities is a significant challenge for teachers when instructing listening skills within an independent curriculum. Independent curricula often grant educators the freedom to design their own instructional approaches, making professional development crucial for staying updated on the latest pedagogical techniques and strategies, particularly in the realm of listening instruction. The dynamic nature of language learning and evolving teaching methodologies require ongoing training to equip educators with the necessary skills and resources to effectively teach listening skills. Without access to professional development opportunities, teachers may struggle to incorporate innovative techniques, technology, and best practices into their teaching, potentially leading to less engaging and effective listening instruction. Furthermore, the absence of professional development can hinder educators from staying attuned to emerging research in the field of language education, preventing them from continuously improving their teaching methods.

⁴⁵ Zulela. (2013). Pembelajaran Bahasa Pada Kurikulum Merdeka dan Perspective-nya. Bandung

3. Factors caused teacher's problem in teaching listening

a. Limited Authentic listening Materials

In the context of the Merdeka Curriculum, educators often face challenges related to the availability of suitable and authentic materials. The Merdeka Curriculum, which emphasizes the development of essential skills and competencies in students, places a significant emphasis on fostering a deep understanding of national values and heritage. As a result, finding authentic listening materials that align with these goals can be a daunting task. Authentic materials, such as speeches by national leaders, historical recordings, or interviews with cultural figures, can greatly enhance students' comprehension and appreciation of their heritage. Yet, due to the limited accessibility and relevance of such materials, educators may resort to less authentic resources, potentially compromising the effectiveness of listening instruction. Therefore, it is imperative for educational institutions and curriculum developers to collaborate in order to create or curate authentic listening materials that align with the Merdeka Curriculum, enabling educators to provide a richer and more meaningful language learning experience for their students.

b. Insufficient teacher training and Professional Development

The challenge of a lack of professional development opportunities in teaching listening within the *Merdeka* Curriculum is a significant concern for educators. In line with the result of the interview A, the *Merdeka* Curriculum, with its emphasis on cultivating a deep

understanding of national values and heritage, may not inherently prioritize the development of teaching methods for listening skills. This can leave educators without the necessary training and resources to effectively design and implement listening-focused lessons. Without access to professional development opportunities, teachers may struggle to keep up with the latest pedagogical techniques, strategies, and technologies that enhance listening instruction. As a result, they may resort to traditional, less effective methods or miss out on innovative approaches that could significantly benefit their students. Addressing this challenge requires educational institutions and policymakers to recognize the importance of listening skills and invest in teacher training programs, workshops, and resources specifically tailored to teaching listening within the *Merdeka* Curriculum. By providing educators with the necessary support and opportunities for professional growth, the curriculum's goals of fostering a deeper understanding of national values and heritage can be more effectively realized through enhanced listening instruction. **c. Time Constraints**

The *Merdeka* Curriculum, aimed at fostering a profound understanding of national values and heritage, may allocate a significant portion of instructional time to specific content and objectives related to this theme. This can limit the amount of time available for in-depth and comprehensive listening instruction. As listening skills development is a gradual and intricate process, the rush to cover a prescribed curriculum within a fixed timeframe can hinder educators from providing students with the necessary opportunities for extensive listening practice, reflective discussions, and meaningful engagement with authentic audio materials. Striking a balance between the curriculum's content objectives and the cultivation of effective listening skills is a complex endeavor. To address this challenge, educators may need to prioritize listening skill development by incorporating it strategically into lessons or advocating for a more

flexible curriculum that allows for the necessary time and depth in listening instruction while still achieving the curriculum's broader objectives related to national values and heritage.

d. heterogeneous language proficiency levels

The *Merdeka* Curriculum, designed to nurture a deep understanding of national values and heritage, attracts a diverse range of learners, each with their unique linguistic backgrounds and proficiency levels. This diversity can pose a significant challenge when planning and delivering listening activities, as some students may have a strong command of the language used in the curriculum, while others may struggle to comprehend spoken discourse effectively. These disparities in language proficiency can lead to variations in students' ability to engage with and benefit from the listening exercises, potentially resulting in uneven learning outcomes. To address this challenge, educators must adopt differentiated teaching strategies that provide additional support for struggling students without hindering the progress of more proficient learners. This may involve supplementary materials, individualized instruction, or peer-assisted learning activities. Moreover, ongoing assessment and feedback mechanisms can help teachers identify and respond to the specific needs of each student, ultimately promoting a more inclusive and equitable learning environment within the *Merdeka* Curriculum.

e. Limited assessment strategies

The *Merdeka* Curriculum, designed to instill a deep appreciation of national values and heritage, may prioritize traditional assessment approaches that assess factual knowledge rather than students' ability to comprehend and engage with authentic spoken content. Authentic assessment, which evaluates real-world listening skills, requires the creation of scenarios that reflect genuine communication contexts, such as historical speeches or interviews with cultural figures. However, obtaining or developing such materials

can be time-consuming and resource-intensive. Moreover, accurately evaluating students' listening skills through performance-based assessments can be subjective, making it challenging to establish consistent grading criteria. Additionally, the curriculum's focus on specific content related to national values may not readily align with performance-based assessments that seek to measure broader listening competencies. To address these challenges, educators may need professional development and support in designing and implementing authentic and performance-based assessments effectively. Furthermore, there may be a need for a broader pedagogical shift within the curriculum to fully embrace these assessment methods and align them with the curriculum's overarching goals.

f. Lack of technological resources

The *Merdeka* Curriculum's emphasis on fostering a deep understanding of national values and heritage may not inherently prioritize the integration of digital tools and resources. In some educational settings, especially those in less-developed regions or schools with budget constraints, access to computers, tablets, and reliable internet connectivity may be scarce. This scarcity of technological resources can hinder the implementation of modern, technology-enhanced listening activities that could otherwise enrich the learning experience. Educators may find it challenging to incorporate online audiovisual materials, interactive exercises, or digital language learning platforms, which are integral to enhancing listening skills in a technologically advanced era. Addressing this limitation may require innovative solutions, such as seeking out low-tech or offline alternatives, leveraging existing resources creatively, or

advocating for increased technological access to ensure that students can benefit from a comprehensive and engaging listening curriculum within the constraints of available resources.

g. Classroom management

Managing a large number of students during listening activities can be challenging, particularly when trying to create an environment conducive to focused listening. Distractions, noise, or behavior management issues can impact students' ability to concentrate and effectively engage in listening tasks.

h. Limited language exposure outside the classroom

Students may have limited exposure to authentic listening experiences in real-world contexts outside the classroom. This lack of exposure can hinder their ability to apply and transfer their listening skills beyond the controlled classroom environment.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestions is the final part in this research after the analysis and interpretation of the data obtained in the previous chapter. The conclusion provides an answer to the research question while also making some recommendations for future researchers who might be interested in the same topic.

A. Conclusion

Based on the data in the previous chapter, the researcher formulated the conclusion into two parts; the first part is teaching listening based on the implementation of *Merdeka* Curriculum at MAN 1 Rejang Lebong, and the second part is problem faced by teachers in teaching listening based on the implementation of *Merdeka* Curriulum at MAN Rejang Lebong. The conclusions are;

1. Teaching Listening based on the implementation of *Merdeka* Curriculum at MAN 1 Rejang Lebong consists of several phases; there are Setting Learning Objectives, Authentic Listening Materials, Pre-listening Activities, Listening Strategies, Guided Listening, Interactive Listening Activities, Post-listening Reflection and Extension, Assessment and Feedback.
2. Problem faced by teachers in teaching listening based on the implementation of *Merdeka*.

There are some problems faced by the teacher in teaching listening based on the implementation of Merdeka Curriculum at MAN 1 Rejang Lebong. As follows: Lack of Suitable Authentic Materials, Difficulty in Creating a Learner-Centered Environment, Limited Technological Resources, Challenges in Authentic and Performance-based Assessment, Time Constraints, Individual Differences in Language Proficiency, Lack of Professional Development Opportunities.

B. Suggestions

The suggestions for a brighter future are now offered. Particular suggestions are made as follows:

1. The School

Schools should allocate resources and time for teachers to participate in professional development programs focused on teaching listening skills within the context of the Merdeka Curriculum. This will empower educators with the necessary skills and strategies to effectively deliver listening instruction. Schools with the means to do so should consider investing in technology resources that enhance listening instruction, such as multimedia materials, language labs, and interactive software

2. For teachers

Schools with the means to do so should consider investing in technology resources that enhance listening instruction, such as multimedia materials, language labs, and interactive software. Teachers should employ differentiated teaching strategies to address individual

differences in language proficiency among students. This might involve providing extra support, adapting materials, or implementing peer-assisted learning activities.

3. The researcher

The researcher expects that this study will be improved and inspire further research in the same field.

REFERENCES

- Ana Widyastuti. (2022). *Menjadi sekolah dan guru merdeka belajar dan implementasinya*. Jakarta: PT Elex Media Komputindo
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theories and methods* (5th ed). Pearson A & B
- Cauldwell, R. (2013). *Phonology for Listening: Teaching the Stream of Speech*. Delta Publishing.
- Cheung, A.C.K & Wong, P.M.. "*Factors Affecting The Implementation Of Curriculun Reform In Hong Kong: Key Findings Form A Large-Scale Survey Study*". *International Journal Of Educational Management*, Vol.26 Iss: 1.
- Darling-Hammond, L. (2017). *Teacher Learning: What Matters? Educational Leadership*, 74(8).
- Faisal, Sanapiah. (2007), *Format-Format penelitian Sosial*, Jakarta: Raja Grafindo Persada.
- Field, J. (2008). *Listening in the Language Classroom*. Cambridge Univcersity Press.
- Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press.p.97
- Gay And Airisian,(2000) *Educational Research: Competencies For Analysis And Application*, (New Jersey, Person Education).
- Guskey, T. R. (2015). *On your mark: Challenging the conventions of grading and reporting*. Solution Tree Press.
- Hart C,A (2001), *Sample Guide To Research*, (London, Harlow; Prentice Hall).
- Hassan Abdullah (2021). *Implementasi Kurikulum Merdeka dalam Pengajaran Bahasa*. Aneka Press.
- Higgins, M., Grant, F., Thompson, P., & Montarzino, A. (2010). *Effective and Efficient Methods of Formative Assessment*. CEBE Innovative Project in Learning & Teaching. <http://education5.net/download.php?id=1313>

Hughes, P. (2007). *Learning and Teaching for the Twenty-First Century*. Springer Science and Business Media.

Ibid P.37

Ismail, N. S., & Majid, H. A. (2021). Listening Skills and the Implementation of the Merdeka Curriculum: Teachers' Perspectives. *Indonesian Journal of Applied Linguistics*, 11(3), 595-605.

Jufriadi, Akhmad. (2022) "Analisis Keterampilan Abad 21 Melalui Implementasi Kurikulum Merdeka Belajar Kampus Merdeka." *Jurnal Pendidikan dan Kebudayaan* 7, no. 1, 39-53. doi:10.24832/jpnk.v7i1.2482

Kebudayaan, K. P. dan. (2022). *Buku Saku Tanya Jawab Kurikulum Merdeka*. Kementrian Pendidikan dan Kebudayaan.

Kelly,(1999) *Curriculum* (Hongkong:The Hongkong Institute of Education).

Klein Goodlad And Tye.(1993) *The Curriculum Process*, United Kingdom : In Van Den Akker And Kuiper

Krashen, S. D. (2009). *Principles of Language Learning and Teaching*. Pearson Education.

L.R Gay And Peter Airisian,(2000) *Educational Research Competencies For Analysis And Application*.(New Jersey: Prentice-Hall,Inc).

Lee, I. (2017). *Classroom Writing Assessment and Feedback in L2 School Contexts*. SPRINGER. <https://doi.org/10.1007/978-981-10-3924-9>

Lorin & David. (2015). *Kerangka landasan untuk pembelajaran, pengajaran, dan asesmen*. Yogyakarta: PUSTAKA BELAJAR.

Mark Howard (2017). *The Analysis of Research Data in analysis Perspective*. Plentary Press.

Michael Rost, *Listening*,(London: Longman. 1994).

Mitchell, R., & Sackney, L. (2015). *Profound Improvement: Building Capacity for a Learning Community* (3rd ed.). Routledge.

Moleong, L. . (2010). *Challenging in Teaching English fo EFL and ESL Context*. Remaja Rosda Karya

- Mustafa Azmi Bingol, “*Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class*,”WJIS: Ishik University of Iraq,vol.4,no.4.
- Nurhayati, F., & Rachman, Y. (2020). Challenges in Implementing Listening Activities in the Context of the Merdeka Curriculum. *Journal of Language and Literature Education*, 2(2).
- Oates, T. (2019). *Assessing Primary Education: Purpose, principles, and practices*. Routledge.
- Peraturan Menteri Pendidikan Dan Kebudayaan Republic Indonesia,(2013). *Peraturan Menteri Pendidikan Dan Kebudayaan No.70 Tentang Kerangka Dasar Dan Struktur Kurikulum Sma. Jakarta: Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia*
- Permendikbud, (2013), *Tentang Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah*.(Jakarta)
- Prof. Dr. M. Amin Abdullah (2022). *Implementasi Kurikulum Merdeka dalam Pengajaran Bahasa*. Anreka Press.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187. <https://jbasic.org/index.php/basicedu/article/view/3431>
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187. <https://jbasic.org/index.php/basicedu/article/view/3431>
- Rost, M. (2019). *The Oxford Handbook of Listening*. Oxford University Press.
- Rutherford, M. (2016). *Teacher Stress and Health: Effects on Teachers, Students, and Schools*. *Education Canada*, 56(4).
- Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Press.
- Sh Hwaider. (2017), *Internal journal of scientific and research publications* (6),140-148
- Slamet Utomo, (2019), *Journal of Language and Literature* 14(1)

Sudarwandanim, (2002), *Menjadi Penelitian Kualitatif*, (Bandung: Pustakasetia).

Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree Press.

Wiliam, D., & Black, P. (2010). *Inside the Black Box: Raising Standards Through Classroom Assessment (Revised Edition)*. GL Assessment.

Zulela. (2013). *Pembelajaran Bahasa Pada Kurikulum Merdeka dan Perspective-nya*. Bandung.

**A
P
P
E
N
D
I
X**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI CURUP
 FAKULTAS TARBIIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Talpa. (0732) 21010
 Fax. (0732) 21010 Homepage: <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 454 Tahun 2023

Tentang
 PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
 INSTITUT AGAMA ISLAM NEGERI CURUP

- Masihlah** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk ditunjuk sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
 5. Keputusan Menteri Agama RI Nomor 019558/B.03/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026 ;
 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Urin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup ;
 7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup ;
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B-141/ET.3 /PP.00.9/06/2023
 2. Berita Acara Seminar Proposal Pada Hari Rabu, 21 Juni 2023

MEMUTUSKAN :

- Menetapkan Pertama** : 1. **Dr. Sakut Anshori, M.Hum** 19811020 200604 1 002
 2. **Meli Fauziah, M.Pd** 19940523 202012 2 003

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Della Aulia Sahabilla

N I M : 19551014

JUDUL SKRIPSI : Teachers Problem in Teaching Listening at Tenth Grade Students of MAN 1 Rejang Lebong (a Case Study in Merdeka Curriculum Implementation)

- Kelua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan II kali pembimbing II disaksikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konsep skripsi, Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
 Pada tanggal 20 Juli 2023

Dekan,

Hamengkubuwono

- Terselenggara :
 1. Rektor
 2. Dekan IAIN Curup,
 3. Kabag Akademik, Kerjasama dan Kerja Sama,
 4. Mahasiswa yang bersangkutan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn.(0732)210111
Fax.(0732) 21010 Homepage [http:// www.iaicurup.ac.id](http://www.iaicurup.ac.id) E-Mail : admin@iaicurup.ac.id

20 Juli 2023

Nomor : 634 /In.34/FT/PP.00.9/07/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan izin Penelitian

Kepada Yth. Kepala Kantor Kementerian Agama
Kabupaten Rejang Lebong

Assalamualaikum Wr.Wb

Dalam rangka penyusunan skripsi S-1 pada Institut Agama Islam Negeri Curup :

Nama : Della Aulia Salsabila
Nim : 19551014
Fakultas/Prodi : Tarbiyah/ Tadris Bahasa Inggris
Judul Skripsi : Teachers' Problem In Teaching Listening At Tenth Grade Students Of
MAN 1 Rejang Lebong (A Case Study in Merdeka Curriculum
Implementation)
Waktu Penelitian : 20 Juli - 20 Oktober 2023
Tempat Penelitian : MAN 1 Rejang Lebong

Mohon kiranya Bapak berkenan memberikan izin penelitian kepada mahasiswa yang bersangkutan.
Demikian atas kerja sama dan iznnya diucapkan terima kasih

A.n Dekan
Wakil dekan



Dr. Sakut Anshori, S.Pd., M.Pd.
NIP.1981102 1200604 1 002

Tembusan disampaikan Kepada :

1. Rektor
2. Wakil 1
3. Ka. Biro ALIAK
4. Arsip



IAIN CURUP

NO	TANGGAL	Hal-hal yang ditikarakan	Paraf Penitahing I	Paraf Mahasiswa
1	13/7/2023	Instrument		
2	12/8/2023	Revisi Permisian, foot note dan lambang referensi		
3	28/08/2023	Revisi related teori dan finding		
4	14/09/2023	Permisian		
5	21/11/2023	Footnote, tabel hasil digabungkan		
6	7/12/2023	Revisi penulisan grammar		
7	12/12/2023	Revisi susunan dan lampiran appendix		
8	20/12/2023	ACC thesis exam		



IAIN CURUP

NO	TANGGAL	Hal-hal yang ditikarakan	Paraf Penitahing II	Paraf Mahasiswa
1	15/08/2023	Instrument		
2	12/08/2023	Revisi formulir dan P.G.		
3	28/08/2023	Revisi of Related finding		
4	14/09/2023	Perbaiki footnote		
5	21/11/2023	Revisi Bab 1, tabel diulangi, lampiran, tabel dirubah ke bentuk landscape		
6	7/12/2023	Revisi documentation		
7	12/12/2023	Langkah Appendix		
8	20/12/2023	ACC thesis Exam		

1. Bagaimana Anda menilai ketersediaan bahan otentik yang cocok untuk pengajaran mendengarkan di dalam kelas?

2. Apa tantangan yang Anda hadapi dalam mencari bahan otentik yang relevan untuk pengajaran mendengarkan?

3. Apa faktor-faktor yang menyebabkan masalah tersebut?

4. Bagaimana Anda mengatasi masalah tersebut?

5. Apa tantangan utama yang Anda hadapi dalam menciptakan lingkungan yang berpusat pada pembelajar?

6. Apa yang membuat sulit bagi Anda untuk menerapkan pendekatan yang berpusat pada pembelajar?

7. Apa faktor-faktor yang menyebabkan masalah tersebut?

8. Bagaimana Anda mengatasi masalah tersebut?

9. Apakah Anda merasa bahwa Sumber Daya Teknologi Terbatas menjadi masalah dalam pengajaran mendengarkan?

10. Apa tantangan utama yang Anda hadapi dalam mengajar akibat keterbatasan sumber daya teknologi?

11. Apa faktor-faktor yang menyebabkan masalah tersebut?

12. Bagaimana Anda mengatasi masalah tersebut?

13. Apa masalah yang Anda hadapi dalam mengimplementasikan penilaian otentik dan berbasis kinerja di kelas mendengarkan Anda?

14. Apa faktor-faktor yang menyebabkan masalah tersebut?

15. Bagaimana Anda mengatasi masalah tersebut?

16. Bagaimana batasan waktu memengaruhi kemampuan Anda untuk mengajar keterampilan mendengarkan secara efektif di dalam kelas?

17. Apa tantangan khusus yang Anda hadapi dalam mengalokasikan waktu yang cukup untuk kegiatan dan latihan mendengarkan?

18. Apa faktor-faktor yang menyebabkan masalah tersebut?

19. Bagaimana Anda mengatasi masalah tersebut?

20. Bagaimana Anda mengatasi perbedaan individual dalam kemampuan berbahasa di antara siswa-siswa Anda saat mengajar keterampilan mendengarkan?

21. Apa tantangan yang Anda hadapi saat melayani berbagai tingkat kemampuan berbahasa di dalam kelas selama instruksi mendengarkan?

22. Apa faktor-faktor yang menyebabkan masalah tersebut?

23. Bagaimana Anda mengatasi masalah tersebut?

24. Bagaimana Anda merasakan bahwa kurangnya peluang pengembangan profesional telah mempengaruhi pertumbuhan profesional Anda sebagai guru mendengarkan dalam implementasi kurikulum merdeka?

25. Apa tantangan atau batasan khusus yang Anda hadapi akibat kurangnya peluang pengembangan profesional?

26. Apa faktor-faktor yang menyebabkan masalah tersebut?

Blueprint of Teaching Listening based on The Implementation of *Merdeka* curriculum.

No	Theories	Observation criteria	Observation criteria		
			Yes	No	Note
1	Setting Learning Objectives	<ol style="list-style-type: none"> 1. Teachers used specific learning objectives for listening skills clearly stated at the beginning of the lesson 2. Teachers Do the objectives align with the knowledge, skills, and attitudes defined in the <i>Merdeka</i> Curriculum 			
2	Authentic Listening Materials	<ol style="list-style-type: none"> 1. Teachers select authentic listening materials that expose students to real-life language use and situations 2. Teachers used a variety of authentic materials used, such as videos, audio recordings, podcasts, interviews, speeches, or news broadcasts 			
3	Pre-listening Activities	<ol style="list-style-type: none"> 1. In pre-listening activities, teachers conducted to activate students' prior knowledge and build background information 2. Teachers engage students in brainstorming activity, discussions, vocabulary exercises, or predicting the content and purpose of the listening material 			
4	Listening Strategies	<ol style="list-style-type: none"> 1. Teachers explicitly teach students a range of listening strategies to enhance their comprehension skills 2. Teachers use strategies such as making predictions, identifying key information, inferring meaning from context, 			

		note-taking, summarizing, and monitoring understanding introduced and practiced			
5	Guided Listening	<ol style="list-style-type: none"> 1. Teachers guide students through the listening task by playing the audio or video material in segments 2. Teachers provide support, pause at strategic points, and facilitate comprehension checks and discussions 			
6	Interactive Listening Activities	<ol style="list-style-type: none"> 1. Teachers designed interactive activities to engage students in active listening and promote interaction among peers 2. Do the activities include pair or group discussions, role-plays, simulations, information gap tasks, or debates 			
7	Post-listening Reflection and Extension	<ol style="list-style-type: none"> 1. Teachers use post-listening activities provided to allow students to reflect on the listening experience and extend their learning? 2. Teachers do post-listening activities provided to allow students to reflect on the listening experience and extend their learning 			
8	Assessment and Feedback	<ol style="list-style-type: none"> 1. Teachers assessed students' listening skills using appropriate methods aligned with the <i>Merdeka</i> Curriculum 			

Blueprint of Teaching Listening based on The Implementation of Merdeka curriculum.

No	Theories	Observation criteria	Yes	No	Note
1	Setting Learning Objectives	<ol style="list-style-type: none"> 1. Teachers used specific learning objectives for listening skills clearly stated at the beginning of the lesson 2. Teachers Do the objectives align with the knowledge, skills, and attitudes defined in the <i>Merdeka Curriculum</i> 			
2	Authentic Listening Materials	<ol style="list-style-type: none"> 1. Teachers select authentic listening materials that expose students to real-life language use and situations 2. Teachers used a variety of authentic materials used, such as videos, audio recordings, podcasts, interviews, speeches, or news broadcasts 			
3	Pre-listening Activities	<ol style="list-style-type: none"> 1. In pre-listening activities, teachers conducted to activate students' prior knowledge and build background information 2. Teachers engage students in brainstorming activity, discussions, vocabulary exercises, or predicting the content and purpose of the listening material 			
4	Listening Strategies	<ol style="list-style-type: none"> 1. Teachers explicitly teach students a range of listening strategies to enhance their comprehension skills 2. Teachers use strategies such as making predictions, identifying key information, inferring meaning from context. 			

			8. What are factors caused the problem? 9. How do you overcome the problem?
4	Challenges in Authentic and Performance-based Assessment	Teachers may struggle to create assessments that reflect real-life listening situations and provide meaningful feedback for student improvement	10. What problem do you face in implementing authentic and performance-based assessments in your Listening classroom? 11. What are factors caused the problem? 12. How do you overcome the problem?
5	Time Constraints	With the various components of the <i>Merdeka</i> Curriculum, teachers may feel pressure to cover all aspects within limited class time. This may result in insufficient practice and inadequate focus on developing students' listening abilities	13. How do time constraints impact your ability to effectively teach listening skills in the classroom? 14. What specific challenges do you face in allocating sufficient time for listening activities and practice? 15. What are factors caused the problem? 16. How do you overcome the problem?
6	Individual Differences in Language Proficiency	Tenth-grade students may have diverse language proficiency levels, which can pose challenges in teaching listening skills effectively. Teachers need to address these differences and implement differentiated instructional strategies to cater to the needs of each student	17. How do you address the individual differences in language proficiency among your students when teaching listening skills? 18. What challenges do you encounter when catering to varying levels of language proficiency in the

			<p>classroom during listening instruction?</p> <p>19. What are factor cause the problem?</p> <p>20. How do you overcome the problem?</p>
7	Lack of Professional Development Opportunities	Teachers may require training and professional development to effectively implement the <i>Merdeka</i> Curriculum's listening instruction strategies	<p>21. How do you feel the lack of professional development opportunities has affected your professional growth as a listening teacher in merdeka curriculum implementation?</p> <p>22. What specific challenges or limitations do you face due to the lack of professional development opportunities?</p> <p>23. What are factors cause the problems?</p> <p>24. How do you overcome the problem?</p>



PEMERINTAH KABUPATEN REJANG LEBONG
**DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU**
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/ 380 /IP/DPMPISP/VII/2023

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 639/In.34/FT/PP.00.9/07/2023 tanggal 20 Juli 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Della Aulia Sabsabila/ Air Dingin, 10 Mei 2001
NIM : 19551014
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian : Teacher's Problem In Teaching Listening At Tenth Grade Students Of MAN 1 Rejang Lebong (A Case Study In Merdeka Curriculum Implementation)
Lokasi Penelitian : MAN 1 Rejang Lebong
Waktu Penelitian : 28 Juli 2023 s/d 20 Oktober 2023
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 28 Juli 2023

Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



ZULKARNAIN, SH
Pembina/ IV.a
NIP. 19751010 200704 1 001

Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala MAN 1 Rejang Lebong
4. Yang Bersangkutan
5. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG
Jl. Letjend. Suprpto No. 81 Telp. (0732) 21280-21281 Curup
Email : man_curup@yahoo.co.id

SURAT KETERANGAN PENELITIAN

Nomor 04/Ma.07.03/PP.00.6/01/2024

Yang bertanda tangan dibawah ini:

Nama : H. YUSRIJAL, M.Pd
NIP : 196904181990031003
Pangkat/golongan : Pembina. IV/a
Jabatan : Kepala MAN Rejang Lebong

Dengan ini menerangkan bahwa:

Nama : Della Aulia Salsabila
NIM : 19551014
Fakultas : Tarbiyah
Jurusan : Tadris Bahasa Inggris (TBI)
Perguruan Tinggi : IAIN Curup

Telah Melaksanakan Penelitian dalam rangka Penyusunan Skripsi di MAN Rejang Lebong Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong, No: 503/380/IP/DPMPSTP/VII/2023 Tanggal 28 Juli 2023, perihal Izin Penelitian, dengan Judul Skripsi "Teacher's Problem In Teaching Listening At Tenth Grade Students Of MAN Rejang Lebong (A Case Study In Merdeka Curriculum Implementation)." Terhitung dari tanggal 28 Juli S/d 21 Oktober 2023.

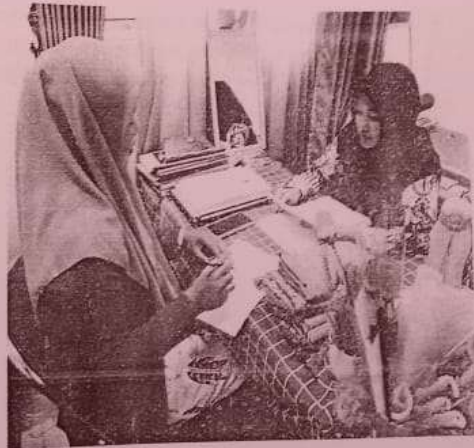
Demikian surat keterangan ini dibuat agar dapat di gunakan sebagaimana mestinya.

Rejang Lebong, 08 Januari 2024



Kepala,

H. YUSRIJAL, M.Pd
NIP.196904181990031003



BIOGRAPHY



DELLA AULIA SALSABILA was born on May-10-2001 in Air Dingin. The writer is the second daughter and three siblings of the couple Mr. Sugon and Mrs. Lusiana. The writer studied elementary school at SDN 07 Bermani ulu Raya in 2007-2012 and continued her next level of education at SMPN 1 Bermani Ulu raya until in 2016 the author chose SMAN 3 Rejang Lebong, Then the Writer continued his studies at IAIN Curup with the English Study Program at the Tarbiah Faculty.

Praise be to Allah who has given the author strength, as well as motivation from parents and inspiration so that the author is able to continue studying and continue the process of completing his studies at IAIN CURUP, until finally this thesis can be completed, hopefully it can be useful for others.