

**TEACHING LISTENING COMPREHENSION OF
DESCRIPTIVE TEXT BASED ON 2013 CURRICULUM AT
10TH GRADE OF SENIOR HIGH SCHOOL**

AN ARTICLE

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ARTIKEL

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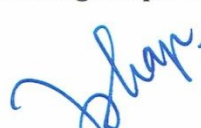
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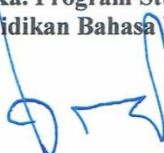
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ABSTRACT

Pratama, Dianita Putri. Teaching Listening Comprehension of Descriptive Text Based on 2013 Curriculum at 10th Grade of Senior High School. A thesis. English Department. Faculty of Languages and Arts. State University of Medan. 2018.

This study was aimed at describing how the teachers taught listening comprehension of descriptive text based on 2013 Curriculum and describing the reasons of why the teachers did the ways. This study was conducted by using descriptive qualitative research design. The data sources of the research were the English teachers of SMA Immanuel Medan. The data were the processes of teaching listening comprehension of descriptive text and the reasons of why the teachers did the ways of teaching. The techniques of collecting data were observation and interview. The data were analyzed by using interactive model which were data condensation, data display, and conclusion drawing. The results showed that the teachers used scientific approach steps in learning activities based on 2013 Curriculum in the teaching listening comprehension of descriptive text and the underlying reasons of the teachers' ways in teaching listening comprehension were the teachers believed that the students the students could comprehend and understand the text by comparing the kind of texts, knowing the definition and text structure of texts, translating the difficult words and repeating the the recording of material. The knowledge of mastery the concept of teaching listening comprehension and skill of realization of the concept into real teaching behaviors will help the students' skill of listening comprehension be better.

Keywords: *Teaching Listening Comprehension, Descriptive Text, 2013 Curriculum*

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INTRODUCTION

Background of the Study

Curriculum is one of the main education components stated on the Indonesia Education Act Number 20 Year 2003. The general statements of the constitution define curriculum as a set of plans and arrangements covering education goals, contents, learning material and learning methods intended to serve as the guidelines in implementing the teaching and learning process to achieve the goals that have been set. Therefore, curriculum has a very important role in providing fundamental reference concerning what students should learn and achieve.

2013 Curriculum offers the ideas of teaching and learning alteration which is reputed capable to renew a more effective teaching from the previous curriculum (KTSP). One of the alterations offered is the teaching and learning covers the attitude of competency, knowledge and skill which is then developed to the core competency and basic competency of 2013 Curriculum. 2013 Curriculum also offers the teaching and learning through the scientific approach which has the step started from observing, questioning, exploring, associating and communicating. This scientific approach can be integrated to the three main learning model of 2013 Curriculum which is Discovery Learning, Project Based Learning and Problem Based Learning. This is done due to the revolution changes in the 2013 Curriculum is student-centered which practices the basic opinion that knowledge cannot be just transferred from the teacher to the students but the

students themselves are the subject who have the ability to actively search, process, construct and apply the knowledge.

English is an important language that should be mastered by students. And it is one of the compulsory subjects taught in Senior High School. English teachers are demanded to be more creative and innovative in the teaching and learning process towards the curriculum 2013. They need to change their teaching style in which they have to leave the conventional style in learning material with the language structure. The English teaching should be taught or centralized on the language competency as the tool of communication to deliver the idea and knowledge and this is appropriate with the demand of 2013 Curriculum.

Many kinds of text genre are taught in the Senior High School. One of them is Descriptive Text. In the basic competency of 2013 curriculum, it stated that the students must be able to catch the meaning of descriptive text about people, place, and things in which the student must correct and arrange the text to get the information from the text. Therefore, the teaching of listening comprehension is important.

For the explanation above, the writer focused the study to see how the English teachers applied the theory of 2013 Curriculum in the teaching and learning process of listening comprehension of descriptive text. This study was done in SMA Immanuel Medan which was done by two teachers at tenth grade students academic year 2017/2018 and no similar study which has been conducted before. It was highly expected that realization of 2013 Curriculum conducted by

the English teachers ran effectively particularly in the teaching process of listening comprehension of Descriptive text.

REVIEW OF LITERATURE

1. Listening Comprehension

Languages are generally taught and assessed in terms of the 'four skills': listening, speaking, reading, and writing. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. All language learners need to develop their skills in each of these areas, and your language classes should incorporate activities related to all these skills. Below are some practical steps learners can take to develop these skills outside the classroom and learners also want to think about their current language level and priorities for learning in each area. Potosi (2002:9) says that listening skill is the process that allows the listener to understand a determine message. It means that the listeners listen for the purpose of getting information and messages from the speakers' talking. Furthermore, it is very important to know the language component required to understand the message when listening.

2. 2013 Curriculum

In accordance with the system of national education number 20 year 2003, curriculum 2013 has the goal to improving moral and character of the nation, elevating the intellectual life of the nation and developing the Indonesian people

to gain the religious and spiritual level, consciousness, personality, intelligence, behavior and creativity to him/herself, to other citizen and for the nation.

a. Core and Basic Competency

Core and basic competency and basic competence are the important elements of 2013 curriculum as the ascort of the realization of the material into teaching and learning process. Core competency (*Kompetensi Inti/KI*) is the capability level to reach standard competency (*SKL/ Standar Kompetensi Lulusan*) derived from attitude, skill and knowledge which must be owned by the pupils in each level. Core competency is the foundation in developing basic (KD). Core competency (KI) must be developed in the students' self concept for every level of class and subject of learning. Core competency is designed in four integrated elements. They are Core Competency 1 (KI 1) covers attitude of religiousness, core competency 2 (KI 2) covers social attitude, core competency 3 (KI 3) covers the knowledge and core competency 4 (KI 4) covers the applying of knowledge

Those four core competencies are then developed into some basic competencies (*Kompetensi Dasar/KD*). Basic competence (KD) is defined from the characteristic of the learners, preliminary ability of the learners and the characteristic of a subject of learning. Based on the Core competency and the basic competency provided in the curriculum, then the teachers' task is to determine the kinds of basic competency to be achieved in a learning process.

b. The Scientific Approach in 2013 Curriculum

To make a perfect realization of Core Competency and Basic Competency, 2013 Curriculum uses scientific approach in its teaching and learning. Scientific approach is designed in order that the learners actively construct the concept, law or principle through the stages observed (to identify or find the problem), formulate problems, propose or formulate hypotheses, collect data with a variety of techniques, analyze the data, draw the conclusions and communicate the concepts, laws or principle which is “found”. Scientific approach is intended to provide insight to the students in recognizing, understanding the various materials using scientific approach. Scientific approach brings the students to know that information can come from anywhere, at any time and do not rely on the information in the direction of the teacher. Therefore, it is expected to create learning conditions that will encourage the learners in finding out the information from various sources through observation, and not just being told by the teacher.

Scientific approach has some characteristics. They are (a) Students centered, (b) Involves the skill of science process in constructing the concept, law or principle (c) Involves the potential cognitive processes in stimulating the intellectual development particularly the high-level thinking skill of students and (d) Develops students’ character (*Kemdikbud; 2013*).

The Learning Steps of Scientific Approach are explained below.

a. Observing

In this step, a teacher facilitates the students to do the observation, exercise them to pay more attention on learning by reading and listening of a case or even an object.

b. Questioning

In this step a teacher is demanded to guide the students to ask the question about the observation that they have done before. The students can ask the concrete question until the abstract question regarded to the fact, concepts, or the procedures.

c. Exploring

The next step after observing and questioning is exploring. This activity is done by digging and collecting information from various sources through various ways. The students can read more books, pay attention to the phenomenon or object that is more accurate, do the interview with the experts or even conduct the experiments.

d. Associating

Association activity is done by processing the information collected from the previous activity. The purpose is to add the breadth and the depth of the material to find the solution from the various sources that have different or similar opinion.

e. Communicating

In scientific approach a teacher is expected to give the opportunity to the students to communicate what they have learned. This activity can be done by writing or telling about what students have found in learning process.

1) The Learning Strategies in 2013 Curriculum

In the teaching and learning process, the students are encouraged to find what they are and transform the complex information, check the new information with the information they already have on mind and develop the information appropriate with the era or time they live on. It means, the teachers have to be able to practice the basic opinion of 2013 Curriculum that knowledge can't be just transferred from the teacher to the students but the students themselves are the subject who have the ability to actively search, process, construct and apply the knowledge (*Kemdikbud:2013*).

Regarding to that view, 2013 Curriculum offers 3 main strategies of learning which can be applied in the teaching and learning process. These 3 strategies of learning can be integrated with scientific approach based on their own nature to construct the knowledge in students' cognitive process.

a. Discovery Learning

According to *Kemdikbud* (2013), Discovery Learning can be defined as the learning that take places when the students is not presented with subject matter in the final form, but rather is required to organize it himself. In other words, we

could say that in Discovery Learning the students are highly demanded to be active in teaching and learning process.

The Strategy of Discovery Learning is about understanding the concept, meaning and the relationship through intuitive process and finally arriving in the conclusion. The Discovery itself could be done if a student is involved, particularly in using mental process to find some concepts and principle that is done through observation, classification, measurement, prediction and determination. Somehow, the teacher must support the students by widely opening the opportunity to the students to be a problem solver.

b. Project Based Learning

Project Based Learning is the instructional strategy of empowering the learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. In the other way, Barell in *Kemdikbud* (2013) argued that project based learning is using authentic, real-world project, based on a highly motivating and engaging question, task or problem to teach students academic content in the context of working cooperatively to solve the problem. Regarded to those definitions, Project Based Learning is the learning strategy that uses project/activity as the media of learning by applying the skill of investigating, analyzing, and forming and presenting the learning product based on real experience.

c. Problem Based Learning

Problem Based Learning uses the authentic problems which are unstructured and has the open characteristic as the context to the students to develop the skill to solve the problem and have critical thinking to build the new knowledge. PBL (Problem Based Learning) aims at developing the knowledge and ability to think critically, developing the process of learning independently and improving the social of the students.

3. Descriptive Text

a. The Nature of Descriptive text

Pardiyono (2007:34) states that descriptive text is a type of written text, which has the specific function to give description about an object. The paragraph in the text usually may be defined as a group of sentences that are closely related in thought and which serve one common purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.

b. The Generic Structure of Descriptive Text

Generic structure also called with text structure. There are two generic structure elements of descriptive text. The readers should know it, because it will be affect their thinking and fetching the meaning of a text. Knapp and Watkins (2005:101) asserts that the generic structure elements of descriptive text are *identification(classification) and description*.

4. Realization of Lesson Plan in Teaching Descriptive Text

The realization of lesson plan is firstly done by identifying the learning material after examining the syllabus. It has been stated before that the material developed is Descriptive Text. The learning material is identified by looking at some considerations.

They are: 1) students' potential, 2) relevant with the culture characteristic, 3) physical development level, intellectual, emotional, social and students' spiritual, 4) knowledge structure, 5) actually, the depth and breadth of the learning material and, 6) time allocation.

RESEARCH METHODOLOGY

This study was conducted with descriptive qualitative research which describes and interprets. Through this design, the description of teaching listening comprehension of descriptive text based on 2013 Curriculum will be explained. The sources of the data were the transcripts of verbal ways recording of the two teachers and the 10th grade students during the teaching listening comprehension of descriptive text processes in SMA Immanuel Medan. The instruments of collecting data were the camera recoder, voice recorder, and interview sheets. The data would be collected by doing documentary technique. Below are the elaborations of each technique to collecting the data:

1. Video-recording
2. Interview

The Techniques for Analyzing the Data

In analyzing the data of the study, this study will apply interactive models of Miles, Huberman, and Saldana (2014). Analysis model which consisted of four steps: (1) Data collection, (2) Data condensation, (3) Data display, (4) and Data verification/ conclusion.

FINDINGS

The teachers applied the 2013 Curriculum by doing the scientific approach in learning activities based on 2013 Curriculum. The learning activities were pre-activity, whilst-activity, and post-activity. In doing the whilst-activity, the teachers did not do the five steps of scientific approach maximally because they still did all the learning activities using the teacher-centered learning. There were five underlying reasons they believed which caused them to perform the teaching ways, they were (1) teachers believed that the students could comprehend the text by comparing the kind of texts, (2) teachers believed that knowing definition of descriptive text is the first step to comprehend the text, (3) teachers believed that the knowledge of text structure could help the students in comprehending the text, (4) teachers believed that repeating the recording of material could train students' skill of listening, and (5) teachers believed that translating difficult words is helping students in understanding the text.

CONCLUSIONS AND SUGGESTIONS

The Conclusions

1. The teachers applied 2013 Curriculum by doing the scientific approach steps in learning activities of 2013 Curriculum. The teachers did not do the five steps of scientific approach well because the teaching learning processes did not focus on student-centered but still in teacher-centered way.
2. There were five underlying reasons they believed which caused them to perform the teaching ways, they were (1) teachers believed that the students could comprehend the text by comparing the kind of texts, (2) teachers believed that knowing definition of descriptive text is the first step to comprehend the text, (3) teachers believed that the knowledge of text structure could help the students in comprehending the text, (4) teachers believed that repeating the recording of material could train students' skill of listening, and (5) teachers believed that translating difficult words is helping students in understanding the text.

The Suggestions

In teaching listening comprehension of descriptive text, the teacher should not limit the teaching ways by providing the definition and the characteristic text only, but should also integrate it to the listening comprehension skill of the students because those characteristics enable the students to make their listening comprehension better. Provide activities which can involve more listening subject with 2013 Curriculum. Student should realized that English classroom is the

chance to learn English not only as the subject but also as the medium. Therefore with 2013 Curriculum, the students should actively listen to the subject to train their competency in understanding English as in listening is really important in interaction.

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