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The Use of Media in Language Teaching to Enhance Listening Skills in the Merdeka Curriculum

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Abstrak

Studi ini meneliti penggunaan media dalam pengajaran bahasa untuk meningkatkan keterampilan menyimak siswa dalam kerangka Kurikulum Merdeka. Menyimak merupakan keterampilan dasar dalam penguasaan bahasa, namun banyak siswa menghadapi tantangan karena terbatasnya paparan terhadap materi menyimak yang autentik. Integrasi media seperti rekaman audio, podcast, dan aplikasi interaktif memberikan pengalaman belajar yang mendalam yang menumbuhkan pemahaman. Penelitian ini menggunakan metode penelitian kepustakaan, menganalisis pendapat para ahli dan studi sebelumnya tentang topik tersebut. Temuan penelitian menunjukkan bahwa penggunaan media secara signifikan meningkatkan keterampilan menyimak dengan menyediakan konteks kehidupan nyata, melibatkan peserta didik, dan melayani berbagai gaya belajar. Studi ini menyoroti pentingnya pemilihan media dan keselarasannya dengan tujuan kurikulum untuk mengoptimalkan hasil belajar.

Kata Kunci: *Media Pembelajaran, Pengajaran Bahasa, Keterampilan Menyimak, Kurikulum Merdeka*

Abstract

This study examines the use of media in language teaching to enhance students' listening skills within the framework of the Merdeka Curriculum. Listening is a fundamental skill in language acquisition, yet many students face challenges due to limited exposure to authentic listening materials. The integration of media such as audio recordings, podcasts, and interactive applications provides an immersive learning experience that fosters comprehension. This research employs a library research method, analyzing expert opinions and previous studies on the topic. Findings suggest that media use significantly enhances listening skills by providing real-life contexts, engaging learners, and catering to different learning styles. The study highlights the importance of media selection and its alignment with curriculum objectives to optimize learning outcomes.

Keywords: *Teaching Media, Language Teaching, Listening Skills, Merdeka Curriculum*

INTRODUCTION

A. Background

Education is a process of learning that seeks to maximize students' potential by imparting pertinent knowledge, abilities, values, and attitudes. Ki Hajar Dewantara (1889) stated that education is an effort to guide the natural strength of children so that they can achieve the highest possible happiness. People who have received an education are capable, accountable, and able to make valuable contributions to society. The fact that humans must adapt to the acceleration of life is evidence that education is one of the strategies for human survival. However, according to Law No. 20 of 2003, education seeks to help students reach their full potential so they can become capable, independent, creative, honorable, healthy, informed, and responsible, democratic citizens, responsible and democratic people. One tool that can effectively accomplish instruction is the curriculum.

One of the crucial aspects of language acquisition that is sometimes disregarded in the teaching process is listening comprehension. Rost (2002) asserts that listening is a sophisticated ability that entails comprehending, analyzing, and reacting to the information that is conveyed. When it comes to language instruction, listening comprehension is not only a means of gaining knowledge but also a foundation for the growth of speaking, reading, and writing abilities. Students with strong listening abilities are able to comprehend subtleties, grasp meaning, and react correctly in spoken exchanges. As a result, cultivating these abilities is essential to producing proficient communicators.

Language education techniques have changed significantly in tandem with the advancement of media and technology. It has been demonstrated that using interactive software, audio, and video in language instruction helps students become better listeners.

According to Mayer (2009), when used properly, media can enhance students' comprehension by offering visual and aural settings that enhance the learning process. In addition to being a tool, media may help make learning more dynamic and interesting. This supports the idea put out by Anderson and Lynch (1988) that media might help students overcome their listening challenges by giving them a deeper context and bolstering their comprehension.

One of the key resources in the educational process that is created in accordance with industry demands is the curriculum. The policy of curriculum revisions in Indonesia is driven by the demands of the education sector in response to contemporary advancements. The policy of curriculum revisions in Indonesia is driven by the demands of the education sector in response to contemporary advancements. At every educational level, from elementary, middle, and high school to university, there are recurring curriculum revisions. Introduced in Indonesia, the Merdeka Curriculum allows for creativity in the educational process. It promotes the use of diverse learning materials, including as digital media, and highlights more adaptable and student-centered instruction. The Ministry of Education and Culture (2021) states that the goal of the Merdeka Curriculum is to allow teachers the flexibility to select instructional strategies and media that best fit the needs of their pupils. The use of media in language instruction is highly pertinent in this context since it can make the learning process more engaging and dynamic. Media can boost students' motivation and engagement in the learning process in addition to aiding in their comprehension of the subject matter. This supports Prabhu's (1990) assertion that incorporating media into instruction might boost student motivation and foster a more engaging learning environment.

Despite the fact that numerous studies demonstrate the advantages of employing media in language instruction, there are still obstacles to overcome in its application, particularly in the Indonesian educational system. Some of these problems include varying levels of media access and understanding among students, lack of awareness of the highly beneficial uses of digital media, and limited access to technology.

In order to enhance students' listening abilities, it is crucial to investigate how the Merdeka Curriculum may incorporate the proper use of media. Within the context of the Merdeka Curriculum, this study attempts to thoroughly examine the ways in which media—whether audio, video, or interactive applications—can be utilized in language instruction to enhance students' listening abilities. It is intended that by comprehending the efficacy of various media in education, more effective methods for enhancing students' listening

comprehension would be discovered, ultimately leading to an improvement in language proficiency, especially in listening skills..

Based on the above explanation, the researcher is interested to research "The Use of Media in Language Teaching to Enhance Listening Skills in the Merdeka Curriculum"

C. Research Significance

This study aims to advance theoretical understanding and improve students' listening skills by contributing to language acquisition theory by highlighting the impact of media on listening skills. Then provide insight to teachers on the effective use of media to improve listening comprehension teachers with insights into effective media use for enhancing listening comprehension.

PREVIOUS WORKS

A. Listening Skills

Listening skills are fundamental to second language acquisition. Brown (2020) explains that listening requires active engagement and the ability to interpret spoken input efficiently. He argues that frequent listening practice can improve learners' comprehension by familiarizing them with different accents, speeds, and intonations. Richards (2018) discusses how cognitive processing plays a vital role in listening and suggests that scaffolding techniques can help learners develop better decoding strategies. Field (2008) proposes that predicting and inferencing are crucial skills in listening, as they help students anticipate meaning and context. Vandergrift (2007) emphasizes metacognitive strategies such as planning, monitoring, and evaluating listening tasks. Rost (2011) and Goh (2014) suggest that authentic audio materials provide necessary exposure to real-life conversations, enhancing students' adaptability to natural language use. Nation & Newton (2009) stress the importance of repetition and contextualized listening. Buck (2001) highlights the role of assessment in tracking listening progress. Siegel (2018) and Wilson (2008) discuss explicit listening instruction as a means of improving learners' abilities.

B. Language Teaching

Harmer (2007) emphasizes that language teaching should incorporate interactive and communicative techniques to improve student engagement. Richards & Rodgers (2014) advocate for task-based learning, where students develop skills through meaningful activities. Larsen-Freeman (2011) discusses the role of motivation in language learning, arguing that a student-centered approach enhances comprehension and retention. Celce-Murcia (2001) highlights the benefits of integrating listening with speaking and reading activities. Lightbown & Spada (2013) suggest that structured input and corrective feedback can significantly enhance listening skills. Thornbury (2013) focuses on the importance of providing real-life listening scenarios. Krashen (1982) proposes the input hypothesis, which states that comprehensible input is crucial for acquisition. Ellis (2008) analyzes second language acquisition theories and suggests that learners need repeated exposure to different media. Nation (2013) explores vocabulary learning, emphasizing that listening is a key component of lexical acquisition. Ur (2012) describes classroom strategies for improving listening comprehension.

C. Merdeka Curriculum

The Merdeka Curriculum prioritizes student-centered learning and media integration (Indonesian Ministry of Education, 2021). Susanto (2022) examines the flexibility of this curriculum in language teaching, emphasizing its adaptability to students' needs. Wahyuni (2022) highlights challenges and opportunities in implementing the curriculum, noting that media plays a crucial role in engaging students. Santoso (2023) explores the curriculum's impact on learner autonomy, arguing that self-directed learning can be enhanced through digital media. Ramadhan (2023) assesses the effectiveness of the Merdeka Curriculum in language acquisition. Suryani (2023) investigates how digital tools contribute to a more interactive learning environment. Putri (2023) discusses the integration of multimedia resources, emphasizing their role in improving listening comprehension. Prasetyo (2023) underscores the importance of student-centered learning. Nugroho (2023) evaluates teacher readiness for implementing this curriculum. Widodo (2023) explores how digital media can facilitate curriculum execution.

D. Theoretical Framework

The theoretical framework of this study is based on teaching media to state how media can improve students' listening skills in this independent curriculum.

RESEARCH METHOD

A. Research Design

This study explores survey research methods in library research, focusing on collecting data from individuals through their responses to questions. As stated by Ponto, J. (2015: 168-171) and Check & Schutt (2012, p. 160), survey research involves "the collection of information from a sample of individuals through their responses to questions." Therefore, this research employs a survey research design, which involves gathering data from a sample through question-based responses. Ngakan Putu Anom Harjana categorizes literary sources for this type of research into books, journals, databases, and other materials. The study aims to address research questions systematically, akin to a survey research article.

B. Research Subject

This research looks at data from a variety of scientific sources, including journals and theses. The research subject refers to the opinion of related experts in their publication. In addition, it also refers to the facts according to some researchers in their research reports. They are all the written literatures, such as the encyclopedias, dictionaries, books, research reports, journals, magazines, etc.

C. Research Object

The object of this research refers to the views, ideas and data conveyed by the author or researcher in their written work. Based on observed criteria such as the level of engagement, prior knowledge, English writing proficiency, and active writing tactics, these objects were grouped. Literature related to each variable will be reviewed to obtain related data for study. To find the use of media to improve students' listening skills in the context of merdeka curriculum.

D. The Technique of Data Analysis

This study uses survey research. The data analysis method in survey research consists of two steps, namely interpreting the meaning of data, evaluating data, and concluding data analysis. By highlighting the use of media to improve students' listening skills in the context

of the independent curriculum, this strategy seeks to maintain and support the formulation of research problems through a methodical examination of related literature.

RESULTS AND DISCUSSION

A. DATA ANALYSIS

a. Language Teaching

The four skills of language learning are speaking, writing, listening, and reading. Learning to listen well is crucial, and both educators and learners must comprehend what listening skills are. The goal of language instruction is to help people become more proficient communicators in a given language, both in writing and speaking. Language instruction, according to Brown (2007), entails a variety of techniques and approaches intended to assist students in comprehending and effectively using language in a variety of situations. Listening comprehension is a crucial component of language instruction, yet it can be difficult for many children.

Larry Vandergrift (2004) identifies a number of obstacles that teachers must overcome in order to effectively teach listening skills. One of the main issues is the dearth of specialized training, which causes many language teachers to rely on less effective traditional approaches because they lack the necessary preparation. Another issue is the widespread belief that listening is a passive activity, which leads to the curriculum paying insufficient attention to the development of this skill. Additionally, teachers are limited in their use of audio-visual materials and contemporary technology, which makes teaching listening boring and uninteresting for students. Students do not have enough practice opportunities because the curriculum frequently does not place enough emphasis on the development of listening skills and because there is frequently not enough time allotted for listening instruction. Additionally, psychological factors come into play because some students may experience anxiety or depression when required to listen to and comprehend a foreign language. In order to enable more effective and efficient language education, Vandergrift highlights the significance of tackling these issues through curriculum creation that places a greater emphasis on listening skills, teacher training, and the utilization of relevant media.

Christine C.M. Goh (2000) claims that kids struggle with a variety of listening skills. One of the biggest problems is word identification; when listening, students frequently have trouble identifying words they are familiar with, which makes it harder for them to understand the content. Additionally, attention failure is a serious issue since it causes

students to lose focus, which causes them to miss crucial information. Additionally, many students say that they quickly forget what they have heard, particularly when attempting to comprehend the text's next section. Ineffective decoding makes it harder to create logical mental images of the words heard, and not using these images prevents a more comprehensive comprehension of the message. The procedure is made more difficult by a limited vocabulary and challenges comprehending various accents and intonations. Furthermore, students may find it more difficult to draw the required conclusions if they lack background information on the subjects being studied. Learning and comprehension skills may be hampered by learners' failure to employ efficient listening techniques like inference or elaboration as well as their fear or discomfort when listening to a foreign language. These problems demonstrate how listening comprehension is a multifaceted process impacted by a range of cognitive processes, underscoring the significance of developing more potent teaching techniques to assist students in overcoming their language acquisition challenges.

The listening skills of pupils are impacted by a number of facilities-related issues. The equipment's quality is a major problem since bad audio tools can make it difficult for students to listen well and interfere with their comprehension of the teaching content. Furthermore, classroom noise and disorder might cause students to become distracted during listening exercises, which can have a detrimental effect on their understanding. The usage of multimedia technology can improve the learning process and help students comprehend material more efficiently, Goh adds, underscoring the significance of appropriate media accompaniment. Additionally, a lack of resources, such as access to pertinent technology and educational materials, may hinder pupils' ability to improve their listening abilities. Overall, even while Goh acknowledges that resources and facilities have a significant impact on students' comprehension and processing of oral material, Christine C.M. Goh (2000)

b. Merdeka Curriculum

With a focus on fostering students' character and abilities, the Merdeka Curriculum is an educational innovation that grants schools and teachers flexibility in how they design instruction. Digital media is one type of media that may be used in the modern period and is adapted to the demands of teachers and students in the Merdeka Curriculum. Implementing the Merdeka Curriculum has been shown to boost student learning motivation, particularly when employing media that meets their requirements, according to research by Sari and Rahman (2023). Digital media including podcasts, movies, and

interactive learning apps are highly useful in this setting. Students may access educational resources at any time and from any location thanks to digital media, which gives them learning freedom. Additionally, students can benefit from listening to a variety of accents and intonations through media like learning videos and podcasts, which are crucial for the development of listening skills.

One of the most important components of language learning is listening comprehension since it influences students' comprehension of the subject matter as well as their capacity to communicate and engage in conversation in the target language. Students can improve their comprehension and communication confidence by practicing listening in a more authentic setting through the use of interactive and captivating instructional materials. For instance, students can be exposed to a range of authentic listening scenarios by using movies that depict normal conversations or podcasts that discuss fascinating subjects. This improves their comprehension of spoken language as well as their capacity to pick up on the subtleties and meanings of discussions. Therefore, in addition to allowing for flexibility in the learning process, the Merdeka Curriculum promotes the use of cutting-edge media to help students develop their listening skills and become more proficient communicators in the target language.

c. Listening Skill

The ability to receive, comprehend, and process information that is communicated verbally is known as listening abilities. This includes not only hearing noises but also deciphering meaning, interpreting messages, and reacting properly. This ability is crucial for learning a second language since it helps with understanding social and cultural settings and efficient communication. Rost (2002) asserts that listening skills are an active activity that entails analyzing and interpreting what is heard. Nunan (1999), in contrast, highlights that hearing is the capacity to comprehend and react to spoken information, involving both emotive and cognitive processes. Additionally, according to Vandergrift (2004), listening is a sophisticated talent that calls for practice and the creation of understanding-enhancing techniques. In addition to being one of the primary elements that promote overall language proficiency, listening abilities are crucial in a number of contexts, such as schooling, interpersonal communication, and professional settings.

Students' comprehension of the material delivered might be impacted by a number of difficulties with listening skills. Poor audio quality is one of the biggest problems, as using subpar equipment or recordings might hinder students' ability to understand. Additionally, students frequently become confused by the target language's accent and

intonation variances, particularly if they are not familiar with them. Another barrier is a student's limited vocabulary, which makes it difficult for them to comprehend the context and meaning of what they hear. Students may become distracted and find it difficult to concentrate in an unfavorable learning environment, such a noisy classroom. Students may also find it challenging to comprehend material if they are not using appropriate listening techniques, such as drawing conclusions or applying context. Significant obstacles can include the speaker's high speaking rate, the usage of sophisticated language, and anxiety and psychological distress when listening to a foreign language. In this regard, the media is crucial to overcoming these obstacles.

The proper use of media can improve students' learning experiences and assist them in overcoming the difficulties they frequently encounter when listening, especially with the abundance of materials and technological advancements. Students are given a richer and more interesting context by media like audio, video, and interactive learning applications. For example, audio recordings and podcasts allow students to listen to varied accents and intonations, which are vital for interpreting language in real settings. On the other hand, videos give students a visual context in addition to verbal information, which helps them comprehend the underlying meaning of what they hear. Furthermore, learning applications made especially for listening practice can provide a variety of interesting tasks that let students practice in various contexts and with diverse levels of difficulty. As a result, the media is not just a supporting tool but also a connection that enhances the listening learning process, boosts student motivation, and aids in the improvement of communication skills. All things considered, including media into listening instruction is crucial to fostering a positive learning atmosphere and advancing students' language proficiency. Teachers can assist students in overcoming listening difficulties and enhancing their capacity for successful communication in the target language by employing suitable media.

d. Teaching Media

Teaching media is a tool or resource that educators use to convey learning materials and help students understand the concepts taught. Arsyad (2014) defines teaching media as anything that can be used to convey learning messages, including environments, tools, and materials that support the teaching and learning process. In addition to serving as a tool, teaching media can further help students understand learning in the classroom.

Print media, like books, magazines, and handouts, are one type of teaching media that can be used to support the learning process and improve student understanding. Other types of teaching media include audio media, like voice recordings and podcasts, which allow students to listen to information directly and are very helpful in developing listening skills; visual media, like pictures, posters, and diagrams, which provide a visual representation of the concepts being taught, which helps students better understand the material; and audio-visual media, which includes videos and movies, which combine audio and visual elements to create a more dynamic and engaging learning experience. Finally, an interactive and adaptable learning experience is provided by digital media, including online platforms and learning applications. The proper use of media can enhance students' comprehension of the subject matter by making material more engaging and comprehensible, according to Mayer (2001). There are several important advantages to using instructional media in the classroom. First, as students are more engaged with information provided in an interactive and visual manner, engaging media can boost their motivation to learn. Additionally, instructional media facilitates improved understanding by making complex ideas easier for pupils to understand and more palatable. Additionally, media facilitates experiential learning, which helps students retain more information by allowing them to learn through real-world instances or simulations. Additionally, because students are more actively participating and interacting with the contents offered, the usage of instructional media can raise student engagement in the learning process. As a result, instructional media serves as both a tool and a vital component of establishing an engaging and productive learning environment that facilitates the accomplishment of learning goals in general.

There are many different types of media that can be used to teach listening skills, and they can greatly enhance the educational process. Videos and audio recordings are examples of audio-visual media that are effective. In addition to verbally presenting information, this media gives pupils a visual backdrop that aids in their comprehension of the subtleties and significance of what they hear. Utilizing audio-visual materials can boost student engagement and promote a deeper comprehension of the material, according to research by Hattie (2009). Podcasts are also a helpful resource since they allow students to hear a range of accents and speech patterns, both of which are critical for improving their listening abilities. According to research by McGarr (2009), using podcasts to teach language can greatly enhance students' listening comprehension. On the other hand, virtual reality (VR) produces an immersive learning environment that

allows students to interact directly with the learning environment and practice listening in a more realistic setting, which boosts their motivation and engagement. By fusing digital and real-world aspects, augmented reality (AR) enhances students' comprehension by enabling them to see more information that is pertinent to the context of what they are hearing. Combining these four media allows teachers to design a more comprehensive and interesting learning environment that enhances students' comprehension of the subject matter while also helping them become better listeners.

The use of instructional media to enhance listening skills is highly pertinent to the Merdeka Curriculum. The Merdeka Curriculum places a strong emphasis on student-centered learning and grants teachers the latitude to select instructional strategies and material that best meet the requirements of their students. Teachers may make learning more engaging and productive and help students develop their listening skills in a wider context by using a variety of instructional media. This aligns with the Merdeka Curriculum's objective of making learning more relevant and contextual for students.

B. Findings

The research highlights the value of listening as a foundational ability in language learning and looks at how media might be used in language instruction to improve students' listening abilities within the context of the Merdeka Curriculum. Due to a lack of exposure to real-world materials, many kids have trouble understanding what they are listening, which hinders their ability to build effective communication skills. It has been demonstrated that the use of many media formats, including audio recordings, podcasts, films, and interactive apps, offers an immersive educational experience that promotes understanding and involvement. Students may improve their listening skills and adjust to various accents, speech rates, and intonations by using media to expose them to real-life situations. By engaging learners, accommodating a variety of learning styles, and offering relevant, contextualized input, media greatly improves listening abilities, according to this study, which was carried out using a library research technique and evaluates expert viewpoints and prior research. This approach is greatly aided by Indonesia's adoption of the Merdeka Curriculum, which encourages flexibility in instruction and enables teachers to include a variety of digital media resources that suit the interests and learning preferences of their pupils. In order to establish a more dynamic and student-centered learning environment, the curriculum promotes the use of creative and interactive teaching resources. Nevertheless, despite the demonstrated advantages of media-based language learning,

there are still a number of obstacles to overcome, especially in the Indonesian educational system. Students' uneven access to technology is a significant barrier; some have little or no access to the digital resources needed for successful media-based learning. The efficacy of these tactics may also be hampered by the fact that many teachers lack the necessary training and knowledge of the best practices for using media in language learning. Additionally, some conventional teaching strategies continue to emphasize passive learning strategies while ignoring the active participation that media integration may offer. Targeted initiatives are needed to address these problems, such as offering teacher professional development programs, guaranteeing fair access to digital resources, and enticing educational institutions to use media-based teaching methods that complement the goals of the Merdeka Curriculum. In the end, the study emphasizes how important it is to choose and use media resources wisely in order to improve language acquisition while also raising students' motivation and general academic achievement. Teachers may make language learning more interesting and successful by utilizing media to its fullest potential. This will help students gain the communication skills they need for everyday situations and enhance their listening comprehension.

C. Discussion

The usefulness, difficulties, and consequences of incorporating media into language instruction to improve students' listening abilities within the context of the Merdeka Curriculum are the main topics of discussion in this study. Due to a lack of interesting teaching strategies and inadequate exposure to real materials, listening comprehension is still one of the most difficult skills for students to master while learning a second language. The results indicate that by offering a variety of linguistic inputs and real-life circumstances, media such as audio recordings, podcasts, films, and interactive applications are essential for enhancing students' listening skills. Students can encounter different dialects, speech rates, and intonations through media integration, which eventually aids in their adaptation to communication in the real world. Additionally, unlike conventional approaches that frequently emphasize passive listening, media encourages student motivation and involvement, making learning more dynamic and participatory. Implementing media-based teaching practices is made easier by the Merdeka Curriculum, which places a strong emphasis on a flexible and student-centered learning approach. This curriculum promotes the use of digital learning tools to produce a more engaging and successful educational experience by giving teachers the freedom to select instructional strategies and resources

that meet the requirements of their students. Nevertheless, despite the benefits, a number of obstacles prevent media from being fully used in language training. One significant problem is the unequal access to technology among pupils, as owing to budgetary and infrastructure constraints, not all schools or students have equal access to digital resources. Furthermore, a lot of educators still lack the skills needed to successfully integrate media into their lessons, which results in the underuse or improper use of these tools. Additionally, some teachers find it difficult to choose relevant media that not only entertains children but also advances listening comprehension and ties into curricular objectives. Students' differing degrees of experience with digital learning resources provide another difficulty, since it may limit their capacity to participate completely in media-based learning. Furthermore, even when media is incorporated into the curriculum, students' passive listening habits and lack of active listening techniques continue to be major obstacles to successful language acquisition. Schools and legislators must enhance teacher training, increase access to digital resources, and support best practices for media-based instruction in order to overcome these obstacles. Additionally, rather of depending just on passive exposure, educators should carefully plan media-enhanced learning activities that promote active listening and understanding abilities. The study emphasizes that an organized strategy is necessary for effective media integration, in which media is utilized as a tool to enhance pedagogy rather than as a stand-alone element of education. Teachers may optimize the advantages of the Merdeka Curriculum by resolving these issues and making the most of media use, which will promote increased student engagement, better listening comprehension, and general language competency. The study concludes by highlighting the significance of a well-rounded and organized approach to media integration in language instruction, guaranteeing that students get the exposure, practice, and techniques they need to build strong listening abilities that will help them in both academic and real-world communication contexts.

CONCLUSION

A. Conclusion

The study's conclusion emphasizes the importance of media in improving students' listening abilities within the context of the Merdeka Curriculum and the need to incorporate a variety of media tools, including interactive applications, podcasts, videos, and audio recordings, into language instruction. A key component of learning a language is developing listening comprehension, which is essential for students to be able to communicate

successfully in everyday situations. According to the study's findings, media is essential for creating an immersive learning environment where students may become more used to various accents, speech patterns, and contextual clues that enhance their comprehension in general. The incorporation of digital media to enhance language learning's effectiveness, engagement, and interactivity is made possible by the Merdeka Curriculum, which encourages flexible and student-centered learning. The use of media in language education still faces a number of obstacles, though, despite its many benefits. These include uneven access to technology, a lack of teacher preparation, and trouble choosing relevant media that support curricular goals. The study emphasizes how crucial it is to provide educators with the information and abilities they need to successfully integrate media into their lesson plans so that students may take full advantage of these cutting-edge teaching resources. In order to eliminate inequalities in educational possibilities amongst students from various socioeconomic backgrounds, it is also necessary to address the need for fair access to technology and digital resources. Additionally, rather than exposing children to media passively, planned activities that foster critical listening skills must be used to drive their active engagement. Schools and legislators must collaborate to give educators the tools, training, and support they need in order to optimize the advantages of media integration. This will guarantee that the use of media in language instruction is efficient, meaningful, and in line with the objectives of the Merdeka Curriculum. By doing this, pupils will improve their listening comprehension abilities and gain confidence when speaking the target language. In the end, this study confirms that media integration must be approached thoughtfully and equitably to ensure that it is a useful aid in language training rather than just an extra resource. According to the results, media may greatly enhance students' listening skills, boost their desire to study, and advance their general language competency when utilized wisely. Future studies should thus keep looking for creative methods to improve the use of media in the classroom, tackling current issues and creating fresh approaches that can help students even more as they work to become proficient listeners of a second language.

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