

THE CHALLENGES FACED BY ENGLISH TEACHERS IN TEACHING LISTENING SKILL AND ATTITUDE AT JUNIOR HIGH SCHOOL BASED ON CURRICULUM 2013

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Abstract

Curriculum 2013 has been socialized since the beginning of 2013 and it has been implemented since 2013/2014 academic year for the first year students of elementary, secondary and senior high school. One of the crucial factors stated in curriculum 2013 is attitude competence besides the other competences knowledge and skill. Including attitude in curriculum as the core competence will become a challenge for the English teachers, because the three core competences have to be integrated with language skills. Besides the other challenge is the in availability of listening materials (cassette or CD) for teaching listening skill in secondary level.

Keywords: attitude competence, listening skill.

A. INTRODUCTION

Curriculum is one of the important factors that influence the success of the students. It is also a guidance to achieve the target of the teachers and students after teaching and learning process.

Curriculum 2013 is used to replace curriculum 2006 for the anxiety of the government toward the attitude of the Indonesian young generation in the last decades. The anxiety is caused by the attitude and the character of the young generation including the students of junior high school, senior high school and universities students. Some of those students tend to do negative things. Fighting among students, drugs are negative things done by the young generation. Even sometimes they kill each other. Based on the phenomenon, the government realizes that the curriculum needs to be changed. The national education should be put on the 'right track' by changing the 2006 curriculum with 2013 curriculum and including attitude as one of the competence in the new curriculum.

Curriculum 2013 was developed based on the competences needed as the instrument to lead the students become: (1) qualified person who are ready to face the challenges which are always changed, (2) educated people, who believe in God and pious, polite, healthy, outstanding, skillful, creative, independent, and (3) democratic responsible citizen (Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan, 2014:4).

The decision makers of education thought that curriculum development should be done because of various challenges whether it is internal or external ones. (Badan Pengembangan Sumberdaya Manusia Pendidikan Dan Kebudayaan dan Penjaminan Mutu Pendidikan, 2014:4) states that the external challenges found in education are related to the future challenging, the competences needed in the future, the perception of the society, the development of knowledge and pedagogy, and other negative phenomenon. The future challenges are:

- a. The globalization and the development of technology and information.
- b. The ability to communicate, think clearly and critically, be responsible person, understand and tolerant toward the different views with other, get ready to work.
- c. The perception of the society about teaching learning process, that still focus on cognitive aspect, students' burden (they have a lot of things to do such as homework and assignment), and the teaching materials which are lack of character education.
- d. The development of knowledge and pedagogy such as; neurology, psychology, observation based (discovery) learning and collaborative learning.
- e. Other negative phenomenon such as fighting among students, drugs, corruption, plagiarism and cheating in examination.

The above explanation show that there are problems that need to be discussed such as; what are the characteristics of Curriculum 2013? What is character education? What are the challenges for English teachers in integrating listening skill and character education?

B. DISCUSSION

1. Characteristics of Curriculum 2013.

The competences of curriculum 2013 are designed as follows:

- a. The content of the curriculum is the competences which are stated in Core competences called *Kompetensi Inti*, and they are elaborated into Basic Competences for each subject.

- b. Core competences are categorical description of the competences that cover the aspects of attitude, knowledge, and skill that should be learned by the students in certain level of education, grade, and subject matter. Furthermore the core competences are the quality that should be possessed by the students for each subject which is organized in the process of active student involvement.
- c. Basic competences called *Kompetensi Dasar* is the basic competence the students learn for a certain theme in elementary school level and they are learned through certain subjects by junior and senior high school students.
- d. Core competences and basic competences in junior high schools are mainly focused on attitude but in senior high school it is focused on cognitive aspect or knowledge.
- e. The core competence is as organizing elements and the basic competences learned are all competences that have been elaborated together with learning process to achieve core competence.
- f. Basic competences are developed based on the accumulative principal, reinforced and enriched among subjects matter and education level (vertical and horizontal organization).
- g. Syllabus is designed as a learning design for a theme at elementary schools and in a subject matter for junior, senior and senior vocational schools. The syllabus should have all basic competences for the theme or subject matter in a certain class.
- h. The lesson plan is developed for each core competence.

From the characteristics of curriculum 2013 above it can be said that this new curriculum contains core competence, that consists of three aspects namely attitude, knowledge or cognitive and skills. The aspect of attitude (core competence number 1) is elaborated into spiritual and social attitude. The spiritual attitude is related to the relationship between human and the God in which students have to implement the rules of the religion they believe in. This competence is transferred into basic competence. The details are as follows; thanking God for having chances to learn English as International language. Moreover for the social attitude that related to the relationship among human are: the students have to be honest, discipline, responsible, care, polite, curious, confident, tolerant, internal motivation, healthy life, and concern with the environment.

The core competence of the social attitude (core competence number 2) is elaborated into several basic competences (2.1) the students show the politeness and the care in interpersonal communicating with teachers and their friends. (2.2) the students show the attitude of being honest, discipline, confident, responsible, in transactional communicating with the teachers and their friends. (2.3) the students show the attitude of responsible, care, team work, love peace in communicating. For the competence of knowledge or cognitive, the students have to understand factual, conceptual and procedural in knowledge and technology, art, culture, humanity, religion, nationality, citizenship, and civilization related to the visible event and phenomena. This competence is elaborated into eleven basics competences. (3.1) understanding the social function, the structure of the text and the element of the language for the expressions of greeting, leave taking, thanking, and apologizing and their responses based on the context used, (3.2) understanding the social function, the structure of the text and the element of the language for the expressions of introducing ourselves and its response based on the context used, (3.3) understanding the social function, the structure of the text and the element of the language of the text in asking days, month, time, date and year, (3.4) understanding the social function, the structure of the text of telling ourselves based on the context used, (3.5) understanding the social function, the structure of the text, the language elements of the text to state and ask name and number of animal, thing, public buildings that are close to the students' lives, (3.6) understanding the social function, the structure of the text the language elements of the text of labeling, list of the thing which are appropriate with its context used. (3.7) understanding the social function, the structure of the text the language elements of the text to state and to ask the character of the person, animal, things which are appropriate with its context used. (3.8) understanding the social function, the structure of the text the language elements of the text to state and to ask human, animal and thing (behavior, action, and function), which are appropriate with its context used. (3.9) understanding the social function, the structure of the text the language elements of the text of instruction, short notice, and warning or caution, which are appropriate with its context used, (3.10) understanding the social function, the structure of the text the language elements of the descriptive text by asking and stating short and simple descriptions of person, animal, and thing which are appropriate with its context used. (3.11) understanding the social function, the language elements of the song.

The core competence of skill (core competence number 4) contain the skills of trying, processing, presenting various things in the scope of concrete such as using something, elaborating, modifying, combining and making something. Beside it also contains the scope of abstract such as writing, reading, counting, drawing, and composing which are appropriate with the materials learned at school or other sources which are similar in views and theories. This core competence of learning English is elaborated into nine basic competences (4.1) constructing the simple oral text to express and response greeting, leave taking, thanking and apologizing by noticing the correct social function, structure of the text, and element of the language which are suitable with the context. (4.2) constructing the short and simple oral and written texts to state, ask

and response introducing by noticing the correct social function, structure of the text, and element of the language which are suitable with context. (4.3) constructing oral and written texts to state, ask days, months, time in numbers and date and years with the correct element of the language and appropriate with the context. (4.4) catching the meaning of simple and short oral and written self explanation. (4.5) constructing short and simple oral and written texts to explain and ask self description by noticing the correct social function, structure of the text, and element of the language which are suitable with context. (4.6) constructing oral and written texts to state and ask name of animal, things, public building, which are close to student's daily lives by noticing the correct social function, structure of the text, and element of the language which are suitable with context. (4.7) constructing written texts for labeling and list of goods by noticing the correct social function, structure of the text, and element of the language which are suitable with context. (4.8) constructing oral and written texts to state and ask the characteristics of person, animal, thing by noticing the correct social function, structure of the text, and element of the language which are suitable with context. (4.9) constructing oral and written texts to state and ask behavior, action and function of person, animal, thing with the correct element of the language and suitable with context.

Analyzing the points of the basic competences, seem that the attitude, character building knowledge and the language skill are important parts in English curriculum. Therefore those competences should be taught and learned by both teachers and students.

2. Character Education

Character education, variously known as values education, moral education, transmission of cultural values and socialization is regarded to have been around for centuries (Adeyemi et.al: 2009). Indonesia needs human resources in appropriate number and quality. It is needed as the main support in developing the country. To achieve such kind of Indonesia human resources, education has an important role. This is in line with Indonesia regulation No 20 in 2003 about national education system article no 3. It is stated that national education functions to develop the national ability and build the character and prestige national civilization to improve the quality of societies' lives. Besides the national educational aims to develop the students' potential in order to become pious persons who believe in God and implement it in their daily lives. They also have to be health, educated, skilful, creative and independent. They have to be democratic citizen and responsible. (Sudrajat: 2010).

Based on the functions and the goals of educational system, it is clear that for every level of education in Indonesia, the education should be done systematically to achieve the educational goal. This is in line with the goal of the character building of the students that enable them to compete with others. Furthermore they also have to become the persons who are etiquette, moralized polite and able to interact with other societies' members (Bilqist: 2012, translated by the writer).

Character education is an education system of character values to all persons at school. It deals with the education that consists of several components of knowledge, awareness, wants and actions to implement the values of each component. They have to be responsible to implements those values not only to the God but also to other persons, environment, nation and themselves. Therefore they are expected to be outstanding persons in every aspect of lives. In character education at school, all components should be involved, including the component of education such as curriculum, learning and assessment process, relationship quality, subject management, school management, co-curricular activities, empowering of infrastructure, financial and work ethic of all person (Sudrajat, 2010).

According to Megawangi in Kesuma *et al* (2012:7) character education is an effort to educate students to be able to make wise decisions and implement them in their daily lives. So, they can contribute positively to their environment. Other definition of education character is stated by Gaffar in Kesuma *et al* (2012:7). He says that character education is as transformational process of life values toward someone to be implemented in his/her life. From the above definitions there are three important thoughts; 1) the process of values transformation, 2) the character is infused in student's personality, 3) the character is integrated in attitude.

Kesuma *et al* (2012: 7) define the character education in school setting as follows; the learning which focus on reinforcement and the development of students' attitude totally, which is based on certain value selected by the school. It means that:

- a. Character education is integrated with the learning process of all subject matters.
- b. Character education is focus on reinforcement and students' attitude development for the assumption that a child is a human organism that has potency to be reinforced and developed.
- c. The reinforcement and attitude development are based on the value selected by school.

Based on the above definitions it can be said that character education is the effort to infuse the value of the attitude toward school society which is integrated to the teaching learning process of each subject. The aim of it is to make them applying those values in their daily lives that relates to God, other people, environment and themselves. Therefore the character education is not only at the level of cognitive but also touch the internalization and real experience of students' daily lives in the society.

3. Teaching Listening at Junior High School

One of the points of the basic competence stated in Curriculum 2013 is catching the meaning of the texts. It means that learning English at Junior High School include the competence of listening skill for the texts of transactional, interactional and functional. So in teaching English the teachers have to teach listening skill to students which should be integrated with the other language skills; speaking, reading and writing.

Based on curriculum 2013, the government has published the English text book for students and teachers of junior high school. The book contains the topics of *How are You, It's Me, It's My Birthday, I love People around Me, How Many Pets do You Have?, Let's Listen to the Songs, I Love Things around Me, She is So Nice, My Grandfather is a Doctor, Attention, Please!, and I am Proud of My Teacher*. (Teacher's Book for Junior High School grade VII). Those topics need teachers to deliver listening materials for listening skill whether in dialogues or monologs texts for the scientific approach needs it. Scientific approach used in teaching gives chances for the students to do:

- a. Observing. The students observe the context of the dialog such as video, audio or spoken text
- b. Questioning. The students ask the questions about the video or audio that contains dialog and people who are involved in dialog as well.
- c. Experimenting. The students listen to other dialogs or practice listening to other dialogs.
- d. Associating. The students collect some more information about the content of the dialogs they have listened to.
- e. Communicating or networking. The students communicate the content of the dialog they know with other people (friends, teachers, family members).

In teaching listening skill, it cannot be denied that there must be a listening materials to be listened by the students; audio or video that contains the voice of native speakers. By having this material the students are experienced in listening to the native speakers. For example, listening material for 'greeting'. For the first phase the teacher plays/shows the audio or video to the students, and then they observe it. After observing it they ask questions to the teacher about the audio/video they just watched. In the next phase the students practice listening to other dialogs of greeting and then they associate their knowledge about it in English and bahasa Indonesia or even in their own mother tongue. In the last step of scientific approach, they students are asked to communicate or to make net-working with other people about greeting in English.

4. Infusing the Values of Attitude in Teaching Listening Skill

Attitude or character can be infused in teaching every subject. It is not a separate subject taught to the students in isolation. Rather it integrates into the existing curriculum and into daily experiences and interactions (Alberta Education: 2005).

Curriculum 2013 requires teachers to infuse attitude or character in teaching their subjects. According to Suwito (2012) the values that should be integrated in attitude are:

- a. The value of pious. It should be infused at the earlier stage of student's mental development, because it is a mirror of the faith value. It is applied in daily life of each student when s/he has to do the rule of his/her religion.
- b. The value of faith. This value can influence someone's attitude and hopefully both teachers and students will lead themselves to become the right persons.
- c. The value of honesty or the attitude not to lie and able to sacrifice for the truth. This value will be a part of someone's life.
- d. The value of care which is implemented in the empathy, mutual advising, mutual reminding and mutual protecting.
- e. The value of openness which means that the school should be transparent. All activities should be conducted transparently to avoid suspiciousness, misinformation, and misunderstanding.
- f. The value of togetherness which means that the relationship between teachers, students and school administrators are reflected in mutual helping, care and honor other people.
- g. The value of etiquette and politeness which relate to the action, utterances which should be based on culture and norm of the society (norms of religion, politeness, and law).

The values mentioned above are in line with the values recommended by the Ministry of Education and Culture of the Republic of Indonesia called Kemendikbud (2013:18) which requires the teachers to infuse and observe the attitude of the students. Students' attitude which observed by teachers are categorized into eight aspects together with the aspects of knowledge and language skills (listening, speaking, reading and writing). The aspects are: respect, care, honest, discipline, confidence, responsible, team work, peace, and communicative. The process of infusing and observing those attitudes happen inside the classroom (when the students have listening class) and outside the classroom (when the students interact with the other students, teachers, school administrators and the head master. For example; topic taught at the VII grade at junior high school are: *How are You, It's Me, It's My Birthday, I love People around Me, How Many Pets do You Have?, Let's Listen to the Songs, I Love Things around Me, She is So Nice, My Grandfather is a Doctor, Attention,*

Please!, and I am Proud of My Teacher. (Buku Guru Bahasa Inggris SMP Kelas VII). For the first topic ‘How are you?’, or greeting in English which include the sub-topics for *greeting, leave taking, thanking and apologizing*. To teach listening skill for that topic, teacher should prepare the audio material related to all sub-topics. In the process of teaching listening, teachers observe the attitude of students related to the above characters. The teachers are also completed with assessment format of the students’ character, as the following table.

Table 1. Assessment table for the attitude

No	Aspects	Criteria	Score
1	Santun (respect)	Sangat sering menunjukkan sikap santun.	5
		Sering menunjukkan sikap santun.	4
		Beberapa kali menunjukkan sikap santun.	3
		Pernah menunjukkan sikap santun.	2
		Tidak pernah menunjukkan sikap santun	1
2	Peduli (care)	Sangat sering menunjukkan sikap peduli.	5
		Sering menunjukkan sikap peduli.	4
		Beberapa kali menunjukkan sikap peduli.	3
		Pernah menunjukkan sikap peduli.	2
		Tidak pernah menunjukkan sikap peduli	1
3	Jujur (honest)	Sangat sering menunjukkan sikap jujur.	5
		Sering menunjukkan sikap jujur.	4
		Beberapa kali menunjukkan sikap jujur.	3
		Pernah menunjukkan sikap jujur.	2
		Tidak pernah menunjukkan sikap jujur	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin.	5
		Sering menunjukkan sikap disiplin.	4
		Beberapa kali menunjukkan sikap disiplin.	3
		Pernah menunjukkan sikap disiplin.	2
		Tidak pernah menunjukkan sikap disiplin.	1
5	Percaya diri (self confidence)	Sangat sering menunjukkan sikap percaya diri.	5
		Sering menunjukkan sikap percaya diri.	4
		Beberapa kali menunjukkan sikap percaya diri.	3
		Pernah menunjukkan sikap percaya diri.	2
		Tidak pernah menunjukkan sikap percaya diri	1
6	Beratnggung jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab.	5
		Sering menunjukkan sikap bertanggung jawab.	4
		Beberapa kali menunjukkan sikap bertanggung jawab.	3
		Pernah menunjukkan sikap bertanggung jawab.	2
		Tidak pernah menunjukkan sikap percaya diri	1
7	Kerja sama (team work)	Sangat sering menunjukkan sikap kerja sama.	5
		Sering menunjukkan sikap percaya kerja sama.	4
		Beberapa kali menunjukkan sikap kerja sama.	3
		Pernah menunjukkan sikap percaya kerja sama.	2
		Tidak pernah menunjukkan sikap kerja sama	1
8	Cinta dama (peace)	Sangat sering menunjukkan sikap cinta damai.	5
		Sering menunjukkan sikap cinta damai.	4
		Beberapa kali menunjukkan sikap cinta damai.	3
		Pernah menunjukkan sikap cinta damai.	2
		Tidak pernah menunjukkan sikap cinta damai.	1
9	Berkomunikasi dengan baik (communicative)	Sangat sering menunjukkan sikap berkomunikasi dengan baik.	5
		Sering menunjukkan sikap berkomunikasi dengan baik.	4
		Beberapa kali menunjukkan sikap berkomunikasi dengan baik.	3
		Pernah menunjukkan sikap berkomunikasi dengan baik.	2
		Tidak pernah menunjukkan sikap berkomunikasi dengan baik.	1

Adapted from *Buku Guru Bahasa Inggris When English Rings a Bell*

The table above will guide teacher to assess the students’ attitude during the teaching learning process inside the classroom and outside the classroom. When the students’ against the attitude or character found on the assessment format, the teacher can tell or remind the students how they have to behave.

5. Challenges Faced by Teachers in teaching Character Education in teaching Listening Skill

The changing of curriculum 2006 to curriculum 2013 is the changing of mind set. It is the changing of the way the teachers teach. The teaching learning process of this curriculum is focused on students with the scientific approach (observing, questioning, experimenting, associating, and net-working or communicating).

This curriculum also apply the three models of learning, problem-based learning, project- based learning and discovery learning.

To implement this new curriculum both teachers and school administrators should have the same understanding of it. In addition the school management and the government are required to support the implementation of this curriculum. They need to:

- a. Provide the facilities needed in teaching-learning process.
- b. Give the aid of modeling consultation and training.
- c. Give the contextual solution in solving the problems faced by teachers in implementing the curriculum.
- d. Create the culture of school quality by implementing the innovative, contextual continues curriculum.

All items above are needed to help teachers in teaching. The teachers' job will not be so difficult if the school facilitate them with the aids and media they need.

Related to learning listening skill at junior high school, there are challenges faced by the teachers. For example, the first topic of teaching English at grade VII, semester 1 is 'How are you?' with sub-topics greeting, leave taking, thanking and apologizing. The attitude or the characters that will be gained by the students based on curriculum 2013 are showing seriousness in learning English. The first challenge the teachers faced is they do not teach the attitude or the character itself but they are models of the students for seriousness in learning listening skill. Being a model for the attitude or character of seriousness is not an easy thing. The teachers have to show to the students that they are serious in teaching and learning (doing their jobs), because their attitude will be the model for the students, and the students will imitate them. The students will apply what they watch from their teachers in their daily lives, not only at the present time but also in the future. The other character that should be achieved in this topic is the attitude of well mannered, confidence, responsible, care, team work, and peace.

Teaching listening at grade VII can be started by playing the audio or showing the video about greeting in English. In this step the teachers have another challenge for the textbook used is not completed with the audio materials. Therefore the teachers should provide the material by themselves. Even though the teachers can access the internet to find the materials, but it is difficult to find the listening materials that are suitable with the topic and level of students. This challenge will become problems if the school does not have teaching media such as; tape recorder, CD player, speakers or language laboratory. These media are needed since the students are required to observe the dialog spoken by native that will lead them to ask the questions.

Having such condition the teacher tends to skip teaching listening skill. The expert of teaching English, the researchers and the English practitioners have stated that in teaching English listening skill is really needed, and it cannot be ignored. It is because in oral communication listening skill is needed in order to understand what someone says (Larry: 2002). In addition in daily lives listening skill is required in lecturing, listening to the speech, radio, music, watching TV, taking the course, and others.

Based on the explanation above it can be said that the teaching of listening skill cannot be ignored. The school administrators together with the government should provide the facilities needed to implement curriculum 2013 as it is.

C. CONCLUSION

In curriculum 2013 the government has stated the core competences known as *Kompetensi Inti* (KI). Attitude is one of the competences that should be achieved besides the other competences, knowledge and skill. In teaching English, listening skill is one of the language skills the teachers have to teach in junior high school. This skill should be taught integrated with the other language skills and the character education, as it is stated in Basic Competence called *Kompetensi Dasar*. Since the teachers do not teach the character to the students (the teachers just observe the students' attitude) therefore the challenges for the teachers are how to be a good model for the students. Meanwhile providing the listening materials recorded on cassettes or CDs is another challenge for the teachers. The last is the media for teaching listening skill.

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