IMPLEMENTASI TEKS NARASI PADA KURIKULUM MERDEKA: EFEKTIFKAH UNTUK KEMAMPUAN MENYIMAK PADA KELAS TINGKAT LANJUT?

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ABSTRAK: Penelitian ini bertujuan untuk mengevaluasi efektivitas teks naratif dalam meningkatkan kemampuan mendengarkan siswa dalam konteks Kurikulum Merdeka untuk pembelajaran bahasa Inggris di tingkat lanjutan. Pendekatan penelitian yang digunakan adalah quasi-eksperimen dengan desain pre-test post-test satu kelompok. Sampel penelitian terdiri dari 111 siswa kelas sebelas dari SMA Negeri 5 Makassar, yang berpartisipasi dalam pre-test dan post-test menggunakan teks naratif "Legenda Danau Toba". Hasil penelitian menunjukkan peningkatan yang signifikan dalam kemampuan mendengarkan siswa setelah penggunaan teknik pembelajaran berbasis teks naratif. Observasi selama proses pembelajaran menunjukkan bahwa penggunaan media visual dan strategi chunking secara efektif meningkatkan keterlibatan siswa. Analisis data menggunakan uji t sampel berpasangan mengungkapkan nilai signifikan di semua kelas, sehingga menegaskan efektivitas strategi ini. Peningkatan nilai rata-rata siswa dari pre-test ke post-test memperkuat kesimpulan bahwa pembelajaran berbasis teks naratif meningkatkan pemahaman siswa terhadap materi mendengarkan yang kompleks. Penelitian ini memvalidasi bahwa metodologi pembelajaran berbasis teks naratif selaras dengan tujuan Kurikulum Merdeka untuk meningkatkan kemampuan berpikir kritis, kreativitas, dan otonomi belajar siswa. Oleh karena itu, strategi ini disarankan untuk diimplementasikan dalam pemerolehan bahasa Inggris, khususnya untuk meningkatkan kemampuan mendengarkan.

Kata Kunci: Kurikulum Merdeka, Teks Naratif, Pemahaman Mendengarkan, Bahasa Inggris Tingkat Lanjut, Metode Chunking.

ABSTRACT: *This research seeks to evaluate the effectiveness of narrative texts in fostering students' listening abilities within the context of the Merdeka Curriculum for English language learning in the advanced level. The employed research approach was a quasi-experiment utilizing a one-group pre-test post-test design. The research sample comprised 111 eleventh-grade students from SMA Negeri 5 Makassar, who participated in both the pre-test and post-test utilizing the narrative "The Legend of Lake Toba." The findings indicated a substantial enhancement in students' listening abilities following the*

use of narrative text-based learning techniques. Observations during the learning process indicated that the utilization of visual media and chunking strategies effectively enhanced student involvement. Data analysis employing the paired sample t-test revealed significant values across all classes, so affirming the efficacy of this strategy. The rise in students' average scores from pre-test to post-test reinforces the conclusion that narrative text-based learning enhances students' comprehension of intricate listening materials. This research validates that the narrative text-based learning methodology aligns with the goals of the Merdeka Curriculum to enhance students' critical thinking abilities, creativity, and autonomy in learning. Consequently, this strategy is advised for implementation in English language acquisition, particularly for enhancing listening abilities.

Keywords: Merdeka Curriculum, Narrative Text, Listening Comprehension, English Advanced, Chunking Method.

INTRODUCTION

Teaching is an endeavor aimed at enhancing pupils' knowledge, character, and behavior, fostering their development into virtuous individuals with a positive mindset (Pratama et al., 2020). Since 1947, the education system in Indonesia has experienced reform and enhancement (Yafie et al., 2024). Significant years that documented these alterations include 1964, 1968, 1973, 1975, 1984, 1994, 1997 (curriculum revision of 1994), 2004 (Competency-Based Curriculum), 2006 (Education Unit Level Curriculum/KTSP), and in 2013, the government, via the Ministry of National Education, modified it to the 2013 Curriculum (Kurtilas), which was subsequently revised in 2018 to form the Revised Kurtilas (Santy & Nasution, 2024). A new curriculum, termed the Merdeka Curriculum, has recently been introduced (Rohmah et al., 2023a).

Izza et al. (2020) assert that the Merdeka Curriculum allows instructors and students the liberty to think freely, unencumbered by constraints, hence fostering the development of educational potential. The Merdeka Curriculum is defined as a curriculum that cultivates competences through approaches aligned with individual aptitudes and inclinations, incorporating a variety of intracurricular learning experiences. The Merdeka Curriculum is an enhancement of the 2013 curriculum (Rohmah et al., 2023b). A key benefit of the Merdeka Curriculum is that educators can tailor their instruction to students' accomplishments, allowing for individual development (Fitriyah & Wardani, 2022). In addition to the benefits, there are also drawbacks, specifically the

significant educational disparities in socialization, which result in an inconsistent application of the Merdeka curriculum. In the Merdeka Curriculum, students are expected to attain specific competencies in the compulsory English subject, enabling them to comprehend the principal ideas of intricate listening texts, encompassing both concrete topics pertaining to local events and abstract themes related to contemporary issues or other subjects within narrative, expository, and discussion formats. Listening is seen as a fundamental skill in language acquisition and learning (Tabieh et al., 2020).

Education is one of the exertions to enhance the quality and potential of each individual (Adawiyah et al., 2023; Asbari & Novitasari, 2020; Asbari & Prasetya, 2021; Larasati et al., 2023; Safitri et al., 2023; Siringoringo et al., 2023). No education can be dissociated from the curriculum (Lubinski & Tama, 2021). The curriculum comprises a compilation of plans, objectives, and educational resources. The curriculum is an integral part of the educational process. A curriculum is a series of plans to facilitate the teaching and learning process (Arviansyah & Shagena, 2022). The plans drawn up are under the responsibility of educational institutions and the teachers there. Meanwhile, in the Law on the National Education System No. 20 of 2003 article 1 point 19, it is stated that the curriculum is a set of arrangements and plans regarding objectives, content and learning materials as well as the methods used as a guide for learning activities to achieve educational goals (Riyanto et al., 2024).

The education curriculum in Indonesia has changed repeatedly. According to Rantelimbong et al., (2021), In the digital era, the education system is expected to realize that students have skills capable of critical thinking and problem-solving, creativity and innovation, communication and collaboration skills, and professional use of information and technology (Rohmah et al., 2023a). Curriculum policies that change or are frequently replaced have a negative impact on students whose enthusiasm decreases, in fact, this condition will have a direct impact on the school, namely related to the school's vision, mission and goals (Nurhidayati et al., 2022). Currently, the Merdeka Curriculum is becoming popular. The Merdeka Curriculum has been implemented since 2021, and it is hoped that the curriculum can restore learning after the Covid-19 pandemic (Yufani et al., 2023).

Regarding problems that have not been resolved in the 2013 curriculum, the government has brought back the newest curriculum, namely the Merdeka Curriculum

(Oktaviani et al., 2023). According to (Lestari, 2018), this curriculum is expected to be able to overcome problems in the previous curriculum. According to (Adi et al., 2021), the Merdeka Curriculum will create active learning. This program is not a replacement for programs that are already running, but to provide improvements to systems that are already running (Sarno et al., 2022). The freedom to learn offered by the Ministry of Education and Culture is a simpler learning process, this includes (1) A sheet called Learning Implementation Plan means it is made and not as complicated as before; (2) a zoning system for accepting new students which is flexible in its implementation; (3) National Examination is replaced with minimum competency assessment and character survey; and (4) National Standard School Examination) is transferred to ongoing assessments such as portfolios (group assignments, written work, practicums, etc.). In reality, this Merdeka Curriculum adds to existing problems with the quality of education (Rohmah et al., 2023a; Yafie et al., 2024).

This research examines the effect of the Merdeka Curriculum on students' listening abilities through the research of narrative texts in English at the Advanced Level in Senior High Schools in Makassar. The Merdeka Curriculum represents the implementation of a novel educational framework encompassing all procedures and The methodologies in this curriculum markedly differ from those of the preceding curriculum; hence, the researchers examined the extent of the Merdeka Curriculum's impact on students' listening abilities via narrative texts.

REVIEW AND LITERATURE

An English Subject in Advanced Level is a program outside of mandatory English language teaching, which is provided for Classes XI and XII (SMA/MA/Package C Program) by facilitating students who are truly interested in researching English in a more comprehensive and focused manner. This program is expected to help students successfully achieve targeted academic abilities and life skills needed to be able to live in a rapidly changing world and technology. Apart from life skills, An English Subject in Advanced Level also emphasizes 21st-century skills (critical thinking, creativity, communication and collaboration), character development and literacy as needed (Fikri et al., 2024).

This Advanced Level English Subject offers students the opportunity to enhance their proficiency in the four core language skills: listening, speaking, reading, and writing. The minimal learning outcomes for the four English abilities in this Advanced Level English program align with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFRL) and correspond to Level B2. English Level B2 is the fourth tier of competency, specifically the Upper Intermediate level, in the Common European Framework of Reference (CEFR), which categorizes language proficiency levels established by the Council of Europe.

The methodology employed in this Advanced Level English Subject is a text-based approach (genre-based approach), wherein the focus of learning is on text across many modalities, including oral, written, visual, audio, or multimodal formats (Dung, 2021). Learning aims to offer experience in utilizing English texts to comprehend and implement factual, conceptual, and procedural knowledge driven by curiosity regarding science, technology, art, and culture pertaining to observable phenomena and occurrences. According to Halliday and Mathiesen (2014: 3), "When individuals speak or write, they generate text, which is what listeners and readers interact with and interpret." Consequently, instruction emphasizes enhancing proficiency in the four language skills (listening, speaking, reading, and writing) through an integrated approach across three text types: story, exposition, and discussion.

Listening is unequivocally enhanced through the act of listening itself (Gonulal, 2020). Listening is the active engagement in receiving, comprehending, and responding to verbal and occasionally non-verbal communications. It encompasses not merely perceiving the spoken words but also comprehending their significance, assessing the information, and delivering suitable feedback (Aufa & Supriyadi, 2022). The components of successful listening are receiving, attending, understanding, evaluating, and responding. Effective listening is crucial for communication and relationship development, as it guarantees the precise transmission and comprehension of messages, hence promoting mutual respect and understanding (Sugianto et al., 2017).

Listening is essential in English education as it is fundamental to language acquisition and mastery. Jack C. Richards (2013:49) states: "An influential figure in second language acquisition and pedagogy." Jack C. Richards has thoroughly documented the significance of listening skills in language acquisition. In English

education, integrating diverse listening activities, including conversations, lectures, songs, and audiobooks, can substantially improve learners' language competency and confidence in utilizing English across multiple contexts. Adapted from Jack C. Richards (2013), the researchers illustrates the listening responsibilities in English teaching in Figure 1 below.
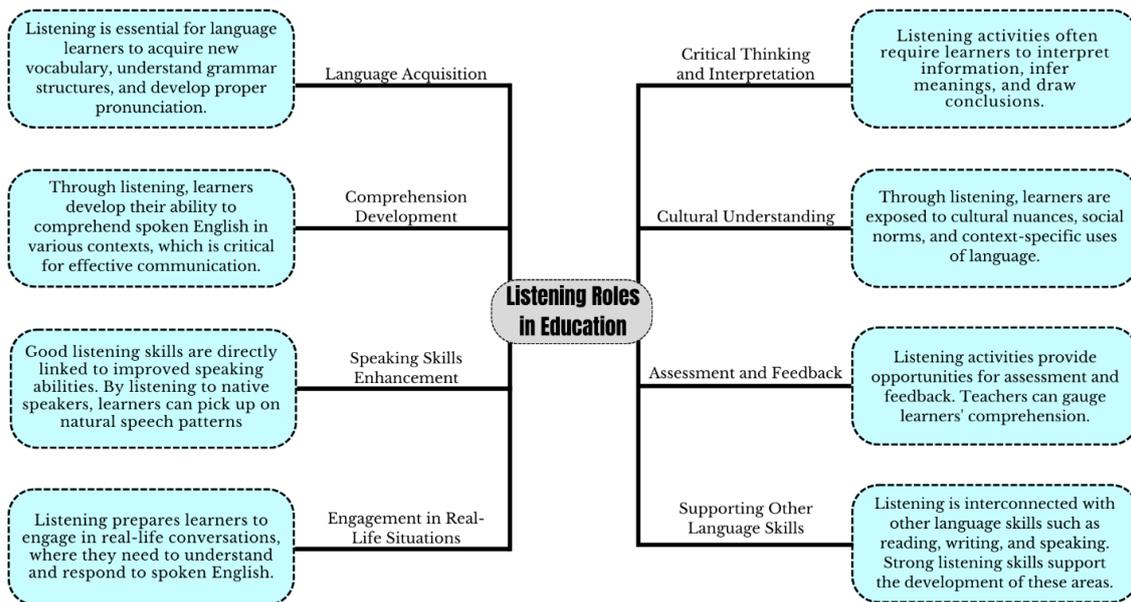

Figure 1. Listening Roles in Education

A narrative is a rhetorical endeavor that encourages its audience to immerse themselves in a tale world and interact with its events and characters (Rosmarie & Mualimin, 2021). According to the aforementioned definition, one can deduce that narrative text is a genre that conveys a tale. It is designed to entertain, inform, or convey ideas and emotions (Trisnani et al., 2021). Narrative texts generally exhibit a distinct series of events or acts, comprising the following elements: orientation, intricacy, resolution, and an optional coda (Elliott, 2012).

Narrative texts may be either fictional or non-fictional and encompass genres such as novels, short stories, fairy tales, fables, and autobiographies (Barnwell & Ravn, 2024). Narrative texts provide advantages for pupils, specifically (1) Improved Language Proficiency. This section focuses on vocabulary, grammar, and reading comprehension. Students' exposure to diverse vocabulary in context facilitates the acquisition of new words and phrases, enabling them to exemplify grammatical structures in practice, thereby enhancing comprehension and application, as well as improving their capacity to

interpret and analyze intricate texts; (2) Life Lessons and Moral Values. This section encompasses reflection and moral instruction. Numerous narratives incorporate lessons or moral ideals that can enhance students' personal development, allowing them to reflect on their own lives and experiences via the perspectives of the characters and events they encounter; and (3) Enhance Writing Skills. Structure and Style serve as the functions in this section. Comprehending narrative structure aids students in structuring their writing, while exposure to many writing styles can enhance and refine their writing methods (Hao, 2023).

Within the framework of Indonesia's Merdeka Curriculum, narrative literature is crucial in the language acquisition process, especially in enhancing students' literacy, creativity, and critical thinking abilities (Sattler, 2022), as succinctly illustrated in Figure 2 below. A narrative text in the Merdeka Curriculum is characterized as a work that recounts a story with a systematic progression of events, encompassing direction, complication, and conclusion. This framework aims to assist students in comprehending the components of storytelling and enhancing their narrative abilities. The text may be either fictitious or non-fictional, encompassing genres such as fairy tales, fables, legends, myths, and autobiographical accounts (Hogan, 2011).
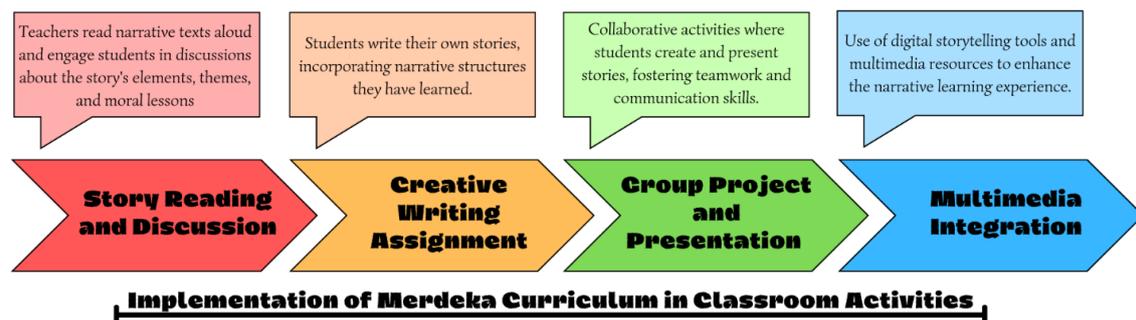

Figure 2. Implementation of Merdeka Curriculum in Classroom Activities

Narrative texts are an essential element of the Merdeka Curriculum, facilitating the whole development of students in language education. Through interaction with tales, students enhance their linguistic abilities, critical thinking, creativity, and cultural awareness, which aligns with the curriculum's objective of cultivating independent and well-rounded learners (Sattler, 2022). Van et al. (2021) assert that utilizing media to assist students in learning English significantly enhances language skills and facilitates the

English learning process. Luu et al. (2021) assert that few studies investigate the efficacy of certain media in enhancing English competencies (Sarno et al., 2022; Yafie et al., 2024). The study by Selvakumar and Sivakumar (2019) demonstrated that academic accomplishment scores have markedly differed from the traditional technique and the classical approach meant is the use of media (Lubinski & Tama, 2021)

RESEARCH METHOD

This research employs a positivistic approach utilizing quantitative experimental methods as its design. The instruments include (1) participant observation, wherein researchers engage in research activities to obtain more comprehensive and precise observational data, and (2) a one-group pretest-posttest design, utilizing purposive sampling to select a class studying Advanced English subjects based on specific criteria (Creswell & Creswell, 2023). The population consists of Class XI at SMAN 5 Makassar, and the sample is presented in Table 1 below. The research data consists of numerical values that can be quantified using statistical methods as a testing instrument in computations pertinent to the examined issues, ultimately leading to a conclusion (Clandinin, 2007). Consequently, researchers utilize the SPSS Version 25 application. As a medium and instrument to evaluate and substantiate the hypothesis.

Table 1. Sample of Research

Class	n
XI-2 (November)	37 students
XI-3 (Quebec)	37 students
XI-4 (Mike)	37 students
Total	111 students

This research was performed in SMA Negeri 5 Makassar, located in Makassar City, South Sulawesi. This research aimed to enhance the listening skills of grade XI students during narrative text classes in advanced English under the Merdeka curriculum. Each class will undergo a thorough listening assessment through a recorded short story concerning Indonesian legends, comprising both a pretest and a posttest. Subsequently, listening training will be administered following the pretest to enhance the accuracy of the research findings, as the treatment allows for a comparative analysis with the pre-treatment conditions (Elliott, 2012).
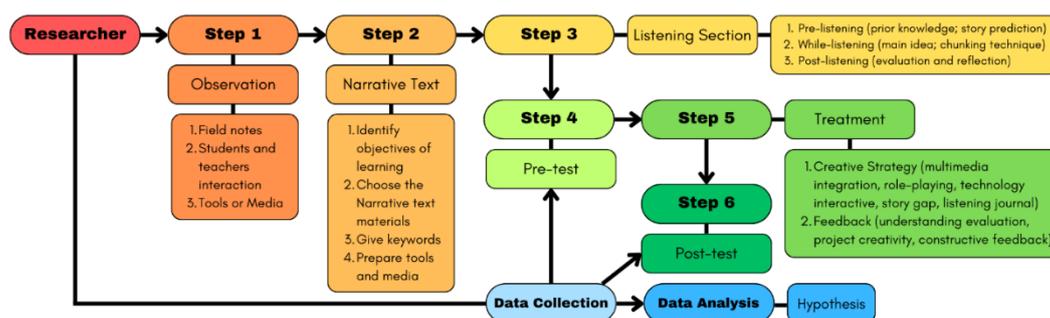
Figure 3. Data Collection and Analysis Techniques

Primary sources of data include test results, whereas secondary sources include tools and media. Researchers have access to both types of data. The sequence of data gathering methods is depicted in the figure that can be found above. After that, the data that was acquired is examined by doing a paired sample t-test with SPSS version 25 in order to demonstrate that the hypothesis is correct.

RESULTS AND DISCUSSION

The research findings investigate the implementation of narrative text within the Merdeka Curriculum and its impact on students' listening abilities. The results were derived from observational data and auditory proficiency assessments. The analysis examines the utilization of narrative text in listening activities and its efficacy in enhancing students' comprehension, engagement, and critical thinking skills.

Observation

The objective of the observation is to comprehend the utilization of narrative text in the development of listening abilities and to analyze student responses to this approach. This observation is classified as participant observation, as the researchers assumes the role of the teacher. Table 2 below presents the field notes from the observation method conducted by the researchers:

Table 2. Field Notes of Research

Class	Schedule	Descriptions
XI-2	Wednesday (07.15-09.30) Thursday (13.00-14.30)	Observations were conducted in an English Subject in Advanced Level class at SMA Negeri 5 Makassar, with 3 classes and 111 students. On day 1, the researchers conducted an explanation about narrative text to the class (September 5-7, 2023) and continued the narrative text material on day 2 (September 6-7, 2023). On day 3
XI-3	Tuesday (10.45-13.00) Wednesday	(September 12-14, 2023) The learning session

XI-4	(13.00-14.30) Tuesday (13.45-16.00) Thursday (08.45-10.15)	commenced with a pre-listening activity in which the researchers elicited students' prior knowledge by posing questions regarding familiar folklore. The instructor employed the title and illustration of the narrative "Toba Lake" to stimulate students' predictions. Some pupils appeared eager to express their ideas, but others remained passive. The researchers subsequently presented essential language that will feature in the narrative through uncomplicated visual aids on the board. Upon commencing the while-listening phase, the researchers played the complete audio of the story once. Students exhibit concentration; nonetheless, some struggle to grasp the nuances of the narrative. During the second replay, the researchers segments the narrative into multiple pieces (chunking) and offers prompts in the form of brief questions at each interval. This assists pupils in identifying significant elements like as characters, situations, and conflicts. Throughout this process, certain students employed idea maps to illustrate the narrative. Subsequent to the listening exercise, post-listening activities were conducted by prompting students to engage in small group discussions regarding the moral message of the narrative. The groups subsequently presented their discussion outcomes, and the researchers offered criticism and elucidation on aspects of the narrative that were unclear. Certain pupils exhibited more engagement in group conversations compared to individual listening.

During the observation, student involvement heightened when the researchers employed visual approaches and chunking strategies. It was determined that pupils with deficient listening skills required more instruction. The researchers mitigated this by offering scaffolding through leading questions and illustrative language. The utilization of narrative texts enhanced students' comprehension of story structure and augmented their engagement, however diverse media and strategies were still required to address disparities in listening abilities.

Tests

The listening skills assessment aims to evaluate pupils' understanding of the narrative materials they hear. This assessment encompasses multiple facets of comprehension, including main ideas, detailed details, and inferences. Table 3 illustrates the format of the test.

Table 3. Test Format

Categories	Descriptions
Material	Audio narrative story entitled "The Legend of Toba Lake" (short version).
Duration	60 minutes (30 minutes listening + 30 minutes answering)
Test Format	Multiple choices (20 questions)
Test Execution	Pre-test was on September 13-14, 2023 Post-test was on September 20-21, 2023
Assessment Criteria	5 points for each multiple-choice question

Based on the test format above, tests were done by the researchers in two sections, pre-test and post-test. The result is shown below in Table 4.

Table 4. Test Result

XI-2 (November)			XI-3 (Quebec)			XI-4 (Mike)		
Name	Pre-test	Post-test	Name	Pre-test	Post-test	Name	Pre-test	Post-test
AS	80	95	AFM	85	100	ABM	30	95
AA	80	90	ANP	65	80	ANNF	40	85
AI	80	90	AR	65	85	AZRS	35	90
AAq	80	90	AM	60	75	AMR	50	100
AAl	80	90	AHM	75	90	ATA	55	85
ABB	80	90	AB	85	100	AM	50	85
ACA	90	100	AN	80	95	AEP	65	85
AAt	75	85	ANR	70	75	AAP	40	100
AAk	80	90	CN	70	80	CA	65	90
AIL	75	90	EA	60	75	DP	55	95
AN	80	85	FR	80	95	DAD	50	90
CA	95	100	FPAZ	80	95	FK	55	85
DPA	75	85	IS	65	80	FR	55	90
DP	75	90	IAC	65	80	FNI	55	85
DQHAB	70	90	JL	55	75	IMS	55	95
FI	75	100	KHV	70	90	IS	65	100
KBP	70	80	KS	75	100	IMP	65	85
MNQ	75	80	MP	70	85	JBA	65	85
MM	65	85	MH	65	80	KNA	50	90
MA	75	80	MFR	75	75	KTP	65	85
N	65	95	MRA	75	90	KAM	35	90
NAZ	85	80	MRR	70	85	MSP	65	95
NR	60	85	MR	55	70	MAA	20	90
NA	60	95	NA	60	70	MA	65	90
NH	85	90	NC	75	90	MDAM	35	90
NHk	85	95	NDA	80	90	MSW	75	90
PC	55	85	NNSPM	70	85	MR	95	100
RA	50	85	NQ	45	90	NN	50	90
SR	70	75	NIH	65	85	NR	40	95
SN	85	95	NS	70	85	NSW	70	95

SAN	70	70	PA	75	90	RS	70	80
SI	70	95	SP	65	70	RH	70	80
SK	65	75	SA	60	80	SA	75	75
SH	90	100	SC	70	85	SFD	70	80
SZY	85	95	VAD	70	80	SNAD	70	80
SS	55	80	VS	65	85	SSS	70	80
YA	65	75	AMBF	40	65	TN	40	75

Table 4 above presents statistics on the pre-test and post-test outcomes of students from three classes: XI-2, XI-3, and XI-4. The data presents the initial score (pre-test) and the end score (post-test) subsequent to the therapy. A majority of students demonstrated a substantial improvement in scores, indicating the efficacy of their abilities or the advancement of their comprehension of the assessed topic.

Certain pupils, particularly in class XI-4, demonstrated significant advancements. For instance, ABM, who initially attained a score of 30 on the pre-test, thereafter achieved a score of 95 on the post-test. Furthermore, few students with exceedingly low pre-test scores, such as 20 or 30, succeeded in attaining post-test scores above 65. This signifies that the used learning strategy was highly effective in enhancing student comprehension.

Nonetheless, several kids exhibited minimal or no progress, with comparable pre-test and post-test results. For instance, SA maintained a score of 75 on both assessments. Despite the overall good trend in the data, these results suggest that certain students require further support to enhance their learning outcomes.

Table 4 indicates that the comparison of pre-test and post-test results for students in classes XI-2, XI-3, and XI-4 demonstrates a significant improvement in post-test scores relative to pre-test scores, with certain students exhibiting substantial increases, such as rising from low pre-test scores of 20, 30, or 35 to post-test scores exceeding 65 to 100 following the intervention. This demonstrates the efficacy of listening comprehension in the application of narrative texts within the Merdeka curriculum.

Hypothesis

To examine the hypothesis, the paired sample t-test is a statistical procedure employed to compare the means of two distinct conditions or time points within the same group in this research. This test assesses whether a substantial difference exists in the outcomes before and after the intervention within the same subject. Its function is to test the hypothesis, determining whether there is a significant change in the dependent

variable following treatment. The parameters of the hypothesis test are illustrated in Figure 4 below; additionally, to regulate the variables, the utilization of a paired sample t-test is appropriate as the same subjects are tested under both conditions, thereby minimizing variation attributable to inter-subject differences and allowing the analysis to concentrate on treatment effects.

Null Hypothesis (H_0): There is no difference in the mean between before and after treatment.
Alternative Hypothesis (H_1): There is a difference in the mean between before and after treatment.

Figure 4. Hypothesis Test

The procedure for doing a paired sample t-test commences with the acquisition of data from the identical group under two distinct situations, such as pre-treatment and post-treatment assessments. Subsequent to data collection, the following step is to assess the normality assumption regarding the differences in scores between data pairs, as the paired t-test necessitates normally distributed data. Consequently, the researchers employed SPSS Version 25 to facilitate the calculation of the differences between each data pair and the mean of those differences. The outcomes of the normalcy test are presented in Table 5. Upon obtaining the T value, the researchers juxtaposes it with the critical value in the T-table and examines the P-value. The data results are presented in Table 5 below:

Table 5. Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest_XI_2	.142	37	.057	.967	37	.324
Posttest_XI_2	.170	37	.008	.945	37	.069
Pretest_XI_3	.154	37	.026	.941	37	.050
Posttest_XI_3	.116	37	.200*	.964	37	.271
Pretest_XI_4	.175	37	.006	.958	37	.170
Posttest_XI_4	.155	37	.026	.941	37	.051

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to Table 6 above, the SPSS Version 25 Application presents two types of normality tests; nevertheless, this research employs the Shapiro-Wilk normality test due to the sample size being less than 100. The normality of data can be assessed in the

Significance column. The data is considered regularly distributed if Sig. > 0.05, and the table above indicates that all data conforms to this distribution. Consequently, the paired sample t-test can be conducted, and the results are presented in Table 6 below:

Table 6. Paired Sample T-Test

Paired Samples Test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest_XI_2 - Posttest_XI_2	-13.51351	9.49158	1.56041	-16.67816	-10.34886	-8.660	36	.000
Pair 2	Pretest_XI_3 - Posttest_XI_3	-15.67568	6.98830	1.14887	-18.00569	-13.34566	-13.644	36	.000
Pair 3	Pretest_XI_4 - Posttest_XI_4	-32.29730	17.85725	2.93571	-38.25120	-26.34339	-11.002	36	.000

The paired sample T-test is employed to ascertain whether a disparity exists in the means of two paired samples. The two samples in question are identical yet possess two distinct data sets. The paired sample T-test is a component of parametric statistics; hence, as per the principles of parametric statistics, the research data must exhibit normal distribution, as seen in Table 5.

According to Table 6, (1) class XI-2 (pair 1) exhibits a mean of -13.51, a standard deviation of 9.49, and a significance (2-tailed) of 0.00; (2) class XI-3 (pair 2) shows a mean of -15.67, a standard deviation of 6.98, and a significance (2-tailed) of 0.00; and (3) class XI-4 (pair 3) presents a mean of -32.29, a standard deviation of 17.85, and a significance (2-tailed) of 0.00. Based on the principles of the paired sample t-test for hypothesis testing, if the Sig. (2-tailed) value is less than 0.05, a significant difference exists between the learning methods in the pre-test and post-test data. As indicated in Table 6, the Alternative hypothesis (Ha) is accepted while the Null hypothesis (H0) is rejected, demonstrating that the implementation of narrative text in the Merdeka

Curriculum is effective for enhancing listening comprehension among senior high school students in the advanced level.

CONCLUSION

This research demonstrates that the use of narrative material inside the Independent Curriculum markedly enhances students' listening abilities. Data acquired from pre-test and post-test assessments indicated a substantial improvement in scores following the introduction of narrative text-based learning techniques. The outcomes of statistical analyses employing paired sample t-tests further corroborate these findings, revealing significant values across all examined classes. Observations indicate that this strategy enhances students' comprehension of auditory materials while also fostering active engagement and critical thinking. Consequently, the employment of narrative text in auditory learning significantly enhances the goals of the Independent Curriculum, specifically fostering a more adaptable educational experience aligned with students' potential.

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