

**DEVELOPING INTERCULTURAL-BASED SPEAKING MATERIALS
FOR THE 8TH GRADE STUDENTS OF JUNIOR HIGH SCHOOLS TO
PRACTICE LINGUISTIC FEATURES AND PEACE EDUCATION IN
MERDEKA CURRICULUM**

BY

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ABSTRACT

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This study aims to develop intercultural-based speaking materials for 8th-grade students in junior high schools within the Merdeka Curriculum. A needs analysis conducted with students and teachers in Jembrana, Bali, revealed that students require materials that enhance vocabulary, grammar, pronunciation, and critical thinking skills, while incorporating cultural content from local, national, and global contexts. Teachers also emphasized the importance of peace education themes, such as fostering respect for diversity and teaching conflict resolution strategies, which are insufficiently addressed in current textbooks. Using the Successive Approximation Model (SAM), this study developed supplementary speaking materials through preparation, iterative design, and implementation phases. The resulting materials were refined based on expert evaluations to ensure they aligned with students' needs, focusing on linguistic features, intercultural competence, and peace education. Expert reviews suggest they align well with students' needs and curriculum goals, integrating linguistic practice with intercultural competence and peace education. The findings emphasize the importance of embedding cultural and peace themes into English language learning to promote empathy, tolerance, and effective communication. Future researchers are encouraged to implement and test these materials in classroom settings to evaluate their practical impact on students' speaking skills, intercultural competence, and peace education outcomes, further strengthening their effectiveness and relevance.

Keywords: Development, Intercultural communicative competence, Merdeka Curriculum, Peace education, Speaking materials, Successive Approximation Model.

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan bahan ajar berbicara berbasis antarbudaya untuk siswa kelas 8 di sekolah menengah pertama dalam Kurikulum Merdeka. Analisis kebutuhan yang dilakukan dengan siswa dan guru di Jembrana, Bali, mengungkapkan bahwa siswa membutuhkan bahan ajar yang dapat meningkatkan keterampilan kosakata, tata bahasa, pelafalan, dan berpikir kritis, serta memuat konten budaya dari konteks lokal, nasional, dan global. Guru juga menekankan pentingnya tema pendidikan perdamaian, seperti menghormati keragaman dan mengajarkan strategi resolusi konflik, yang masih kurang tercakup dalam buku teks saat ini. Menggunakan Model Pendekatan Bertahap (Successive Approximation Model/SAM), penelitian ini mengembangkan bahan ajar tambahan melalui tahapan persiapan, desain iteratif, dan implementasi. Bahan ajar yang dihasilkan disempurnakan berdasarkan evaluasi ahli untuk memastikan kesesuaiannya dengan kebutuhan siswa, dengan fokus pada fitur linguistik, kompetensi antarbudaya, dan pendidikan perdamaian. Peninjauan ahli menunjukkan bahwa bahan ajar ini selaras dengan kebutuhan siswa dan tujuan kurikulum, mengintegrasikan praktik linguistik dengan kompetensi antarbudaya dan pendidikan perdamaian. Temuan ini menekankan pentingnya mengintegrasikan tema budaya dan perdamaian ke dalam pembelajaran bahasa Inggris untuk mendorong empati, toleransi, dan komunikasi yang efektif. Peneliti selanjutnya disarankan untuk mengimplementasikan dan menguji bahan ajar ini di lingkungan kelas guna mengevaluasi dampaknya secara praktis terhadap keterampilan berbicara siswa, kompetensi antarbudaya, dan hasil pendidikan perdamaian, serta memperkuat efektivitas dan relevansinya.

Kata kunci: Pengembangan, Kompetensi komunikasi antarbudaya, Kurikulum Merdeka, Pendidikan perdamaian, Bahan ajar berbicara, Model Pendekatan Bertahap (SAM).