

**DEVELOPING INTERCULTURAL-BASED SPEAKING MATERIALS
FOR THE 7TH GRADE STUDENTS OF JUNIOR HIGH SCHOOL TO
PRACTICE LINGUISTIC FEATURES AND PEACE
EDUCATION IN MERDEKA CURRICULUM**

BY

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ABSTRACT

This study develops intercultural-based speaking materials for 7th-grade students within Indonesia's Merdeka Curriculum to address their specific needs and enhance speaking abilities while integrating intercultural competence, peace education, and linguistic features such as grammar, vocabulary, pronunciation, and discourse. Using surveys and needs analysis, the study identified students' strong preference for interactive, culturally relevant speaking activities that align with their personal and local contexts. The Successive Approximation Model (SAM) was employed as the framework for material development, encompassing iterative phases of design, expert review, and revision to ensure alignment with curriculum goals. The final materials include exercises that foster linguistic skills, cultural awareness, and peacebuilding while promoting critical thinking. This research underscores the importance of integrating intercultural and peace education into language learning to create a culturally sensitive learning environment. Future studies should explore the long-term impacts of these materials on students' intercultural competence and peace education outcomes.

Keywords: intercultural education, peace education, speaking materials, Merdeka Curriculum, Successive Approximation Model

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ABSTRAK

Penelitian ini mengembangkan bahan ajar berbicara berbasis interkultural untuk siswa kelas 7 dalam Kurikulum Merdeka guna meningkatkan kemampuan berbicara melalui integrasi kompetensi interkultural, pendidikan perdamaian, dan fitur linguistik seperti tata bahasa, kosakata, pelafalan, dan wacana. Berdasarkan survei dan analisis kebutuhan, siswa lebih menyukai kegiatan berbicara yang interaktif dan relevan dengan konteks mereka. Model Successive Approximation (SAM) digunakan sebagai kerangka pengembangan untuk memastikan bahan ajar sesuai dengan tujuan kurikulum. Hasilnya meliputi latihan yang mendukung keterampilan linguistik, kesadaran budaya, pembangunan perdamaian, serta pemikiran kritis. Penelitian ini menegaskan pentingnya pendidikan interkultural dan perdamaian dalam pembelajaran bahasa untuk menciptakan lingkungan belajar yang sensitif secara budaya. Penelitian selanjutnya diharapkan dapat mengkaji dampak jangka panjang bahan ajar ini terhadap kompetensi interkultural dan hasil pendidikan perdamaian siswa.

Kata kunci: pendidikan interkultural, pendidikan perdamaian, materi berbicara, Kurikulum Merdeka, Model Aproksimasi Suksesif