

**STUDENTS' EXPERIENCES OF DEVELOPING CREATIVITY
IN ENGLISH LEARNING THROUGH TASK-BASED
LANGUAGE TEACHING IN MERDEKA CURRICULUM**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 A.D/1447 A.H**

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IN ENGLISH LEARNING THROUGH TASK-BASED
LANGUAGE TEACHING IN MERDEKA CURRICULUM**

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Presented to Faculty of Tarbiyah and Teacher Training
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Sarjana Pendidikan

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ABSTRACT

Mariam. 2026. Students' Experiences of Developing Creativity in English Learning Through Task-Based Language Teaching in Merdeka Curriculum. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dra. Andi Irlina, M.Hum

Keywords: Task-Based Language Teaching; Student Creativity; Descriptive Qualitative; English Language Learning; Merdeka Curriculum

The implementation of the Merdeka Curriculum encourages students to be more active, creative, collaborative, and independent in the learning process. One learning method that can help achieve these goals is Task-Based Language Teaching (TBLT). The purpose of this study is to explore students' experiences in learning English using TBLT within the context of the Merdeka Curriculum, to understand how TBLT can support students' creativity in learning English, and to identify the most effective task-based activities in supporting students' creativity. This study employs a qualitative descriptive approach. The research subjects consisted of 33 eleventh-grade students, with 10 students selected as interview subjects through purposive sampling. Data were collected through classroom observations and semi-structured interviews conducted in person. Data analysis was performed using thematic analysis through the stages of data reduction, data presentation, and drawing conclusions. Research findings indicate that students generally have positive experiences learning English through TBLT. Students feel more actively engaged in the learning process through activities such as group discussions, teamwork, presentations, and project-based assignments. The research findings also indicate that TBLT supports student creativity by encouraging them to express ideas, explore various perspectives, solve problems, collaborate with peers, and develop creative thinking while working on tasks. Student creativity is evident in their ability to organize ideas, design presentation slides using Canva, and convey information both visually and verbally. In addition, activities such as group debates, group work, presentations, and creating slides with Canva were perceived by students as the most helpful in developing their creativity. However, some students still face challenges with oral communication and lack confidence when presenting in front of the class. Ultimately, Task-Based Language Teaching supports the implementation of the Merdeka Curriculum through interactive, collaborative, and communicative learning, and can enhance students' creativity in learning English.

ABSTRAK

Mariam. 2026. *Students' Experiences of Developing Creativity in English Learning Through Task-Based Language Teaching in Merdeka Curriculum.* Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dra. Andi Irlina, M.Hum

Kata kunci: Task-Based Language Teaching; Kreativitas Siswa; Deskriptif Kualitatif; Pembelajaran Bahasa Inggris; Kurikulum Merdeka

Implementasi Kurikulum Merdeka mendorong siswa untuk menjadi lebih aktif, kreatif, kolaboratif, dan mandiri dalam proses pembelajaran. Salah satu metode pembelajaran yang dapat membantu mencapai tujuan tersebut adalah Pengajaran Bahasa Berbasis Tugas (TBLT). Tujuan penelitian ini adalah untuk mengeksplorasi pengalaman siswa dalam belajar bahasa Inggris menggunakan TBLT dalam konteks Kurikulum Merdeka, untuk memahami bagaimana TBLT dapat mendukung kreativitas siswa dalam belajar bahasa Inggris, dan untuk mengidentifikasi kegiatan berbasis tugas yang paling efektif dalam mendukung kreativitas siswa. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Subjek penelitian terdiri dari 33 siswa kelas sebelas, dengan 10 siswa dipilih sebagai subjek wawancara melalui sampling purposif. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur yang dilakukan secara tatap muka. Analisis data dilakukan dengan menggunakan analisis tematik melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa siswa secara umum memiliki pengalaman positif dalam belajar bahasa Inggris melalui TBLT. Siswa merasa lebih terlibat secara aktif dalam proses pembelajaran melalui kegiatan seperti diskusi kelompok, kerja sama tim, presentasi, dan tugas berbasis proyek. Temuan penelitian juga menunjukkan bahwa TBLT mendukung kreativitas siswa dengan mendorong mereka untuk mengekspresikan ide, mengeksplorasi berbagai perspektif, memecahkan masalah, berkolaborasi dengan teman sebaya, serta mengembangkan pemikiran kreatif saat mengerjakan tugas. Kreativitas siswa terlihat jelas dalam kemampuan mereka untuk menyusun ide, merancang slide presentasi menggunakan Canva, serta menyampaikan informasi baik secara visual maupun lisan. Selain itu, kegiatan seperti debat kelompok, kolaborasi tim, presentasi, dan pembuatan slide dengan Canva dianggap oleh siswa sebagai kegiatan yang paling membantu dalam mengembangkan kreativitas mereka. Namun, beberapa siswa masih menghadapi tantangan dalam komunikasi lisan dan kurang percaya diri saat presentasi di depan kelas. Pada akhirnya, Pengajaran Bahasa Berbasis Tugas mendukung implementasi Kurikulum Merdeka melalui pembelajaran yang interaktif, kolaboratif, dan komunikatif, serta dapat meningkatkan kreativitas siswa dalam belajar bahasa Inggris.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dzulhijjah, 5th 1447 A.H
May, 22nd, 2026 A.D



Writer

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