

CHAPTER IV

FINDINGS AND DISCUSSION

This section presents the results of a study based on observations and interviews regarding students' experiences in learning English through Task-Based Language Teaching (TBLT) in the context of the implementation of the Merdeka Curriculum. This study employs a qualitative descriptive approach to document students' experiences, perspectives, and perceptions during the learning process. The data collected were analyzed using thematic analysis to identify the main themes emerging from the observations and interviews.

A. Findings

The research findings are organized based on three research questions, namely: (1) students' experiences English learning through TBLT in the Merdeka Curriculum implementation, (2) how TBLT support students' creativity in English learning, and (3) the types of task-based activities that students consider most supportive of their creativity. Through data analysis, the researcher identified several central themes related to students' active engagement, creativity, collaborative learning, and various task-based activities that enhance the development of creativity in English language learning.

1. Students' Experiences English Learning through TBLT in the Merdeka Curriculum Implementation

Based on findings from observations and interviews, the researchers identified that, in general, students had positive experiences learning English through the Task-Based Language Teaching (TBLT) approach under the Merdeka Curriculum. During the teaching and learning process, students were actively engaged in various types of activities, such as group discussions, group work,

presentations, and project-based tasks. These activities encourage students to participate more actively and interact with their peers during class.

Observation results show that the majority of students actively participate in group discussions and collaborative activities. They delve into the material by discussing together, exchanging ideas, and completing tasks collectively. Classroom life becomes increasingly interactive due to students' direct participation in the learning process. These findings indicate that TBLT creates a student-centered learning experience, in line with the values of the Merdeka Curriculum.

Furthermore, some students stated that task-based activities make English learning more engaging and less boring. One student said:

“I enjoy learning that involves group discussions more because it’s more engaging and allows me to exchange ideas with my friends.” (Respondent 3)

Another student also stated:

“Group work makes it easier for us to understand the material because we can support one another.” (Respondent 5)



Figure 4.1 Students do group work to presentate the Canva Slide

This statement indicates that collaborative learning helps students feel more comfortable and enthusiastic during the English learning process. Students feel that collaboration within groups enhances communication and interaction among classmates.

This study also indicates that students become more active in the learning process. During presentations and discussions, students strive to express their views, answer various questions, and present ideas in front of the class. One student remarked:

“I speak more during presentations, even though I still feel nervous sometimes.” (Respondent 2)

The findings from the teacher interview also supported the students’ positive experiences with Task-Based Language Teaching.

“Students’ responses during task-based learning are active and enthusiastic. This method is very helpful in improving students’ skills and creativity, which is precisely why I use this task-based learning method.”(Respondent 11)

The English teacher stated that students were generally active and enthusiastic when participating in task-based activities. According to the teacher, these activities encouraged students to become more involved in the learning process and provided opportunities for them to work together with their peers. This finding is consistent with students’ responses, which indicated that task-based learning created a more engaging and interactive learning environment.

Further observations indicate that the teacher’s role is crucial in implementing TBLT. The teacher acts as a facilitator who guides students during discussions, monitors group dynamics, and provides feedback after presentations. The teacher also encourages students to actively participate throughout the learning process.

Additionally, the atmosphere during TBLT implementation becomes more interactive and collaborative. Students do not merely focus on receiving information from the teacher but are also actively

engaged in problem-solving and completing tasks with their groups. This situation reflects the active learning approach emphasized in the Merdeka Curriculum.

However, several challenges still arose during the teaching process. Some students reported that they still lacked confidence when speaking English in front of their classmates. One student said:

“Sometimes I feel shy when speaking English in front of a crowd.” (Respondent 7)

Observation results also indicate that some students occasionally lose focus when other groups are presenting. Additionally, differences in the level of engagement among students are still evident during group discussions. Nevertheless, the majority of students view TBLT positively because it makes English learning more engaging, collaborative, and meaningful. Through task-based activities, students become more actively involved in the learning process and gain more opportunities to communicate and collaborate with their peers.

2. How TBLT Support Students’ Creativity in English Learning

Based on analysis and interviews, the researchers found that Task-Based Language Teaching (TBLT) fosters students’ creativity in learning English through various task-based activities such as group discussions, role-playing, presentations, group work, and the use of digital media such as Canva. These activities provide opportunities for students to express ideas, exchange views, solve problems, and hone creative thinking during the teaching and learning process.

Findings from the study indicate that activities play a crucial role in helping students gain diverse ideas and new perspectives from their classmates. In group discussions, students share their views and work together to complete the assigned tasks. Most students believe that collaboration within groups makes them more creative because

they can formulate ideas together with other members. One student stated:

“In a group, because by working together we can get more input from our friends regarding the task.” (Respondent 4)

This statement indicates that group discussions and cooperation support students in developing their creativity through the exchange of ideas and experiences that occur during the learning process.

In addition, the interview results show that task-focused activities help students generate fresh ideas during the English learning process. The students felt that the assigned tasks encouraged them to think more broadly and be creative in completing their learning tasks. One student explained:

“That’s right; when thinking about my own ideas or concepts, sometimes other thoughts suddenly pop up that eventually become new ideas.” (Respondent 10)

This finding indicates that TBLT provides students with the opportunity to explore their thoughts more freely and creatively during the learning process. Student creativity was also evident when they created presentations using Canva.



Figure 4.2 The slide that have students’ made

According to observations, most students appeared enthusiastic while designing their group presentation slides. The students made efforts to select templates, colors, images, and presentation layouts according to their individual creativity. Using Canva gives students the freedom to express their ideas visually. One student stated:

“This is very creative, especially when using an app like Canva; I think it can boost creativity.” (Respondent 9)

In addition to supporting visual creativity, using Canva also makes the learning process more engaging and enjoyable for students. The research findings also revealed that TBLT contributes to the development of problem-solving skills among students. When students are given group projects or problem-oriented tasks, they work together with their group members to find solutions. These activities encourage students to think more actively in overcoming obstacles during the learning process. One student stated:

“We have to find a way out and work within the limitations of our vocabulary, which indirectly expands our thinking abilities.” (Respondent 6)

This statement indicates that task-based activities support students in honing both their creative thinking and problem-solving skills while learning English. In addition, role-playing activities also contribute to the development of creativity and boost students' confidence in communicating in English. Through role-playing, students can express themselves more freely and naturally during the learning process. Many students appeared more active and enthusiastic while participating in these activities. One student stated:

“Role-playing gives us the freedom to express ourselves in a more natural way while also helping us practice speaking fluently.” (Respondent 7)

However, some students still face challenges when trying to construct sentences in English or express their ideas directly in front

of the class. Nevertheless, the majority of students still feel that task-based activities help them become more active, innovative, and confident during the English learning process. Interview results with teachers also indicate that the assigned tasks are indeed designed to foster student creativity through collaborative activities and the use of educational technology. Teachers strive to adapt learning activities to align with students' needs and development in today's digital age.

“Yes, the assignments are designed to encourage students' creativity by incorporating current technology, such as by having them edit presentation slides in the Canva app.” (Respondent 11)

Overall, the research findings reveal that TBLT supports student creativity through activities that encourage idea exploration, group work, communication, problem-solving, and creative expression during the English learning process. These findings also demonstrate that the implementation of TBLT aligns with the objectives of the Merdeka Curriculum, which emphasizes active, innovative, collaborative, and student-centered learning.

3. Task-Based Activities that are Perceived by Students as Most Supportive of Their Creativity in English Learning

Based on the results of observations and interviews, the researcher identified several task-based activities that students considered most conducive to their creativity in learning English. These activities included group discussions, presentations, role-playing, group collaboration, and creating presentation materials using Canva. These activities provided opportunities for students to explore ideas, collaborate, and express their creativity during the learning process.

The research demonstrated that group discussions are one of the activities most preferred by students. Most students felt that group discussions helped them generate many ideas and facilitated their understanding of the subject matter. Through this activity, students

can share opinions, provide feedback, and complete tasks together with their group members. One student stated:

“Group work because when we work in groups, we can get more input from our friends about the assignment.” (Respondent 4)

This statement indicates that group discussion activities play a role in helping students develop creativity through the exchange of ideas and collaboration during the learning process.

In addition, group work is also seen as a way to help students broaden their perspectives and develop innovative thinking skills. Students feel that each group member brings diverse insights and ideas, allowing them to learn from one another while completing learning tasks. One student explained:

“Group work—because everyone has a different understanding of English—feels like gaining new knowledge when working with a group.” (Respondent 8)

This finding indicates that collaborative activities play a role in helping students broaden their horizons and enhance their creativity through social interaction with peers. Another activity considered highly beneficial for fostering student creativity is creating presentations using Canva. Based on observations, students appeared enthusiastic while designing their group presentation slides. Most students made efforts to create attractive designs by selecting templates, colors, images, and layouts based on their individual creativity. One student expressed:

“It’s really creative, especially when using an app like Canva—I think it can boost creativity.” (Respondent 9)

In addition to enhancing visual creativity, the use of Canva also makes the learning process more engaging and enjoyable for students. Students feel they have greater freedom in conveying their ideas through innovative presentation designs.

Group presentations are activities that help boost students' confidence in expressing their opinions and sharing the results of their discussions in front of the class. During these presentations, students learn to communicate their ideas and collaborate with their group members. Observations show that most students appear more active when presenting their group work than during traditional classroom activities. Additionally, role-playing is considered one of the activities that boost students' creativity in learning English. This activity allows students to express themselves more freely and naturally when speaking in English. One student commented:

“Role-playing gives us the opportunity to express ourselves more naturally and helps us practice speaking fluently.” (Respondent 1)

Another student added that role-playing creates a more enjoyable and less monotonous learning atmosphere. This activity also boosts students' confidence when using English during the learning process. Nevertheless, some students still face challenges when speaking English during presentations or role-playing exercises in front of the class.



Figure 4.3 Some student still face challenges when speaking English during presentation.

In addition, a number of students are less active during group discussions. Despite this, many students feel that task-based activities make English language learning more interesting, dynamic, and creative. Overall, the research findings reveal that task-based activities such as group discussions, collaboration, presentations, role-playing, and the use of Canva are the activities that most support students' creativity in learning English. These activities provide opportunities for students to explore ideas, collaborate, express their creativity, and increase active participation during the learning process.

B. Discussion

This study employs a qualitative descriptive approach to describe students' experiences in learning English through Task-Based Language Teaching (TBLT) under the implementation of the Merdeka Curriculum. The data collected in this study were obtained through interviews and classroom observations, which were then analyzed using thematic analysis. This discussion is organized based on themes identified from the data obtained and linked to relevant theories and the implementation of the Merdeka Curriculum in English language teaching.

The focus of this study is on students' experiences in task-based learning, how TBLT supports student creativity, and the types of task-based activities considered most supportive of student creativity in the context of English language learning. The research findings indicate that TBLT offers a dynamic learning experience, fosters student creativity, increases student participation in the learning process, and helps students use English more communicatively in accordance with the characteristics of the Merdeka Curriculum.

1. Students' Experience with Task-Based Language Learning

Based on the research conducted, students reported positive experiences in learning English through the Task-Based Language

Teaching (TBLT) approach within the implementation of the Merdeka Curriculum. Observations and interviews indicated that students became more active, engaged, and enthusiastic during the learning process. Task-focused activities such as group discussions, presentations, role-playing, and group work allow students to participate directly in the learning process. The results of this study reveal that TBLT creates a student-centered learning experience, which is one of the key features of the Merdeka Curriculum.

The Merdeka Curriculum focuses on active learning, giving students the opportunity to develop their thinking, communication, collaboration, and creativity skills through meaningful learning experiences (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). In this study, students not only received information from the teacher but were also actively engaged in completing tasks, discussing, and collaborating with their peers. This situation demonstrates that the implementation of TBLT supports the principle of active learning found in the Merdeka Curriculum. Through meaningful tasks, students are encouraged to participate actively in the learning process and use language for authentic communication purposes, which is one of the key characteristics of TBLT (Ellis et al., 2020).

The results of this study are consistent with research conducted by Nunan (2004b), who noted that TBLT facilitates students in using language actively through collaborative and communicative activities in real-world learning contexts. Additionally, research by Hao (2017) revealed that task-based learning methods can increase student participation and create a more interactive and communicative learning environment in English language classrooms.

The results of the interviews indicate that students feel more satisfied and motivated when they engage in group activities while learning. Group discussions allow students to share ideas, provide

feedback, and collaborate on completing learning tasks. These findings suggest that social interaction plays a significant role in supporting students' learning process. This aligns with the findings of Sudiro et al. (2022), who revealed that collaborative activities in English language learning can increase student participation and create a more dynamic and communicative learning atmosphere.

Furthermore, the teacher's presence in the implementation of TBLT is also a key factor supporting students' learning experiences. According to the observation results, teachers act as facilitators who guide students throughout the learning activities. Teachers provide instructions, supervise group activities, and offer feedback on students' work. This situation demonstrates that the teacher's role in the Merdeka Curriculum is not merely as a conveyor of information, but also as a companion and facilitator in the learning process. This finding is reinforced by Setya and Degeng (2025), which explains that teachers play a central role in creating active learning and supporting student participation through a collaborative approach. This finding was also supported by the teacher interview, which revealed that students generally responded actively and enthusiastically to task-based activities. According to the teacher, students showed greater engagement when participating in collaborative tasks compared to conventional classroom activities. This suggests that meaningful tasks can increase students' motivation and participation during English language learning.

However, this study also identified several challenges in implementing TBLT. Some students still felt uncertain when speaking English in front of their classmates. In addition, some students lacked concentration while other groups were giving presentations. This situation indicates that not all students exhibit consistent levels of participation and self-confidence during the learning process. These findings align with research by Nababan et al. (2026), who noted that

students often feel nervous and lack confidence when required to use English directly in classroom activities.

Nevertheless, overall, students have a positive view of TBLT because this method helps them to be more active, engaged, and gain a more meaningful learning experience. The findings of this study indicate that the implementation of TBLT aligns with the objectives of the Merdeka Curriculum, which emphasizes active, collaborative, and student-centered learning.

2. How TBLT Support Students' Creativity in English Learning

Based on the results of the study, Task-Based Learning (TBLT) supports student innovation in the English language learning process by incorporating various activities that encourage students to think actively, explore ideas, collaborate, and overcome challenges during learning. Observations and interviews conducted indicate that students have the opportunity to express their opinions, exchange ideas with peers, and generate new ideas through collaborative activities such as group discussions, presentations, role-playing, and the use of digital media like Canva.

These research findings demonstrate that task-based activities contribute to the development of students' creative thinking skills through idea exploration and social interaction during the learning process. The findings were further supported by the teacher interview. The teacher explained that the tasks were intentionally designed to encourage students' creativity through the integration of technology and collaborative activities. One example was the use of Canva for presentation projects, which allowed students to design, organize, and present their ideas creatively. This finding indicates that creativity development in TBLT does not occur incidentally but is facilitated through carefully planned learning activities. By providing opportunities for students to make decisions, generate ideas, and create meaningful products, task-based activities encourage students

to become active creators rather than passive recipients of knowledge. This finding is consistent with Beghetto and Kaufman (2023), who argue that creativity develops when learners are given opportunities to explore ideas, make choices, and engage in meaningful learning experiences.

Similarly, creativity can be enhanced through learning environments that encourage autonomy, collaboration, and active participation. During group discussion sessions, students exchanged views and worked together to find solutions to tasks assigned by the teacher. This process supported students in expanding their knowledge and generating new ideas through collaboration with peers. These findings align with Ellis et al. (2020), which shows that TBLT provides students with opportunities to use language actively through communicative and collaborative activities that can enhance their creative thinking skills.

In addition, the results of this study indicate that the use of digital media such as Canva enables students to express their creativity visually. Many students appeared enthusiastic when designing presentation slides with Canva because they had the freedom to choose designs, color palettes, images, and layouts that matched their imagination. The use of technology in the learning process creates opportunities for students to explore ideas more openly and innovatively. This finding is supported by research by Fitria (2022), which highlights that the use of digital media in English language instruction can foster students' creativity and enthusiasm, as students gain the opportunity to create more engaging and interactive learning experiences.

The results of the interviews also indicate that TBLT contributes to the development of problem-solving skills among students during the learning process. When facing group tasks or project-based problems, students strive to find solutions

collaboratively with their peers. These activities encourage students to be more active and creative in overcoming the challenges they face in their learning. This is consistent with Song et al. (2024) view, who explains that task-based learning helps students improve their critical thinking skills and problem-solving abilities through collaborative and communicative activities.

In addition to fostering individual creativity, this research also indicates that TBLT supports students in honing their creativity collaboratively. Through collaboration, students are able to gain new ideas and perspectives from their peers. This social interaction contributes to the formation of collective knowledge and the development of creativity through the exchange of ideas during the learning process. These findings are reinforced by Selfa-Sastre et al. (2022) research, which explains that creativity in the context of language learning can develop through social interaction, collaboration, and communication among students during learning activities.

However, this study also revealed that some students still face challenges in expressing their ideas directly in English. Some of them feel unsure when speaking in front of the class or expressing their opinions in English. This situation indicates that students' creative development is also influenced by their language skills and level of self-confidence during the learning process.

Nevertheless, overall, the research results indicate that TBLT plays a positive role in enhancing students' creativity in learning English. Task-based activities provide opportunities for students to innovate, explore ideas, collaborate, face challenges, and express themselves more actively in the learning process. These findings also indicate that the implementation of TBLT aligns with the objectives of the Merdeka Curriculum, which emphasizes the importance of

creativity, collaboration, communication, and student-centered learning.

3. Task-Based Activities that are Perceived by Students as Most Supportive of Their Creativity in English Learning

Based on the study's findings, there are various task-based activities that students consider most supportive of their creativity in English language learning. Observations and interviews revealed that activities such as group work, presentations, role-playing, and the use of Canva were the most effective in helping students explore ideas, work together, and express their creativity during the learning process.

The research findings indicate that group discussions are one of the students' favorite activities because they help students gain various ideas and new perspectives from their classmates. During discussions, students share their views, provide feedback, and complete tasks together. This activity encourages students to be more active and creative in the English learning process. This finding aligns with research conducted by Nunan (2004b), who states that collaborative activities in TBLT can increase student participation and creativity through social interaction and communication during learning.

In addition, group work is also seen as a factor that fosters student creativity because it provides opportunities for them to learn from their peers' insights and ideas. Through collaborative activities, students can broaden their horizons and create new solutions or ideas together with group members. This indicates that student creativity develops through the process of collaboration and the exchange of ideas during learning. This finding is supported by Selfa-Sastre et al. (2022), which explains that creativity in language learning can flourish through cooperation and communication among students in group activities.

Presentation activities are also considered one of the methods that support student creativity. According to the results of observations, students appeared more enthusiastic when presenting their group work in front of the class. During the presentation, students attempted to convey ideas creatively through verbal explanations as well as visual displays in their presentations. These presentations help students improve their self-confidence, communication skills, and ability to express ideas during English language learning.

In addition, teamwork is also seen as a driver of student creativity because it provides them with opportunities to learn from their peers' insights and ideas. Through collaborative activities, students are able to broaden their perspectives and create new solutions or ideas together with their group members. This indicates that student creativity develops through the process of collaboration and the exchange of ideas during learning. This finding is supported by a study conducted by Selfa-Sastre et al. (2022), which explains that creativity in language learning can flourish through cooperation and communication among students in group activities.

Presentations are also considered one of the activities that support student creativity. Based on observations, students appear more enthusiastic when presenting their team's work in front of the class. During presentations, students strive to communicate ideas creatively through both verbal explanations and the visual elements of their presentations. These presentations help students enhance their self-confidence, communication skills, and ability to express ideas during English language learning.

Another activity that was perceived as highly supportive of students' creativity was the use of Canva in presentation projects. Based on both student and teacher interviews, Canva provided students with opportunities to organize information, design visual

content, and present ideas in a more creative and engaging way. The teacher also explained that Canva-based tasks were intentionally implemented to encourage students to express their ideas through both language and visual design. This finding suggests that technology-integrated activities can support creativity by allowing students to explore different ways of presenting information and creating meaningful learning products. This finding is consistent with Fitria (2022), who found that digital learning tools can enhance students' creativity by providing opportunities for innovation, self-expression, and active engagement in the learning process.

However, this study also found that there are still a number of students who face difficulties speaking English when giving presentations or participating in role-playing activities in class. Some students still experience anxiety and a lack of self-confidence when faced with the requirement to express their ideas directly in English. Nevertheless, the majority of students feel that task-based activities make the learning experience more engaging, dynamic, and far less boring compared to conventional teaching methods.

Overall, the results of this study indicate that task-based activities such as group discussions, group work, presentations, the use of Canva, and role-playing are the forms of activity that most effectively support students' creativity in learning English. These activities provide opportunities for students to explore ideas, work together, express their creativity, and increase active engagement during the learning process. These findings also confirm that the implementation of TBLT aligns with the principles of the Merdeka Curriculum, which emphasizes active, creative, collaborative, and student-centered learning.