DEVELOPING INTERCULTURAL-BASED SPEAKING MATERIALS FOR THE 9TH GRADE STUDENTS OF JUNIOR HIGH SCHOOLS TO PRACTICE LINGUISTIC FEATURES AND PEACE EDUCATION IN KURIKULUM MERDEKA

I Gede Komang Waisya Giri Wisnawa[1]*, Luh Gd Rahayu Budiarta[2] iD

[1,2] English Language Education, Universitas Pendidikan Ganesha, Indonesia

ARTICLE INFO	ABSTRACT
  	This research focuses on developing speaking materials based on intercultural themes for 9th-grade junior high school students, in accordance with the Merdeka Curriculum. The goal is to integrate intercultural competence and peace education while enhancing students' speaking skills. The study utilized the Successive Approximation Model (SAM) for the development of these materials, which involved surveys, document analysis, and expert evaluations. Findings indicated that students have a strong preference for speaking activities that are engaging, interactive, and culturally relevant. The materials were revised multiple times in response to expert feedback, ensuring alignment with the Merdeka Curriculum's objectives of promoting inclusivity, critical thinking, and effective communication skills. The final version comprises activities designed not only to enhance linguistic abilities but also to foster cultural awareness and peacebuilding.

INTRODUCTION

As cultures become more integrated globally, intercultural competence has become an essential part of learning English. Studies conducted in this field have covered a wide range of topics, from comprehending the idea to investigating efficient teaching strategies. According to Byram (1997), intercultural competence includes the capacity to communicate with people from other cultural backgrounds in an appropriate and successful manner. It entails not just learning language but also growing in empathy, adaptability, and cultural understanding (Holliday, 2010).

Peace education is designed to foster understanding, respect, and cooperation among individuals and groups. Peace education, which has its roots in the ideas of social justice, human rights, and nonviolence, strives to provide students the tools they need to settle disputes amicably and constructively. According to Galtung (1969), its main objectives are to foster empathy, improve critical thinking about social issues, and motivate active engagement in the process of establishing a society that is more just and equitable. Through the integration of these ideas into educational environments, peace education aims to establish a basis for sustained societal harmony.

The common goal of intercultural competency and peace education is to promote empathy, understanding, and collaboration across a range of social and cultural differences. Galtung (1969) show that our knowledge of the function of intercultural competence in fostering peace and resolving disputes on both an interpersonal and societal level has improved as a result of recent study in this multidisciplinary topic.

Recent studies on multicultural English teaching have advanced the field in a number of ways. Academics have concentrated on evaluating how well the pedagogical strategies now in use support learners' intercultural competency. Deardorff's (2009) research, for example, looked at the effects of including materials and activities from other cultures in the curriculum. Furthermore, studies have looked into how technology might help with cross-cultural understanding and communication (Godwin-Jones, 2017). Social media platforms, online collaboration projects, and virtual exchange programs have given students opportunities to interact with classmates from a variety of cultural backgrounds.

In the current Indonesian setting, intercultural competency and peace education go hand in hand, especially considering the country's multifaceted cultural terrain and past experiences with intergroup violence. Astuti and Hidayat (2017) point out, given Indonesia's diverse population in terms of languages, cultures, and religions, it is imperative to make deliberate efforts to foster intercultural understanding and

Corresponding Author: I Gede Komang Waisya Giri Wisnawa
Email: waisyagiriwisnawa@gmail.com

peaceful coexistence. This requirement is in line with the more general objectives of peace education, which aim to develop in student's attitudes of tolerance, empathy, and social responsibility (Salomon, 2002).

Research findings from a variety of language education experts support the idea that teaching speaking skills can be a useful platform for teaching interculturalism and peace education. Byram (1997) asserts that teaching speaking gives students the chance to meet with people from different cultural backgrounds and participate in real-world communication. Students can improve both their language skills and their intercultural competency through communicative activities like debates, role-plays, and discussions because they can negotiate meaning and comprehend various cultural viewpoints.

Furthermore, speaking exercises help language learners develop empathy and intercultural awareness, according to research by Alcón Soler (2008). Through cooperative speaking exercises that entail the exchange of personal narratives, convictions, and cultural customs, learners can enhance their understanding of cultural variety and foster tolerance for differing opinions. Intriguing methods for incorporating interculturalism and peace education into speaking training have been investigated in recent field study. For instance, Li's (2019) study looked into how language learners might improve their speaking abilities and foster intercultural understanding through the use of online intercultural encounters. The results showed that online interactions with peers from various cultural backgrounds encouraged the growth of intercultural competence and enabled meaningful communication.

The existing English textbooks, such as English for Nusantara introduced under the Merdeka Curriculum, fall short in adequately supporting the enhancement of students' speaking skills. Although there is an effort to highlight Indonesia's cultural diversity, the English for Nusantara textbook lacks comprehensive integration of peace and intercultural education. This deficiency poses a significant issue in developing communication skills that are in line with the curriculum's goals of inclusivity and practical relevance.

Another significant problem with the English language resources available today is the insufficient incorporation of linguistic information into speaking training. Speaking exercises frequently ignore the fundamental linguistic structures and principles that are necessary for clear oral expression in favour of concentrating only on communication skills at the surface level. Liaw and English (2017) claim that a lack of clear instruction on grammar, vocabulary, and discourse elements in many speaking tasks results in low linguistic accuracy and superficial language use. As a result, students could find it difficult to express complex meanings, communicate ideas coherently, and modify their language use in various situations and registers. Huang and Tsai (2013).

The lack of intercultural understanding among the younger generation is exacerbated by ineffective intercultural education and insufficient focus on speaking skills in English language textbooks. These educational materials often emphasize grammar and reading over practical speaking exercises, which impedes students' ability to engage in meaningful intercultural dialogue. Moreover, textbooks frequently neglect intercultural and peace education content, reinforcing stereotypes and limiting students' exposure to diverse perspectives. This deficiency not only hinders effective communication but also perpetuates social fragmentation and biases. Addressing these issues through improved textbook content, comprehensive peace education, and community-based initiatives is crucial for fostering tolerance, empathy, and unity, ultimately paving the way for a more inclusive and harmonious society. The following question guided this study:

1. How is the supplementary model of intercultural and peace education material for English speaking?

LITERATURE REVIEW
Speaking

One of the most important skills to master when learning English is speaking. The definition of speaking has been specified by a number of specialists. Speaking, according to Hammer (2007), is the capacity to communicate effectively through language. It requires understanding of linguistic elements as well as the simultaneous processing of information and language. In today's globalized world, effective speaking abilities are becoming more and more crucial for success in a range of social, academic, and professional contexts (Brown, 2007). In the language and communication context, speaking is the act of sharing ideas, thoughts, feelings, and knowledge through spoken language. It is a vital component of daily life and one of the most significant ways that people connect with one another. It facilitates information sharing, emotional expression, and a host of other social and professional activities. Speaking requires complex grammar, vocabulary, pronunciation, fluency, and comprehension (Brown, 2007).

a. Pronunciation

The capacity to pronounce words well is crucial for speaking. It has to do with the way a language's words can be articulated and spoken. By working on their pronunciation, students can make their speech easier to comprehend. According to Harmer (2007), pronunciation is the process of creating a language's sounds and using pitch and intonation to convey meaning and emotions. Correct speech pronunciation is essential in cross-cultural contexts to reduce miscommunication and promote more seamless interactions between people with diverse language backgrounds (Derwing & Munro, 2015).

b. Grammar

Grammar is a body of principles that instructs us on proper language usage. Acquiring proper usage of words in writing and speech is another aim of grammar. When speaking, grammar also takes major stage. According to Harahap (2015), a speaker must understand grammar in order for the audience to understand what they are saying since they are able to correctly organize words. It shows that when someone is proficient in a language's grammar, they can converse with a wide range of people without causing misunderstandings since the speakers' words come together to produce a coherent sentence that the listener can understand. Grammar supports in the construction of concise, culturally relevant phrases in intercultural communication, which is essential for respect and understanding between parties (Byram, 2012).

c. Fluency

The capacity to talk clearly and smoothly is known as fluency. One factor used to evaluate a person's speaking abilities is fluency. Kusumawardani and Mardiyani (2018) define fluency as the capacity to communicate naturally and without pausing excessively. It implies that a person can accurately express words if their speaking fluency is excellent.

Fluency in an intercultural setting facilitates the maintenance of casual discussions and the development of rapport, both of which are necessary for promoting constructive cross-cultural encounters (Newton & Nation, 2020).

d. Vocabulary

Speaking requires a strong vocabulary as well. The language skills required for efficient expression are referred to as vocabulary. It is challenging to explain oneself both orally and in writing when one's vocabulary is insufficient. The vocabulary of a language must be learned in order to speak English. Alqahtani (2015) asserts that vocabulary is a collection of words needed to convey ideas from the speaker to the listener, making it crucial to learn. It suggests that having a large vocabulary might aid in self-expression, whether for ourselves or our children. We are aware that each word has a definition. We can communicate with many people thanks to this. Rich vocabulary enhances mutual comprehension in intercultural communication by enabling people to interact intimately with speakers of other cultural backgrounds and articulate nuanced thoughts (Deardorff, 2009).

e. Comprehensio*n*

Speaking is only possible with comprehension. Testing one's ability to improve comprehension is an act power of understanding exercise. In speaking exercises, each student is required to comprehend what the speaker is saying, according to Harmer (2007). This means that since a speaker would respond to a message more quickly the better their knowledge of it, comprehension is also a crucial component to measure.

Teaching Speaking Using Technology

Teachers now have access to additional tools through technology to help the students become more proficient speakers. According to (McDougald, 2009), the use of technology in language skills instruction shows that ICT is definitely a complement to traditional teaching, particularly when developing reading, writing, and listening abilities in English. One of the ways that language education is changing in schools is the incorporation of technology into speaking instruction. This approach emphasizes communication skills rather than memorization for tests. (Thao (2003).

Furthermore, according to Bahadorfar and Omidvar (2014), using technological tools like the internet, podcasts, video conferencing, voice recognition software, and videos is thought to be the best way to teach speaking skills and can help students become more fluent in language. Furthermore, according to Huang and Hung (2010), an e-portfolio is a technological tool that gives students the opportunity to talk

with a rich vocabulary while also improving their oral presentations. Students find it quite acceptable when such technology is used to teach speaking.

Interculturalism

Interculturalism in English education has undergone significant change over the last ten years and is now widely recognized as an essential component of language learning. Scholars and researchers have investigated the integration of intercultural components into English language teaching approaches, emphasizing the significance of fostering students' cultural awareness and comprehension.

Specifically, Lee (2017) highlights the application of intercultural communicative competence (ICC) in language instruction in Korea from Korean in his essay "Interculturalism in English Teaching: A Case Study of Korea." Lee claims that educators across are pushing the inclusion of multicultural resources and activities in the curriculum to better prepare students for cross-cultural interactions while also utilizing interculturalism to help students develop their language and cultural proficiency.

Smith (2018) conducted a thorough examination of the many theoretical frameworks and models related to intercultural competence in language acquisition in her article, "Intercultural Competence in Language Learning: A Critical Review of Current Theories and Models." According to Smith, interculturalism should be incorporated into language instruction in order to provide pupils the mindset and abilities needed to interact effectively with others from many cultural backgrounds. His critical analysis focuses on the evolution of the idea of intercultural competency and its application to English language instruction.

Numerous tendencies are evident in recent studies on interculturalism in English language instruction. Research on the use of technology and digital tools to facilitate communication and cross-cultural understanding among language learners is still ongoing. Additionally, critical intercultural pedagogy is receiving more attention. Examining how multicultural education approaches social justice and power dynamics is part of this.

Furthermore, scholars are investigating the impact of globalization on cross-border language acquisition and cultural interchange. Research on the relationship between identification traits including gender, race, ethnicity, and socioeconomic class and how it impacts the growth of intercultural competency is also becoming more and more popular. Generally, the goal of current research is to develop contextualized, nuanced approaches that will improve inclusivity and cultural understanding in English language instruction.

Peace Education

Different definitions of peace education have been proposed by academics, reflecting the diversity of its goals and characteristics. Galtung (1969) defined peace education as involving nonviolent means of conflict prevention, resolution, and transformation. It is the process of gaining the knowledge, abilities, attitudes, and values required to establish a culture of peace, according to UNESCO (1978). Promoting tolerance, empathy, critical thinking, and conflict resolution abilities in students is one of the common goals of peace education.

The relationship between foreign language instruction and peace education, according to Arikan (2009), can be found in the more recent theories and methods of teaching foreign languages since they have begun to examine how people fit into their social and natural environments. Grammar is taught in context by English language instructors to ensure that learning is meaningful. In order to increase students' understanding of global issues, this project contextualizes English grammar using environmental peace education activities (GIs).

Though their use in the examined textbook series was restricted, the classified GIs can support language instruction that promotes peace education. The results show that, for the most part, Environmental Education was offered in contrast to other GIs. While the categories of "Health Issues Education, Peace Education, and Others" were somewhat depicted, the examined textbooks did not touch the topics of "Human Rights Education, Gender Issues Education, Socio-Economic Issues Education, or Linguistic Issues Education." Additionally, Pratama and Yuliati's (2016) study brought attention to the fact that while some EFL textbooks are neutral about GIs, the majority of Asian EFL textbooks heavily address environmental education-related topics.

However, EFL textbooks with a strong, central focus on peace education rather than environmental issues could be useful. By doing this, other GIs' experiences can be included into textbooks to provide peace education, which also helps students become more conscientious as a first step toward changing society for the better and leading it toward nonviolence and justice. Humans are multilingual and multicultural, as the text emphasizes, drawing from a journal by Mehari Yimulaw (2017). The lessons and activities emphasize

that variety is a worldwide reality and encourage students to accept and value this reality for the purpose of fostering harmony amongst people. The language activities highlight how important it is for us to learn about, comprehend, and identify one another. Stated differently, the activities and content promote harmony in diversity.

In order to promote their shared peace and harmony, it is hoped that exposing students to a variety of people and cultures will help them minimize or completely overcome their fears, prejudices, and biases against other people. It will also empower them to live and work with people of different cultures and ethnicities. Thus, the material that emphasizes tolerance "contributes to the replacement of the culture of war by a culture of peace."

Successive Approximation Model

The Successive Approximation Model (SAM) has garnered widespread recognition as a dynamic instructional design framework celebrated for its iterative and collaborative approach to course development. Developed by Michael Allen, SAM represents a departure from traditional linear design methodologies, advocating for a series of rapid prototyping and refinement cycles.

the adaptability of SAM has been scrutinized in various educational settings, including online learning environments. Garcia et al. (2019) conducted a comprehensive study affirming SAM's efficacy in developing online learning modules. Their findings emphasized SAM's ability to facilitate rapid adjustments to course content based on learner feedback, resulting in heightened engagement and knowledge retention among online learners.

Beyond traditional educational contexts, SAM's versatility has been extolled in domains such as healthcare education. White and Brown (2016) explored SAM's application in healthcare education, highlighting its efficacy in designing interactive and scenario-based learning experiences. Their research underscored SAM's role in enhancing clinical decision-making skills among healthcare professionals.

Moreover, SAM's impact extends to technology-enhanced learning environments. Mendoza and Patel (2018) investigated SAM's application in the development of mobile learning applications. Their study revealed SAM's capacity to streamline the design process, resulting in the creation of mobile learning experiences characterized by enhanced accessibility and interactivity.

In summary, the Successive Approximation Model (SAM) stands as a versatile and effective instructional design framework with broad applicability across diverse educational contexts. As evidenced by empirical research and scholarly inquiry, SAM's iterative and collaborative approach fosters the creation of engaging, impactful, and adaptive learning experiences that resonate with learners' needs and preferences.

METHOD
Research Design

This research is a mixed method by combining qualitative and quantitative research. This method helped researchers to obtain in-depth information to get answers to research questions. According to Creswell (2014), mixed methods simply will involve combining quantitative and qualitative data, analysing each type individually, and then comparing the findings to determine whether they support or contradict each other. The enlarged output included more English language materials for secondary school students.

Research Participant

Research participants for this study included teachers and students from different cultural backgrounds enrolled in the junior high school. The participants consist of students in grade 9 of SMP Negeri 2 Melaya and SMP Negeri 5 Melaya. In addition, teachers who have experience teaching English included in the study.

Research Instrument

Research instruments are tools used to gather the necessary data or information from subjects to analyse the research object (Muhammad Adib, 2021). In this study, the author used a self-developed instrument, specifically a questionnaire, as the research tool. The reason for selecting a questionnaire is that it is commonly used for conducting surveys and offers the advantage of allowing respondents time to carefully consider their answers. Additionally, a questionnaire can be distributed to a large number of respondents at once, with consistent questions for everyone. All instruments used in the study were validated through expert judgement

Method of Data Collection and Data Analysis

In this study, the researchers employed surveys as the method for data collection. According to Maidiana (2021), survey research refers to a process of gathering essential information from samples through interviews or questionnaires to provide the necessary insights for the study. By selecting surveys for data collection, researchers can efficiently reduce the time required to gather information while ensuring a valid response rate. Given that this study uses a quantitative approach, surveys are an appropriate data collection method. A questionnaire will be used in this research to conduct the survey, with the instrument first being validated, followed by data collection and analysis. Additionally, the data will be analysed using descriptive statistics, including respondents' demographic analysis and dispersion measures, such as minimum and maximum scores, mean, standard deviation, and variance.

RESULT AND DISCUSSION
Result

The preparation phase began with initial observations to understand the educational environment, student needs, and the efficacy of existing materials. These observations were crucial in establishing a foundation for the iterative development process. Specifically, researcher conducted a preliminary observation questionnaire for both students and teachers, gathering their opinions on the current English textbook and their preferences for future materials.

The questionnaire toward student's current English textbook results reveals that while many students find certain aspects of the book's speaking materials useful, particularly in vocabulary exercises and teaching respect for differing opinions, there are noticeable gaps in areas such as peace education, conflict resolution, and cultural understanding. Although some students perceive the materials positively, there is a clear need for improvement in providing more comprehensive, effective, and contextually relevant content. This would enhance the students' speaking skills while also addressing important topics like intercultural respect and peace education more thoroughly.

On the other side, the questionnaire toward student's expectation about English textbook results consistently show that students value various aspects of speaking exercises, including vocabulary, grammar, pronunciation, conversational expressions, and critical thinking activities. They also prefer engaging and innovative tasks, as well as contextual materials that reflect both local and international cultures. Importantly, students highly appreciate the inclusion of peace education, conflict resolution, and respect for cultural differences in their speaking practice. These preferences strongly indicate that future English textbooks should integrate these elements to align with student needs and enhance their language and cultural competence.

During the iterative design phase, the core of the SAM model, the researcher used insights from the initial observations to shape the layout of an English learning book. This phase involved repeated cycles of designing, evaluating, and refining the materials.

Using these early observations, the researcher created a preliminary layout, organizing the book into various chapters and units. Each chapter was centered around a theme related to intercultural and peace education, while each unit targeted specific language skills and competencies. The units included the following elements:

Key Vocabulary Related to the Theme

Each unit started by introducing key vocabulary tied to the topic, with activities such as word definitions, matching tasks, and contextual examples to help students become comfortable with the terms.

CHAPTER III
JORNEY TO THE FANTASY WORLD

UNIT I – FABLE

A. Important Vocabulary
Practice your pronunciation by saying these words out loud

Word	Meaning
Characters	The fable typically features animal characters with human-like qualities.
Plot	The plot of the fable revolves around a clever rabbit outsmarting a boastful tortoise.
Protagonists	The fable's animal protagonists, such as the cunning fox, convey human virtues and vices.
Conflict	The fable introduces a conflict between characters that drives the narrative.
Resolution	The fable concludes with a resolution that reinforces the moral lesson.
Antagonist	The arrogant lion serves as the antagonist in the fable.
Friendship	The fable teaches us about friendship and working together as a team.
Imagination	Fables spark our imagination with talking animals and magical situations.

Picture 1. Example of key vocabulary

Language Expressions

After building vocabulary, students were introduced to expressions relevant to particular cultural contexts or dialogues connected to the theme. This section aimed to provide students with the phrases they need for effective communication.

B. Language Expression

Language Expression	Sentence
Once upon a time...	Once upon the time, in the middle of jungle, there live a tortoise and hare
Long ago...	Long ago, there was a wise old owl who knew many secrets.
In a quiet village...	In a quiet village, the animals organized a festival to celebrate friendship.
At that moment...	At that moment, the wise old turtle began to share a tale of bravery.
In the end...	In the end, the tortoise won the race through slow and steady progress.
The moral of the story is...	The moral of the story is that kindness is more valuable than wealth.
Learn from the story that...	Learn from the story that being honest is important, just like in the fable.

Picture 2. Example of language expression

Sample Conversations

To demonstrate practical usage, each unit offered example conversations that showed how the vocabulary and expressions could be applied in real-life situations. These dialogues were designed to reflect culturally diverse settings and everyday social interactions, helping students use the language in real-world contexts.
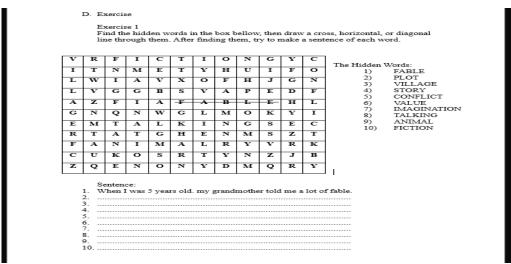
C. Example
Example 1

Satrio: "Hey Mario, have you ever tried making compost from organic materials?"

Mario: "No, I haven't. How do you do it?"

Satrio: "It's quite simple. First, gather organic waste like kitchen scraps and leaves."

Mario: "Okay, then what's next?"

Satrio: "Next, layer the organic materials in a compost bin or pile. Make sure to add a mix of green and brown materials."

Mario: "Got it. What's after that?"

Satrio: "Afterward, keep the compost moist and turn it occasionally to aerate it. This helps speed up the decomposition process."

Mario: "Sounds easy enough. And then?"

Satrio: "Finally, in a few months, your compost will be ready to use in the garden. It's a great way to recycle kitchen waste and create nutrient-rich soil!"

Mario: "Thanks for the explanation, Satrio. I'll give it a try."

Satrio: "You're welcome, Mario. Let me know if you need any help getting started!"

Picture 3. Example of conversation

Exercises

The following component featured exercises aimed at reinforcing the vocabulary, expressions, and conversations from earlier in the unit. These tasks, such as fill-in-the-blank, dialogue matching, and sentence-building activities, ensured students understood the language concepts thoroughly.

Picture 4. Example of exercises

Speaking Task Levels

The speaking tasks were organized into four levels, with levels 1 and 2 tailored for students with basic speaking skills, and levels 3 and 4 intended for those with more advanced speaking abilities.

Speaking Level 2

Go around your class and ask at least 5 of your friends to complete the table.

	how much is your pocket money today?	What have you bought today?	How much pocket money do you have left?
Example	I have fifteen thousand rupiah.	I have bought some snack this morning.	I still have ten thousand rupiah.
Your friend's name.			
Your friend's name.			
Your friend's name.			
Your friend's name.			
Your friend's name.			

Picture 5. Example of speaking task

The layout design was presented to experts for feedback, which guided further revisions. Their suggestions highlighted the importance of incorporating exercises that gradually built students' confidence before introducing more difficult speaking tasks. In response, the researcher added scaffolding exercises to bridge the gaps between different speaking task levels.

The cultural content was also improved to ensure authenticity and relevance by integrating more real-world contexts and relatable scenarios, making the activities more engaging and impactful for students. The iterative adjustments also focused on enhancing the visual appeal of the book, ensuring it was user-friendly and motivating for students.

Once the materials were refined through the iterative design process, the implementation and evaluation phase involved presenting the final version to experts. This phase assessed whether the content met the criteria outlined in the assessment instruments. The experts reviewed the materials to verify if they were pedagogically sound, culturally appropriate, and aligned with the learning goals of the Merdeka Curriculum.

Based on expert feedback, additional revisions were made to improve the learning materials. Specifically, four new exercises were added:
1. *Vocabulary Exercise*: Strengthened students' understanding and use of the key vocabulary in each unit.
2. *Grammar Exercise*: Focused on helping students apply relevant grammatical rules to ensure accurate language usage.
3. *Language Expression Exercise*: Allowed students to practice language expressions introduced earlier in the unit, increasing their conversational confidence.
4. *Pronunciation Exercise*: Aimed at improving speaking fluency by helping students correctly pronounce key terms and language expressions.

To enhance engagement, the researcher included barcodes linked to interactive exercises or speaking tasks aligned with the textbook instructions. By scanning these barcodes, students could access additional multimedia content, such as video tutorials, speaking practice recordings, and interactive activities. This feature made the exercises more interactive and encouraged students to extend their learning beyond the textbook.

These final modifications ensured the materials were comprehensive, interactive, and tailored to meet the diverse needs of Grade 9 students, aligning with the goals of the Merdeka Curriculum and supporting intercultural competence, peace education, and language development effectively. The final

design was presented to the experts to find out whether it contain the desired aspects. The following table show the experts evaluation result using scale ranging 1 to 4:

1 (Not Relevant): The content does not address this aspect.

2 (Somewhat Relevant): The content addresses this aspect, but only in a limited way.

3 (Quite Relevant): The content addresses this aspect well, but could be further improved.

4 (Highly Relevant): The content fully and effectively addresses this aspect.

Table 1. Table of Expert Judgment

Aspect	CHAPTER 1			CHAPTER 2			CHAPTER 3			CHAPTER 4			Notes
	-1	-2	-3	-1	-2	-3	-1	-2	-3	-1	-2	-3	
1. The book includes vocabulary, grammar, and pronunciation exercises to improve speaking skills.													
2. The book includes conversational expression exercises to enhance speaking proficiency.													
3. The book features individual and pair speaking activities that encourage critical thinking.													
4. The book includes innovative and engaging speaking activities to foster creativity and maintain learner interest.													
5. The book includes content on Indonesian life and culture presented in English.													Yes, it has. But, I think it should need more culture to be presented.
6. The book covers local cultural elements as													

well as content on life and culture beyond Bali, presented in English.	
7. The book includes content on life and culture outside Indonesia, including cultures from English-speaking countries.	Yes, it has. But I think it should need more culture to be presented to show multicultural materials
8. The book incorporates materials that promote education for peace.	The book should insert more peace materials in the practice and not only in the examples.
9. The book includes activities that teach conflict resolution skills during debates.	Please provide more activities that involve peace education
10. The book emphasizes respect for differing opinions and appreciation of cultural diversity.	Please provide more activities that involve peace education

The table shows that the speaking materials developed have effectively fulfilled the expected criteria. The materials are well-structured and have been designed to enhance students' learning experience, with content that encourages skill development and engagement. Overall, the evaluation confirms that the materials are appropriate and aligned with the intended learning goals.

Discussion

In our interconnected world, language learning now extends beyond just achieving linguistic accuracy; it also emphasizes the importance of intercultural awareness and empathy. In Indonesia's diverse classroom environments, where students come from a variety of cultural and religious backgrounds, the role of English education is increasingly focused on more than just language proficiency. It incorporates elements of peace education and intercultural competence. This study's development of speaking materials aims to integrate these educational objectives, reflecting the Merdeka Curriculum's commitment to inclusivity and social harmony.

The results of this study highlight the importance of the materials developed, revealing a common expectation among students and teachers for resources that capture Indonesia's rich cultural diversity while fostering respect, tolerance, and effective communication. These expectations, influenced by the unique social dynamics of Indonesia, underscore a critical need for language resources that not only

enhance linguistic skills but also promote intercultural understanding. By incorporating peace education into language learning, we can better prepare students to navigate the complexities of a multicultural society.

To address this need, the study undertook an extensive needs analysis involving students and teachers from culturally diverse classrooms. This analysis clearly demonstrated a strong demand for speaking materials based on intercultural principles that integrate peace education. Students indicated a preference for resources that support linguistic development—such as vocabulary and grammar—while also including cultural content relevant to both Indonesian and global contexts. This finding is consistent with similar research, such as that conducted by Winda (2022), which showed that culturally relevant language materials significantly enhance student engagement and intercultural competence. Therefore, the evident demand for improved materials highlights the urgent need for resources that effectively meet these educational requirements.

The development of intercultural-based speaking materials has yielded valuable insights into the effectiveness of integrating cultural and peace education into language learning. The primary goal of this initiative was to create resources that not only address the linguistic needs of Indonesian 9th-grade students but also reflect their cultural context, in line with the Merdeka Curriculum. Feedback from student surveys indicates a strong preference for interactive speaking activities that encourage critical thinking and engagement with cultural diversity. This finding aligns with Ahmadi's (2018) assertion that technology can enhance student engagement and language proficiency in English language learning. By incorporating interactive elements such as real-world cultural interactions, the materials have fostered motivation and relevance, enriching the overall language learning experience.

To achieve these goals, the Successive Approximation Model (SAM) was utilized due to its flexibility and iterative design, which sets it apart from more linear instructional frameworks like ADDIE (Branch, 2009). SAM's iterative nature allows for continuous feedback from both teachers and students, enabling ongoing refinement of materials to better meet learners' needs and align with the objectives of the Merdeka Curriculum. As noted by Allen (2012), transitioning from a linear model like ADDIE to a more agile model like SAM can lead to more effective learning experiences. This study illustrates this approach by incorporating real-time feedback into the material design process. As a result, the resources not only maintain a solid theoretical foundation but also demonstrate practical effectiveness in enhancing students' intercultural competence and speaking skills.

After developing the speech materials through SAM, experts evaluated their content and design quality. They focused on important factors such as relevance, cultural representation, and the inclusion of peace education elements in the speech exercises. The results showed a high level of content validity, with the content validity ratio have shown strong agreement among experts on the relevance of the materials. This high validity ratio score not only validates that the materials meet the main educational objectives, but also highlights their alignment with the needs expressed by students and teachers.

One of the key findings of this research was the positive reception of the peace education components, which were well-received by both students and teachers. Activities focused on conflict resolution, tolerance, and cultural appreciation not only improved students' language skills but also helped them cultivate essential social values. This aligns with Bajaj's (2019) assertion that peace education is vital for fostering a more harmonious and respectful society. By incorporating these elements, students were able to look beyond mere linguistic practice, recognizing the significance of empathy, respect, and peaceful coexistence. As classrooms become increasingly diverse, these skills are essential for creating inclusive learning environments.

Despite the success of the materials, certain limitations should be considered in future research. While the materials were effective in encouraging intercultural dialogue, their long-term impact on students' intercultural competence and peacebuilding skills still needs to be evaluated. Additionally, further adaptation may be necessary for classroom use in different regions with distinct cultural contexts. Intercultural communication skills are important in this context, given that a deep understanding of other cultures can enhance social interactions and reduce conflict (Byram, 1997).

In summary, this study emphasizes the significance of incorporating intercultural and peace education into language learning, especially in diverse and conflict-sensitive areas like Indonesia. The developed materials not only improve speaking skills but also encourage empathy, respect, and peaceful coexistence among students. The project-based teaching model proposed by Allen (2012) illustrates that a flexible and adaptive process in developing learning materials can yield more effective and relevant learning experience.

CONCLUSION

This research successfully created speaking materials for 9th-grade students that integrate intercultural education, aligning with the Merdeka Curriculum. The materials filled an important gap in current teaching resources by incorporating elements of intercultural competence and peace education, aiming to develop students' empathy, tolerance, and conflict resolution skills. The iterative development process, guided by the Successive Approximation Model (SAM), allowed for continuous refinement based on student input, expert advice, and classroom dynamics, ensuring the materials were both effective for learning and culturally relevant. The materials developed in this research not only improve students' speaking abilities but also help to create a more inclusive and empathetic learning environment. They support the goals of the Merdeka Curriculum by encouraging inclusivity, critical thinking, and effective communication, while contributing to broader educational initiatives that emphasize peace and cultural awareness. Further researchers are expected to be able to develop this speaking material into a final product that can be used in schools throughout Indonesia.

REFERENCES

Ahmadi, D. M. R. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, *3*(2), 115–125. https://doi.org/10.29252/ijree.3.2.115

Ali, C. A. (2021). A comparative study of SAM and ADDIE models in simulating STEM instruction. *African Educational Research Journal*, *9*(4), 852–859. https://doi.org/10.30918/aerj.94.21.125

ALQAHTANI, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *III*(3), 21–34. https://doi.org/10.20472/te.2015.3.3.002

Arikan, A. (2009). Environmental peace education in foreign language learners' English grammar lessons. *Journal of Peace Education*, *6*(1), 87–99. https://doi.org/10.1080/17400200802655064

Crystal, D. (2008). A Dictionary of Linguistics and Phonetics. In *The Modern Language Journal* (Vol. 76, Issue 3). https://doi.org/10.2307/330198

Deardorff, D. (2009). Intercultural competence. *No Business without Communication: How Communication Can Shed Additional Light on Specific Business Contexts*, *2009*, 567–579. https://doi.org/10.4324/9781315529257-2.

Gebregeorgis, M. Y. (2017). Peace values in language textbooks: the case of English for Ethiopia Student Textbook. *Journal of Peace Education*, *14*(1), 54–68. https://doi.org/10.1080/17400201.2016.1228526

Hamad, M. M., Metwally, A. A., & Alfaruque, S. Y. (2019). The Impact of Using YouTubes and Audio Tracks Imitation YATI on Improving Speaking Skills of EFL Learners. *English Language Teaching*, *12*(6), 191. https://doi.org/10.5539/elt.v12n6p191

Holliday, A. (2018). Designing a course in intercultural education. *Intercultural Communication Education*, *1*(1), 4–11. https://doi.org/10.29140/ice.v1n1.24

Kohler, M. (2012). Review of Holliday, A., M. Hyde & J. Kullman (2010) Intercultural Communication: An Advanced Resource Book for Students . *Australian Review of Applied Linguistics*, *35*(1), 117–119. https://doi.org/10.1075/aral.35.1.07koh

Kusumawardani, S. A., & Mardiyani, E. (2018). The Correlation Between English Grammar Competence and Speaking Fluency. *PROJECT (Professional Journal of English Education)*, *1*(6), 724. https://doi.org/10.22460/project.v1i6.p724-733

Liaw, M., & English, K. (2017). Technologies for Teaching and Learning L2 Reading. In *The Handbook of Technology and Second Language Teaching and Learning* (Issue January, pp. 62–76). https://doi.org/10.1002/9781118914069.ch5

MISHRA, L. (2015). Implementing Peace Education In Secondary Schools Of Odisha: Perception Of Stake Holders. *Sakarya University Journal of Education*, *5*(2), 47. https://doi.org/10.19126/suje.82964

Pratama, H., & Yuliati. (2016). Global Education in English Classroom: Integrating Global Issues into English Language Teaching. *International Journal of Social Science and Humanity*, *6*(9), 719–722. https://doi.org/10.7763/ijssh.2016.v6.739

Reimers, F. M., & Chung, C. K. (2010). Education for human rights in times of peace and conflict. *Development*, *53*(4), 504–510. https://doi.org/10.1057/dev.2010.82

Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis. *Intercultural Education*, *30*(4), 383–397. https://doi.org/10.1080/14675986.2019.1548102

Sherine, A., Sastry, M. M., & Seshagiri, A. V. S. (2020). Improving second language speaking and

pronunciation through smartphones. *International Journal of Interactive Mobile Technologies*, *14*(11), 280–287. https://doi.org/10.3991/ijim.v14i11.13891

Smith-Hefner, N. J. (2009). Language shift, gender, and ideologies of modernity in Central Java, Indonesia. *Journal of Linguistic Anthropology*, *19*(1), 57–77. https://doi.org/10.1111/j.1548-1395.2009.01019.x

Smith, A. (2011). The influence of education on conflict and peace building. *Unesco*, *41*(2), 191–204. http://unesdoc.unesco.org/images/0019/001913/191341e.pdf

Soler, A. (2008). Intercultural Language Use and Language Learning. In *Angewandte Chemie International Edition, 6(11), 951–952.* http://repo.iain-tulungagung.ac.id/5510/5/BAB 2.pdf

Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing Intercultural Competence. *The SAGE Handbook of Intercultural Competence*, *January 2009*, 2–52. https://doi.org/10.4135/9781071872987.n1

Stephan, W. G. (2000). An Integrated Threat Theory of Prejudice. *Reducing Prejudice and Discrimination*, *May*, 33–56. https://doi.org/10.4324/9781410605634-7

Stephan, W. G. (2009). Intergroup Threat Theory. *Evolution and Human Behavior*, *30*(4), 229–237. https://linkinghub.elsevier.com/retrieve/pii/S1090513809000208

Tenri Ampa, A., Amin Rasyid, M., Asfah Rahman, M., Haryanto, H., & Basri D., M. (2013). The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills. *International Journal of English Language Education*, *1*(3), 293. https://doi.org/10.5296/ijele.v1i3.4153

Wyse, D., Davis, R., Jones, P., & Rogers, S. (2015). Conclusion: Early childhood and primary education: New visions and a manifesto for change. *Exploring Education and Childhood: From Current Certainties to New Visions*, *1*(1), 188–194. https://doi.org/10.4324/9781315715827

Zheng, B., Warschauer, M., Lin, C. H., & Chang, C. (2016). Learning in One-to-One Laptop Environments: A Meta-Analysis and Research Synthesis. *Review of Educational Research*, *86*(4), 1052–1084. https://doi.org/10.3102/0034654316628645