

Abstract

This thesis, entitled *The Development of Task-Based Learning Materials to Enhance Students' Receptive Skills in Descriptive Texts within the Merdeka Curriculum for Junior High School Students*, was written by Asni Deswita (Student ID: 20224008) from the Graduate Program in Teaching English, Faculty of Education and Teacher Training, State Islamic University of Sjech M. Djamil Djambek Bukittinggi.

This study aimed to develop English learning materials that integrate Task-Based Learning to enhance Grade VII students' receptive skills of descriptive texts. The study was conducted in response to the need for supplementary learning materials that could support the implementation of the Merdeka Curriculum and facilitate meaningful language learning. The study focused on identifying students' and teachers' needs, designing and developing task-based learning materials, evaluating their validity, practicality, and effectiveness, and disseminating the final product.

This study employed a Research and Development (R&D) methodology using the 4D Model, consisting of the Define, Design, Develop, and Disseminate stages. The learning materials were developed based on Willis's TBL framework, which includes the Pre-Task, Task Cycle, and Language Focus phases. The participants consisted of one English teacher and fifty-six Grade VII students of SMP N 3 Ampek Angkek. Data were collected through questionnaires, interviews, and listening and reading tests administered as pre-tests and post-tests in both experimental and control classes. The research instruments and learning materials were validated by three experts, and the data were analyzed using SPSS version 26.

The need analysis revealed that both students and the teacher required supplementary task-based learning materials to support the teaching and learning of listening and reading skills in descriptive texts. The learning materials were designed into two learning cycles: a listening cycle and a reading cycle. Expert validation indicated that the materials achieved a very high level of validity, with scores ranging from 86.7% to 100% across all evaluation indicators, demonstrating their suitability for classroom implementation. The practicality evaluation also showed that the materials were highly practical for use by both teachers and students. Furthermore, the results of the Mann-Whitney U test revealed a statistically significant difference between the learning outcomes of the experimental and control groups (Asymp. Sig. (2-tailed) = 0.000, $p < 0.05$), indicating that the developed learning materials effectively improved students' receptive language skills. Positive responses were obtained from dissemination class and English Teachers Community of Agam Regency. Therefore, the integration of Task-Based Learning in the developed materials contributed positively to students' listening and reading achievement.

Keywords: Descriptive Text, Merdeka Curriculum, Receptive Skills, Task-Based Learning Material

Abstrak

Tesis ini berjudul *Pengembangan Bahan Ajar Berbasis Tugas untuk Meningkatkan Keterampilan Reseptif Murid pada Teks Deskriptif dalam Kurikulum Merdeka di Sekolah Menengah Pertama* ini ditulis oleh Asni Deswita (NIM: 20224008) dari Program Studi Pascasarjana Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi.

Penelitian ini bertujuan untuk mengembangkan bahan ajar bahasa Inggris yang mengintegrasikan *Task-Based Learning* guna meningkatkan keterampilan reseptif murid kelas VII pada teks deskriptif. Penelitian ini dilaksanakan sebagai tindak lanjut terhadap kebutuhan akan bahan ajar yang dapat mendukung implementasi Kurikulum Merdeka serta memfasilitasi pembelajaran bahasa yang bermakna. Penelitian ini berfokus pada identifikasi kebutuhan murid dan guru, perancangan dan pengembangan bahan ajar berbasis tugas, evaluasi validitas, kepraktisan, dan efektivitas bahan ajar, serta diseminasi produk akhir.

Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model 4D yang meliputi tahap *Define, Design, Develop, dan Disseminate*. Bahan ajar dikembangkan berdasarkan kerangka TBL yang dikemukakan oleh Willis, yang terdiri dari tahap *Pre-Task, Task Cycle, dan Language Focus*. Responden penelitian terdiri atas satu orang guru bahasa Inggris dan lima puluh enam murid kelas VII SMP Negeri 3 Ampek Angkek. Data dikumpulkan melalui angket, wawancara, serta tes menyimak dan membaca dalam bentuk *pre-test* dan *post-test* pada kelas eksperimen dan kelas kontrol. Instrumen penelitian dan bahan ajar yang dikembangkan divalidasi oleh tiga orang ahli, sedangkan data dianalisis menggunakan SPSS versi 26.

Hasil analisis kebutuhan menunjukkan bahwa murid dan guru membutuhkan bahan ajar berbasis tugas untuk mendukung proses pembelajaran menyimak dan membaca pada teks deskriptif. Bahan ajar didisain dalam dua siklus pembelajaran; siklus mendengar dan siklus membaca. Hasil validasi ahli menunjukkan bahwa bahan ajar yang dikembangkan memiliki tingkat validitas yang sangat tinggi, dengan skor antara 86,7% hingga 100% pada seluruh indikator penilaian, sehingga dinyatakan layak untuk diimplementasikan dalam pembelajaran. Hasil evaluasi kepraktisan juga menunjukkan bahwa bahan ajar tersebut sangat praktis digunakan oleh guru maupun murid. Selain itu, hasil uji Mann–Whitney U menunjukkan adanya perbedaan yang signifikan secara statistik antara hasil belajar murid pada kelas eksperimen dan kelas kontrol (Asymp. Sig. (2-tailed) = 0,000; $p < 0,05$), yang mengindikasikan bahwa bahan ajar yang dikembangkan efektif dalam meningkatkan keterampilan reseptif murid. Kelas diseminasi dan Komunitas Belajar Guru Bahasa Inggris Kabupaten Agam memberikan respon yang baik. Dengan demikian, integrasi *Task-Based Learning* dalam bahan ajar yang dikembangkan memberikan kontribusi positif terhadap peningkatan kemampuan menyimak dan membaca murid.

Kata Kunci: Keterampilan reseptif, Kurikulum Merdeka. *Task-Based Learning Material*, Teks deskriptif.