

## ABSTRACT

**Pradiska, Yovine Diva. (2025): Exploring the Impact of “Merdeka” Curriculum on Students’ Speaking Well-Being**

*Merdeka* curriculum offers teachers many learning processes and teaching strategies that focus on students’ abilities, especially in the English learning process. Project-based and student-centred learning can allow students to play a central role in the learning process, leading them to improve their speaking skills.

This study explores the strategy that English teachers use in the learning process to improve students’ speaking well-being. It also aims to explore the positive effect of a *Merdeka* curriculum on students’ speaking well-being. Furthermore, this study applied a descriptive qualitative method to determine how implementing a *Merdeka* curriculum in this school affected students’ speaking well-being. Participants in this research are the vice principal of curriculum, an English teacher, and five students in the 8<sup>th</sup> grade at S.M.P.N. 8 Bandung.

Findings show that implementing the *Merdeka* curriculum in this school is already exemplary because it determines students’ needs and makes improvements based on their environments. The English teacher’s strategy to improve students’ speaking skills is to encourage students to talk in the classroom by doing project-based learning that can make students do presentations, discuss with their friends, and convey their opinions in English.

This study highlights that the *Merdeka* curriculum creates a more supportive and exciting learning environment. It allows students to practice and improve their speaking abilities in ways tailored to their interests and learning styles, which can inspire educators and policymakers to apply this point in their schools.

**Keywords:** curriculum, *Merdeka* curriculum, speaking well-being, students’ speaking well-being, learning-centered, project-based learning, teaching strategies.