

**DIFFERENTIATED ENGLISH LEARNING
MATERIAL DEVELOPMENT BASED ON
THE EMANCIPATED CURRICULUM
FOR EIGHTH-GRADE STUDENTS
AT JUNIOR HIGH SCHOOL**



**ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ART
GANESHA UNIVERSITY OF EDUCATION
SINGARAJA
2024**

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SKRIPSI



**PENDIDIKAN BAHASA INGGRIS
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA**

2024

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "**DIFFERENTIATED ENGLISH LEARNING MATERIAL DEVELOPMENT BASED ON THE EMANCIPATED CURRICULUM FOR EIGHTH-GRADE STUDENTS AT JUNIOR HIGH SCHOOL**" beserta seluruh isinya adalah benar-benar karya sendiri, saya tidak melakukan penjiplakan atau mengutip dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung sanksi yang dijatuhkan kepada saya apabila dikemudian hari ditemukan pelanggaran etika keilmuan dalam karya saya atau ada klaim terhadap keaslian karya tulis saya ini.

Singaraja, 12 Juli 2024

Yang membuat pernyataan



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DEDICATIONS

This thesis is highly dedicated to:

Ida Sang Hyang Widhi Wasa

My Dearest Parents:

I Wayan Sudana

Ni Nyoman Armi

My Beloved Sibling:

Ni Wayan Diani Kesuma Dewi

I Nengah Wiadi

My Lovely Sister from another Mister

Helena Roth

My Great Supervisors and Examiner:

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

G.A.P. Suprianti, S.Pd., M.Pd.

Dewa Ayu Eka Agustini, S.Pd., M.S.

My Favourite Circles

Biar Kelihatan Punya Keluarga, Bedah Mental

My Great Research Team

Developing Learning Material SMP

Thank you for accompanying me during this memorable journey.

God bless you all.



*“Do Your Best and Pray Specifically.
Everything Happens At the Right Time,
Embrace the Process!”*

-Mell

ACKNOWLEDGEMENT

First off all, the researcher would like to praise and show gratitude to the God for the bless and grace in guiding and helping the researcher to finish this thesis entitled “Differentiated English Learning Material Development Based on the Emancipated Curriculum for Eighth-Grade Students at Junior High School”. On the other hand, the researcher also accepted much support and encouragement to finish this thesis. Therefore, the researcher would like to give the biggest appreciation and gratitude to the following:

1. Almighty God who granted me much bless and healthy life so I could finish this thesis well.
2. Luh Gd Rahayu Budiarta, S.Pd., M.Pd., as the first supervisor. Thank you for guiding, leading, and supporting me during the thesis progress in all the way possible. Your motivation and advice had helped me a lot to finish the thesis swiftly and my personal development.
3. G.A.P. Suprianti, S.Pd., M.Pd., as the second supervisor. Thank you for guiding and supporting me during the thesis progress. Your valuable supervision and direction means a lot for the completion of this thesis and helped me a lot to improve my writing skill.
4. All lectures in English Language Education, whose wealth of knowledge and experience over the years played a crucial role in guiding the researcher through the thesis process.

5. Teacher and students at SMP Negeri 1 Seririt whos gives dedication to helped the researcher complete this thesis.
6. My dearest parents, I Wayan Sudana and Ni Nyoman Armi. Also, my beloved siblings, Ni Wayan Diani Kesuma Dewi and I Nengah Wiadi. Thank you so much for your endless prays and support for me. I might be lost without your love and support.
7. My lovely sister from another mister, Helena Roth. Thank you so much for your financial support and motivation throughout my university life.
8. My beloved people, Apsarendra Putra, Wira Mahendra, Adelia Ari, Candra Mahyogi, Yoga Mahardika, and Surya Wati. Thank you for the motivation, advice, and support during my college life.
9. My Great Team, Developing Learning Material SMP. Thank you so much for the togetherness and mutual support in this thesis journey.
10. Thank you so much to all the people I have not mentioned who have helped me in my thesis journey.

Finally, the researcher realizes and believes many things could be improved in making this research far from perfect. Therefore, the researcher has to read and learn more. Other than that, additional suggestion and critic is needed to improve this research.

Singaraja, July 15th 2024

Ni Nyoman Meliani

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ABSTRACT

The Emancipated Curriculum allows teachers to implement differentiated learning which recognizes that students in the classroom have different characters or ways of learning in understanding learning materials. This study aims to determine the needs of students and teachers related to the products that need to be developed, to investigate the product development process, and to evaluate the quality of the products developed. The present study was designed in Design and Development (D&D) Research which entailed the ADDE model (Analysis, Design, Development, and Evaluation). It conducted an interview guide, questionnaire, observation sheet, and expert judgment sheet to collect the data. The data were obtained from teachers, students, *ATP (Alur Tujuan Pembelajaran)* or Flow of Learning Objective, & teaching module, and lecturer. The obtained data were analyzed quantitatively and qualitatively. The results of the study show that (1) the learning materials needed to develop were differentiated learning material; (2) the learning materials were developed using the ADDE model covering the topics Notice, Caution & Warning Text, and Procedure Text; and (3) the developed learning product has “excellent” quality. Furthermore, the developed learning materials can be useful for English teachers to guide and support eighth-grade students' learning in the second semester based on students' learning styles such as visual, aural, read/write, and kinesthetic combined with problem-based learning, project-based learning, and discovery learning to provide differentiated learning.

Keywords: Differentiated Learning, Emancipated Curriculum, English Learning Material, Learning Style

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ABSTRAK

Kurikulum Merdeka memperkenankan guru untuk menerapkan pembelajaran berdiferensiasi dengan mempertimbangkan bahwa siswa di dalam kelas memiliki karakter atau cara belajar yang berbeda dalam memahami materi pembelajaran. Penelitian ini bertujuan untuk mengetahui kebutuhan siswa dan guru terkait produk yang perlu dikembangkan, mengetahui proses pengembangan produk, dan mengevaluasi kualitas produk yang dikembangkan. Penelitian ini dirancang dengan metode Design and Development (D&D) Research dengan menggunakan model ADDE (Analysis, Design, Development, dan Evaluation). Penelitian ini menggunakan panduan wawancara, kuesioner, lembar observasi, dan lembar penilaian ahli untuk mengumpulkan data. Data diperoleh dari guru, siswa, ATP (Alur Tujuan Pembelajaran) & modul ajar, dan dosen. Data yang diperoleh dianalisis secara kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa (1) materi pembelajaran yang perlu dikembangkan adalah materi ajar berdiferensiasi; (2) materi pembelajaran yang dikembangkan menggunakan model ADDE meliputi topik Notice, Caution & Warning Text, dan Procedure Text; dan (3) produk pembelajaran yang dikembangkan memiliki kualitas yang "sangat baik". Selain itu, materi pembelajaran yang dikembangkan dapat berguna bagi guru Bahasa Inggris untuk membimbing dan mendukung pembelajaran siswa kelas delapan di semester kedua berdasarkan gaya belajar siswa seperti visual, aural, read/write, dan kinestetik dengan dikombinasikan problem based learning, project based learning, dan discovery learning untuk memberikan pembelajaran berdifferensiasi.

Kata Kunci: Gaya Belajar, Kurikulum Merdeka, Materi Pembelajaran Bahasa Inggris, Pembelajaran Berdifferensiasi

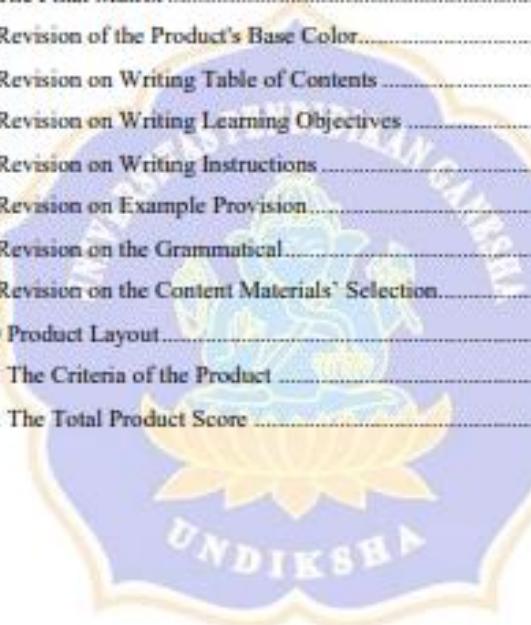
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