

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



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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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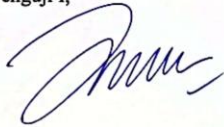
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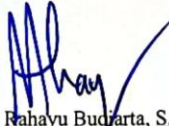
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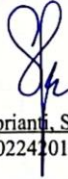
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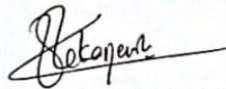
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## SURAT PERNYATAAN

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



Ni Nyoman Meliani  
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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

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My Favourite Circles

**Biar Kelihatan Punya Keluarga, Bedah Mental**

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**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*





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Singaraja, July 15<sup>th</sup> 2024

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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 berdiffrensiasi.

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



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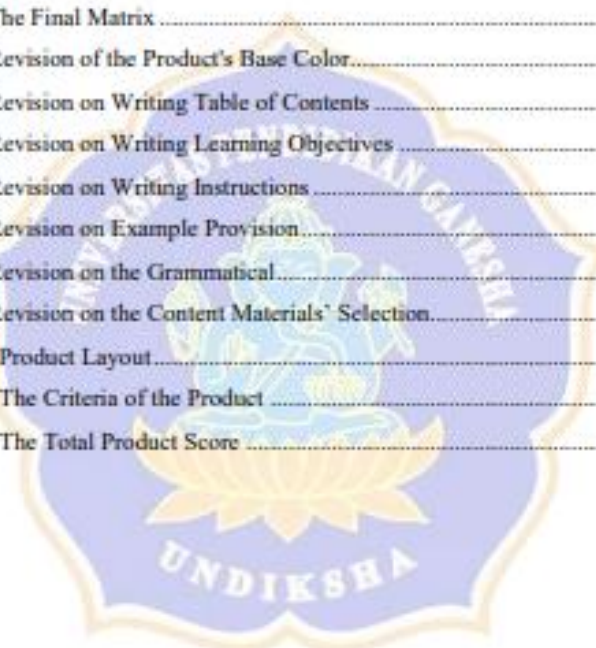
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