

CHAPTER I

INTRODUCTION

1.1 Research Background

Learning materials are an important component in learning activities, learning materials are used to help students learn, whether in the form of written materials such as books, modules, or student worksheets, or unwritten materials such as audio-visual media, teaching aids, or practical activities, with a combination of various types of these materials to create a more effective learning experience for students (Nety & Wahyuni, 2020). English learning material is mandatory material that must be studied by students because of its role in this era of globalization, where every country needs English as an international language, including in Indonesia where English learning material is taught at junior high school level to prepare quality learners with contextualized topics so that students can use them in everyday life, and the four skills include listening, speaking, reading, writing (Kusuma & Apriyanto, 2018). According to Zubaidillah & Nuruddaroini, (2019) Learning material for junior high school students is reviewed from various aspects including: psychological aspects, where the material must be quite simple and delivered by contemplating and observing before going into the core material so that it is interesting for them because their thinking power is more developed than in elementary school, so they are more easy to understand, analyze problems, and easier to direct, which makes the teaching and learning process easier; sociological aspect, where grade 7 junior

high school material is material that can be applied in everyday life so that students will not be unfamiliar with practicing it; and technological aspects, where teachers can use various teaching techniques to convey learning material optimally.

Implementing learning materials based on the Emancipated Curriculum is the presentation of material that creates differentiated learning activities according to the diversity of potential, interests, talents, student needs, learning styles and student-centered learning, where teachers are directed to present material from various sources to create varied learning and innovative according to students' learning styles (Barlian et al., 2023). Therefore, teachers can modify content, processes, learning products, and student learning environments. Differentiated learning allows for flexibility in the curriculum, not being fixated on just one method of approach. Teachers are encouraged to adapt learning to students' characters, needs, interests and learning styles, with the belief that each student can be successful if learning strategies and methods are appropriate. Each student has a different learning styles, so that no one is left behind in understanding the learning material. Learning materials in the emancipated curriculum can provide relevant learning experiences according to students' level of understanding and learning styles, which include various cognitive, affective and psychological strategies for interpreting, organizing and maintaining educational experiences as well as problem solving (Siringoringo et al., 2023).

However, the fact is that the implementation of the emancipation curriculum at one of the junior high schools in Buleleng Regency has not been carried out well. The English teacher at the school provides the same learning material to all

students in the class, this is of course outside the concept of an emancipated curriculum which emphasizes differentiated learning that suits students' needs and students' learning styles. Apart from that, Teachers and students do not have a main book or supplementary book for learning activities, but the teacher uses one of the books from the government only for reference in making ATP. Then the flow of learning objectives (ATP) and teaching modules used by teachers and students do not emphasize differentiated learning. Therefore, learning activities become monotonous because they do not suit each student's needs and students' learning styles so that students are less active and not interested in learning activities, whereas the idea of an emancipated curriculum which allows teachers and students to learn together will produce more active and effective learning (Manalu et al., 2022). Therefore, it can be concluded that the implementation of the Emancipated Curriculum at one of the junior high schools in Buleleng Regency is still not optimal. This can cause learning goals to be difficult to achieve and have an impact on students' ability to learn English.

To overcome this problem, researchers conducted preliminary research at one of the junior high schools in Buleleng Regency on September 18, 2023. Researchers obtained information that this school had implemented the Emancipated Curriculum for two years. Researchers carried out observations, interviews and distributed questionnaires in preliminary research. The observation stage is carried out by observing learning activities directly and observing the Learning Objective Flow (ATP) and teaching modules used by the teacher in learning activities. Next, an interview was conducted with the teacher with the aim of finding out the situation of the English learning process carried

out in the classroom and also the teacher's needs in learning English and the use of learning materials in the English learning process. Apart from that, researchers also recently distributed questionnaires aimed at students to find out each student's learning style. Based on the findings from preliminary research, researchers offer a solution by developing English learning materials for grade 7 junior high school in the first semester based on the Emancipation Curriculum. This learning material will be presented in the form of an English supplementary book containing three 21st century methods including Problem-Based Learning (PBL), Project-Based Learning (PjBL), Discovery Learning (DL). The three syntactic learning methods will be developed based on the VARK (Visual, Aural, Read/Write, Kinesthetic) learning style by Fleming & Mills (1992).

According to Fauzia & Hadikusuma Ramadan, (2023), to implement differentiated learning based on the Emancipated Curriculum, teachers must apply it in the classroom in a way that teachers must recognize that each student has diverse learning needs that require a learning approach that suits their character and learning style. This emancipated curriculum acknowledges and appreciates the variety of student's learning styles and abilities. The implementation of the Emancipated Curriculum in Junior High School consists of various aspects and components, namely the learning activities that apply in the Emancipated Curriculum at the Junior High School level consist of three main activities, namely intracurricular activities, projects to strengthen the Pancasila student profile, and extracurricular activities, time allocation for each subject in the Emancipated Curriculum in Junior High School is divided into two learning groups, and time allocation for each subject in the Emancipated Curriculum in

Junior High School is divided into two learning groups, Each educational unit or local government can add content local areas that match the features and needs of each school, and the teacher can define the criteria for completeness of student learning outcomes based on student learning achievement (Pahlawan et al., 2023). According to Maulinda, (2022) teachers can perfect the modules in two ways: they can design their own modules based on the topic and student characteristics, or they can choose or update the government-prepared teaching modules, the requirements for Emancipated Curriculum teaching module are as follows: (1) Fundamental, in the sense that each topic contains a concept derived from collaborative knowledge and learning experience; (2) Interesting, meaningful, and demanding: instructors may help pupils grow based on their experience and cognitive skills and actively involve children in education, ensuring that lessons are age-appropriate and neither too hard nor too easy; (3) contextual and relevant, which means it is tied to past cognitive features and experiences and considers the student's time and location; (4) sustainable, which means that learning activities must be related to the student's learning stages (in phases 1, 2, and 3).

According to Indarta et al., (2022), the Emancipated curriculum places a greater emphasis on the 21st Century Learning model, specifically developing thinking competencies such as critical thinking, creative thinking, and problem solving, acting competencies such as communication, collaboration, digital literacy, technological literacy, and competence for living in the world such as initiative, self-direction, global understanding, and social responsibility, and learning competencies such as leadership. The Blended Learning model is one example of a 21st century learning approach that may be used in both inside and

outside the classroom, Aside from that, the learning models that are frequently used nowadays include problem-based learning (PBL) and project-based learning (PJBL) and discovery learning (DL) these three learning models stress the building of student competencies, particularly in the 21st century. (Syamsidah & Suryani, 2018) states that problem based learning (PBL) is a learning model that involves students solving a problem through the stages of the scientific method so that students can learn knowledge related to the problem and at the same time have the skills to solve the problem. Then another method is project Based Learning (PJBL) is a learning model that uses projects or activities as media and the discovery learning (DL) will encourage students to investigate for themselves, use intuition, imagination, creativity, search for new information to find their own knowledge based on the experience they have gained.

There was previous research that examined the development of learning materials as supplementary books, such as research conducted by Puspita et al., (2017) regarding the development of Supplementary materials in improving learning comprehension for Grade 7 Junior High Schools. This research uses the (D&D) method which shows research results that vocabulary learning is important to help grade 7 students communicate in English, using textbooks that support the development of understanding through additional material. Apart from that, in research conducted by Nurhidayat & Rofi'i, (2019) on Developing Additional English Language Materials through Instructional Conversations which used the research and development (R&D) method, research results were obtained regarding the development of supplementary materials that help students communicate with foreigners. Students need supplementary material in learning

English which is developed as a supplementary book. Based on previous research, research into the development of English language learning materials still needs to be carried out to get better results. In previous research regarding the development of learning materials, researchers found that there was still little research regarding the development of learning materials based on the Emancipation Curriculum which emphasizes differentiated learning and learning styles. Therefore, the researcher decided to conduct research on the development of English learning materials based on emancipated curriculum for 7th grade at junior high school.

1.2 Problem Identification

Researcher have conducted preliminary observations at one junior high school in the Buleleng Regency, which have implemented the Emancipated Curriculum. The following are some of the issues discovered by researcher:

1. Teachers dominate the learning process, making students less independent in learning, even though the Emancipation curriculum emphasizes student-centred learning.
2. The teacher does not have a main book or supplementary book in the learning process but uses a flow of learning objectives and teaching modules developed by the teacher.
3. Teachers provide learning materials with the same activities to all students without differentiating learning styles.

1.3 Limitation of The Study

This research focuses on developing learning materials for grade 7 junior high school in the first semester which are presented through supplementary books. This supplementary book is designed based on the Emancipated Curriculum which includes four learning styles (Visual learner, Aural Learner, Read/Write Learner and Kinesthetic Learner) and also uses three learning methods including Problem Based Learning (PBL), project based learning (PJBL) and discovery learning (DL). This Supplementary book can be used in English classes based on the Emancipation Curriculum and can be an innovative or creative way to implement this curriculum at the junior high school level.

1.4 Research Question

Based on the background and problem identification above, the research questions can be formulated as a follow:

1. What learning material based on the Emancipated Curriculum is needed for the teacher and students to be developed for the first semester of 7th grade at junior high school?
2. How is the development learning material based on the Emancipated Curriculum for the teacher and students in first semester of 7th grade at junior high school?
3. What are qualities of the learning material development based on Emancipated for the first semester of 7th grade at junior high school?

1.5 Research Objectives

Based on the research questions, the research objectives of this proposed research can be formulated as follows:

1. General Objectives

The general aim of this research is that by having Supplementary book to support teachers in conveying lesson material based on the Emancipated curriculum, it can be used as well as possible for junior high school students in Buleleng Regency.

2. Specific Objective

The specific objectives of this research are:

- a. To analyze learning material that needs to be developed for teacher and student in first semester of 7th grade at junior high school based on the Emancipated curriculum.
- b. To analyze learning materials based on the Emancipated curriculum for 7th grade at junior high school in the first semester.
- c. To analyze the quality of learning materials used in 7th grade at junior high schools in the first semester.

1.6 The Expected Specification of The Product

The product specifications expected in this research are stated as follows:

1. It is hoped that this English supplementary book can be used as an additional book in English language learning in class 7 in the first semester.
2. Learning materials developed based on the Emancipated Curriculum for first semester 7th grade junior high school students. It is hoped that it can help students understand the learning material more effectively.
3. The products developed cover student learning styles including visual learners, aural learners, read/write learners and kinesthetic learners. It is

hoped that emphasizing the diversity of student learning styles can make it easier for students to understand the learning material.

1.7 Research Significance

The significance of this research is divided into two, including theoretical significance and practical significance. The following is an explanation of theoretical significance and practical significance in this research:

1.9.1 Theoretical Significance

It is hoped that this research can serve as a guide for further research that has similar research topics. This research can contribute to the progress of science and education, especially in supplementary book in the development of learning materials based on the Emancipated Curriculum.

1.9.2 Practical Significance

This research is expected to provide information to readers, as follows:

a. For Student

Having Supplementary book on English learning material can help students understand the material more easily. Apart from that, this supplementary book can provide new innovations for students in learning so that it can motivate students to be more enthusiastic in learning and to think more critically, creatively and innovatively.

b. For Teachers

With this supplementary book, teachers can use more interesting book in the classroom learning process. Apart from that, teachers can also use supplementary book on English subjects to make it easier for teachers to

convey learning material and teachers can also create varied learning so that learning objectives can be achieved well.

c. For Researcher

With this research, it is hoped that it can become a reference for other researchers who carry out research regarding the development of teaching materials using supplementary book.

1.8 Assumption and the Limitaiaon of The Development

The following are the limitations of supplementary book development in this research:

1. The supplementary book is designed based on the Emancipated Curriculum which emphasizes 21st century learning methods.
2. The supplementary book was developed by considering four learning styles including visual learners, aural learners, read/write learners and kinesthetic learners.
3. Supplementary books are designed as additional books so that the teacher only supervises and provides a little guidance according to the directions in the book during teaching activities.

1.9 Definitaiaon of Key Terms

Defining key terms in this research is important to provide guidance for researchers in conducting research. There are two kinds of definitions for key terms. Namely the conceptual definition and operational definition. The conceptual and operational definition of this research can be explained as follows:

1.9.1 Conceptual Definition

A conceptual definition can be interpreted as a statement by experts about the theories used to convey this research. Several related theories used in this research are described as follows:

a. Learning Material

Learning resources are tools utilized to facilitate student learning. These resources can take the form of written materials, such as books, modules, or worksheets, as well as non-written materials, such as audio-visual media, teaching aids, or practical activities. By combining different types of these resources, a more impactful learning experience can be created for students (Nety & Wahyuni, 2020).

b. Emancipated Curriculum

Emancipated Curriculum gives schools more freedom to design a curriculum that is better suited to student demographics and needs, and it encourages education that is more inclusive, diverse, and relevant to local contexts through project-based learning, the development of student soft skills and character, and a more flexible curriculum structure that can combine literacy abilities, knowledge, skills, and attitudes related to the use of technology (Gumilar et al., 2023).

c. Supplementary Material

According to Fahruraji & Chandra, (2023) supplementary materials are any additional materials used to complement the main teaching materials in order to improve the quality of teaching and learning, with the aim of providing a richer and deeper learning experience, adapting to

students' needs and learning styles, as well as assisting teachers in delivering material in a more varied and varied way. innovative, so that the teaching and learning process becomes more effective and comprehensive, enabling students to understand concepts better and apply them in various contexts.

1.9.2 Operational Definition

Operational definitions are definitions needed to define procedures or operations in research.

a. Learning Material

Learning materials are used to enrich the learning experience by meeting students' diverse needs, interests, and learning styles, thereby helping to create a more effective and comprehensive educational environment, with examples of additional materials including multimedia resources, hands-on activities, and interactive tools that facilitate understanding and application concepts taught in the curriculum better (Insorio, 2022).

b. Emancipated Curriculum

According to Akhmad et al., (2023), in implementing the Independent Curriculum, teachers are the key element responsible for teaching and guiding students to achieve the desired competencies through flexible, independent and student-centered learning, which aims to equip students with the skills needed for the 21st century.

c. Supplementary Material

According to Azizah & Sugirin, (2019) Supplementary books can be used for students to learn about English. Apart from that, students that the use of supplementary books can help students to improve their independent English learning, improve reading skills understanding and other skill

