

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Using teaching materials is an important aspect of the classroom learning, especially in language learning. According to Tomlinson (2011), teaching materials are everything teachers use to facilitate language learning. Therefore, it can be said that teaching materials are one of the tools teachers use to support learning in the classroom. In language learning, the learning materials used can vary greatly, they can be visual, auditory, reading, or kinesthetic.

In the teaching and study process, the use of teaching materials has a relatively significant role. According to Oluwagbohunmi and Abdu- Raheem (2014), teaching materials are teaching materials that teachers use to help explain and make learning understandable to students during the teaching and study process. Teaching materials are also beneficial and important in the study process because they can help and encourage students to pay attention to the study process. Using teaching materials can help students increase their interest in the learning material being taught. Teaching materials also play a significant role because teachers use them to help explain and make it easier for students to understand the subject matter during the teaching and study process.

In the learning activities carried out by teachers in the classroom, they must, of course pay attention to the teaching materials used to teach language to young

learners. As we know, young learners are interactive learners and like new things that can attract their attention. According to Tomlinson (2011), the material has several characteristics consisting of the material must achieve impact, material must help students feel comfortable, the material must help students develop self-confidence, the material must demand and facilitate students' self-investment, students must be ready to earn points taught, the material must provide opportunities for students to use it, the material must pay attention to differences in students' learning styles, the material must give quiet time at the beginning of the teaching, the material must maximize learning potential by encouraging intellectual, aesthetic and emotional involvement that stimulates brain activity Right and left. These characteristics can be a reference for educators in developing teaching materials for students, including English language learning for young learners. Following the characteristics of students, the development of teaching materials should be designed for students according to the characteristics of students who are active and always curious about many things. In addition, ideal or good teaching materials that can be used and developed for young students must suit each student's different needs and learning styles.

The development of teaching materials is closely related to the curriculum, which can be used as a reference. The curriculum used in Indonesia's education world is the emancipated curriculum. According to the Ministry of Education, Culture, Research and Technology (2022), the emancipated curriculum is one of the curricula implemented in Indonesia and this curriculum has been implemented since the beginning of the Covid-19 pandemic, where this

curriculum covers various things. In this curriculum, teachers have the freedom to choose the teaching tools used so that learning can be tailored to students' learning needs and interests. In the emancipated curriculum there are several demands for the emancipated curriculum that are the focus, consisting of implementing projects to strengthen the Pancasila student profile, differentiated learning, cultural sensitivity, and others. These aspects can be implemented using teaching materials used in classroom learning.

In implementing the emancipated curriculum in schools, one of the mandatory or focused aspects is the project to strengthen the Pancasila student profile, according to the Ministry of Education, Culture, Research, and Technology (2022), this project aims to achieve the dimensions of the Pancasila student profile, and students will learn to study the specific themes that are a priority every year. Implementation of the project to strengthen the profile of Pancasila students is related to the noble values of Pancasila and Indonesian culture, so the project to strengthen the profile of Pancasila students is also related and closely related to cultural sensitivity. According to Garcia & Pantao (2021), cultural sensitivity can be defined as a skill that allows a person to learn and also get to know different or diverse people. Garcia & Pantao (2021) also stated that teachers' cultural sensitivity may also play a big role in dealing with this diversity. Therefore, in other words, in implementing the project to strengthen student profiles, Pancasila is closely related to culture and cultural sensitivity which can be developed and implemented by using teaching materials in learning. Apart from that, the implementation of the emancipated curriculum cannot be separated from

differentiated learning, which can be interpreted as student-centered learning in which teachers only develop their learning while students explore it further.

Following the emancipated curriculum, which emphasizes student learning, learning is carried out and regulated by teachers in the classroom, where learning must be differentiated; teachers focus students on learning and more project-based learning to make students active, creative, and innovative. According to Tomlinson (2001), differentiated teaching means what happens in the classroom so that students have many choices in receiving information, understanding ideas, and also expressing what they learn. Differentiated teaching recognizes that further understanding must build on previous experience and that not all students process the same knowledge at the start of a given investigation, teachers in differentiated classes understand the need to help students take greater responsibility for their own growth. Implementing the emancipated curriculum, especially in English language learning in elementary schools, becomes optional learning where schools can apply English as a subject or extracurricular activity.

In developing English language learning materials in schools in Indonesia, several studies have developed English language teaching materials stand on the Emancipated curriculum that is Siloto (2023) developed teaching modules stand on the Emancipated curriculum designed for mathematics learning using the Emancipated curriculum. ADDIE, Adisti model. et al. (2022), who developed digital literacy in English language learning

for Early Childhood stand on and welcomed the emancipated curriculum with the ADDIE model, and Salahuddin et al., (2023) who developed illustrated story e-books for Indonesian language learning which is also stand on the emancipated curriculum with the ADDIE model. From the research that has been conducted, the researcher concludes that the development of emancipated curriculum-based teaching modules in Indonesia is still minimal, especially for English language learning, and the development of teaching materials developed from this research is still lacking in differentiation and variety in content and materials, apart from previous research which has been carried out, the researchers concluded that there is still a lack of teaching materials that contain cultural content in their learning.

Stand on preliminary research, the same thing also happened in several schools in Bali. This research examines two schools that have implemented a comprehensive emancipated curriculum at all grade levels from grade 1 to 6th grade. The two schools studied by researchers are Elementary School A and Elementary School B in Denpasar City, Bali. These schools have implemented an emancipated curriculum and English language learning at the school. Stand on teaching observations and interviews at elementary schools A & B, results were found in terms of learning differentiation, teaching materials, and cultural sensitivity. It was found that English language learning at School A was not differentiated, meaning that when English language learning was implemented in 6th grade class, teachers did not emphasize differentiated learning, this is reinforced by the results of interviews with students who state that teachers do not emphasize

learning in class, which in other words teachers only focus on learning using only one type of learning and teaching materials, that is 6 Class English textbooks and worksheets only. Teachers do not emphasize differentiation, meaning teachers use less variety in learning options for students with different learning styles. Stand on the student's interview results, 2 out of 4 students in class 6 at school A revealed that the learning done by teachers did not suit their learning style, and they also did not understand the learning being delivered. Meanwhile, 6th-grade students interviewed at school B also stated that learning was differentiated. However, the learning and teaching materials have not been differentiated to cover several learning styles. Stand on student's interview at the two schools, it was stated that they had different learning styles, and in 10 out of 6th-grade students interviewed, their learning styles were visual, auditory, reading, writing, and kinesthetic. Elementary school A students said that when they did not receive learning according to their learning style, it was difficult for them to digest the learning. Stand on the teacher's interview with an elementary school B stated that she had not been able to prepare differentiated learning materials according to students' learning styles due to limited time to prepare them. Meanwhile, elementary school B students revealed that the learning carried out generally covered most students' learning styles. This is also supported by an interview conducted by a teacher at elementary school B, where the teacher stated that he had prepared teaching materials that were in accordance with this emancipated curriculum and had covered the students' overall learning styles.

Therefore, it can be said that these two schools still do not fully cover differentiated learning. Researchers also found other findings through observation and analysis of English textbooks for 6th grade Elementary school students found that the books used in learning English still did not emphasize cultural sensitivity; that is, they did not highlight and add Balinese culture to the books and their learning. The results of observation, research and analysis showed that at elementary school B, differentiated learning was found, where teachers at elementary school B used teaching materials and carried out varied learning for almost all students' learning styles. However, through the analysis of the books and teaching materials used by teachers in the study process, it was found that the teaching materials used did not emphasize cultural content or add Balinese culture to English language learning. Therefore, the books and teaching materials used by these two schools cannot be used as the only reference in implementing English language learning in the classroom. Apart from that, stand on the researcher's teaching experience, the researcher has also participated in a teaching activity program. Currently, the researcher is teaching at a school in Gianyar Regency. Stand on the researcher's experience, the researcher found that during the English study process in 6th grade, the school did not differentiate itself in the use of materials used in teaching due to teachers' limitations in compiling their own teaching materials. Thus, the learning carried out by researchers only focused on English learning books and used several internet sources as additional learning tools. Therefore, not all students' learning styles are achieved in the study process. Therefore, it can be said that teachers still do not

differentiate themselves in learning, and in learning English at this school, they still do not use media that also contains Balinese cultural content in the English study process. Therefore, research was carried out to develop English E-books to support the study process for 6th-grade elementary school students for the second semester stand on the emancipated curriculum that prioritizes cultural content and differentiated teaching materials that will contain varied learning according to student characteristics and styles. Through the development of this E-book, it is hoped that it can help teachers' teaching in the classroom so that teachers can implement and deliver lesson material well and are designed to provide meaningful learning for students.

1.2.Problem Identification

Learning English is one of the lessons taught at school. However, at the elementary school level, English is not a mandatory subject taught in class. Stand on the background and results of observations in two elementary schools, several problems were found in the application of teaching materials in the classroom, consisting of:

1.1.1. Teachers lack variety in their use of differentiated and varied teaching materials in the classroom. Teachers still lack variety in their use of varied teaching materials, such as PowerPoint and games.

1.1.2. Lack of developing teaching materials that suit students' overall needs and learning styles. This is caused by teachers' lack of time in preparing teaching materials and teachers still have difficulty developing materials that are appropriate and can also cover all students' learning styles.

1.1.3. Less effective application of teaching materials. The teaching materials used in class cannot be implemented properly by teachers due to lack of teaching time and also the lack of several facilities and infrastructure.

1.1.4. Lack of time for teachers to prepare and develop their own teaching materials. Teachers experience problems in the time spent in compiling their own teaching materials to support the study process according to their individual creativity so that the teaching materials used are less differentiated.

1.1.5. Stand on the analysis of English language package books, there is still a lack of activity media for students in the aspect and learning style of listening to audio that is adequate and easily accessible so that students cannot hear good and correct pronunciation. In this book it is also necessary to add elements of regional culture that can support student character development.

1.1.6. For several 6th grade students interviewed by researchers, the teaching materials used did not suit their learning styles so they were less able to understand and feel the learning being carried out.

1.3. Research Limitation

According to background and research problems, limitation of this research is that the problem that will be solved in this research is that it only focuses on developing English language teaching materials stand on an emancipated curriculum that contains differentiated learning for students that suits the needs and learning styles of each student and focuses on in developing English language teaching materials that are also stand on cultural content by emphasizing Balinese culture as an effort to develop students' character by

studying their culture. This can be an effort to solve the problem of 6th grade students who don't understand and have difficulty learning English because it doesn't suit their learning style. By developing English teaching materials stand on the Emancipated curriculum, it is hoped that it can help students in the study process and can become additional teaching materials that help teachers in implementing the English language study process stand on the Emancipated curriculum.

1.4. Research Questions

The research questions of this study are:

- 1.4.1. What are the needs of teachers and students in the study process regarding the materials based on the emancipated curriculum?
- 1.4.2. How to develop differentiated learning materials stand on the emancipated curriculum for sixth grade in the second semester at elementary school?
- 1.4.3. How are the quality of differentiated learning material based on the emancipated curriculum for sixth grade in the second semester at elementary school?

1.5. Research Objectives

- 1.5.1. To find out the need of teachers and students in study process stand on the emancipated curriculum.
- 1.5.2. To develop differentiated learning materials for sixth-grade students of elementary school in second semester.
- 1.5.3. To find out what the quality of the differentiated learning materials developed for 6th grade students in second semester for elementary school.

1.6. Signification of the Research

On the basis of the research background, research problems, and problem identification, it can be underlined that this research has and consists of two benefits that are theoretical benefits and practical benefits.

1.6.1. Theoretical Significance

Theoretical significance of this research that it is hoped that this research can enrich and add information and insight regarding the development of materials for young learners, cultural sensitivity, and differentiation in the use of English teaching materials which can help students support their English study process.

1.6.2. Practical Significance

1.6.2.1. For Students

1.6.2.1.1. It is hoped that this research can benefit students by helping and encouraging them to develop their English language skills through this learning material, which can also make students happy when learning English.

1.6.2.1.2. This research also aims to motivate students to learn English and improve their English language abilities and skills.

1.6.2.2. For Teacher

1.6.2.2.1. Through this research, it is hoped that it can provide benefits to teachers in enriching and increasing knowledge and insight regarding the development of differentiated learning materials for students to support the study process in the classroom.

1.6.2.2.2. Through product development research, it is hoped that it can provide benefits for teachers in carrying out learning, where teachers can more easily carry out teaching and learning activities, which can help teachers more easily explain material to students and create an interesting learning atmosphere that can make students enthusiastic about learning English.

1.6.2.2.3. Through this product development research, it is hoped that it can provide benefits for teachers in carrying out learning, where teachers can more easily carry out teaching and learning activities, which can help teachers more easily explain material to students and create an interesting learning atmosphere that can make students enthusiastic about learning English.

1.6.2.3. For Other Research

Through this research, it is hoped that it can help other researchers who can become a reference in developing learning materials stand on an independent and differentiated curriculum that can help and support the study process in the classroom.