

CHAPTER I

INTRODUCTION

1.1 Research Background

All teaching resources, whether written or unwritten, that are utilized to help teachers carry out the learning process are collectively referred to as learning materials. According to Haeckel (2019), learning materials are resources or lesson materials that are organized systematically and used by teachers and students during the learning process. Language teaching relies heavily on learning resources (Garton & Graves, 2014). They are regarded as the centre of the teaching and learning process. In general, it is considered that carefully selected and successfully used resources would increase the quality of the teaching and learning process. They can make teachers' tasks easier while also leading students to a higher degree of knowledge in learning. Ocak et al. (2010) contend that resources make learning more fun and understandable. Learning materials contain material, topic matter in the form of ideas, facts, concepts, principles, laws, or theories that are incorporated in training according to scientific disciplines, as well as additional learning information. Teaching materials are classified into four categories: print-based teaching materials (books, pamphlets, student workbooks, photos of materials from magazines and newspapers), technology-based teaching materials (films, TV broadcasts, interactive videos), practice or project materials (observation sheets and interview sheets), and interaction materials (telephone and video conferencing). Moreover, learning materials are valuable in fostering a student-centered approach to teaching English and empower learners to take ownership of their language acquisition journey by providing resource that be accessed independently outside of the classroom. The aspect is particularly vital in the age of digital education, where a plethora of online resources, language learning apps, and interactive platforms are readily available. The use of multimedia materials, such as videos, audio recording, and interactive software, adds an extra dimension to language learning, making it more immersive and enjoyable (Nuralisa, 2023). In essence, the judicious selection

and integration of learning materials not only enrich the English teaching process but also make it more versatile and adaptable to evolving needs of students in an increasingly interconnected world.

Besides, learning resources ensure that time allotted for learning is used properly while also improving instructional quality. The importance of materials in the teaching and learning process cannot be overstated, as they play a critical role (Garton & Graves, 2014). According to Tomlinson (2011), learning materials are anything that teachers or students use to help them learn a language. According to Sariçoban (2006) in Ocak et al., (2010), Learning materials in a language class provide students with activities to practice and help teachers be more effective. Based on various expert definitions, learning materials can be defined as anything that helps students learn and practice utilizing language or teachers increase the effectiveness of the teaching and learning process.

In implementing the learning material based on emancipated curriculum there are differentiated material. The implementation of the differentiated material based on the student's learning style. Fleming modified "VAK" learning style to create the "VARK" learning style. The visual preference encompasses the representation of information in maps, diagrams, charts, graphs, flow charts, and all of the symbolic arrows, circles, hierarchies, and other devices that individuals use to symbolize what could have been said in words. The Aural mode refers to a preference for information that is "heard or spoken." Learners who favor this method claim that lectures, group discussions, radio, email, mobile phone use, and speaking and talking things through help them learn the most. The Read/Write choice specifies that information be shown as words. Unsurprisingly, many teachers and students prefer this style. Kinesthetic modality is defined as "perceptual preference related to the use of experience and practice (simulated or real)."

However, based on the preliminary research was conducted on October 20, 2023 at SMPN 1 Seririt, the researcher found some problem regarding to the implementation of Emancipated Curriculum. The school has implemented the emancipated curriculum for three academic years. Initial

research was carried out with three components, namely observation, interview and distribution of questionnaire. Observations were carried out by observing the book from the government, ATP (Alur Tujuan Pembelajaran) and teaching module that used by the teacher in learning process. Next, interview was conducted with the teacher and the aimed of this interview is to finding out the conditions and situations of the class. Finally, distributing questionnaires aimed at students to find out student's learning style in the learning process. The problems that found at SMPN 1 Seririt regarding the implementation of Emancipated Curriculum such as:

1. As we know, in Emancipated Curriculum the student's learning style is the important things that the teacher should know. Beside of that the differentiated learning really focusing to the students. In Differentiated Learning, there are 4 types of student learning styles, namely through visuals or seeing objects, through audio or listening, through reading or writing and also through Kinesthetic or movement which cannot yet be fully realized. In reality, students have not been grouped based on their respective learning styles. Students with different learning styles are still put into the same group. This is what causes students to have difficulty accepting learning and also get bored quickly during the learning process. This is clear evidence that Differentiated Learning in the Emancipated Curriculum is very necessary for students' comfort in participating in the learning process.
2. Apart from learning that does not suit students' learning styles, another thing that happens in the field is that the learning material and the learning media use by the teacher during the learning process seems lack of variation. Learning materials use by the teacher seems lack of activities. This situation makes the students feel bored to study. This does not yet meet the criteria for Emancipated Curriculum learning, which is learning that can create an interesting, fun and meaningful learning atmosphere. Based on the observation before, the researcher seethat student learning activities do not motivate students to be enthusiasticin participating in learning activities.

3. In Emancipated Curriculum focus of Student's Learning Centered. As a result, students must be more active and engaged in the learning experience. However, pupils continue to be disengaged and passive in the learning process due to a lack of enthusiasm and a boring learning environment.

To overcome this problem, researcher offer a solution by developing differentiated English learning materials based on emancipated curriculum. This learning materials will be designed using three 21st century methods, namely Problem-Based Learning (PBL), Project-Based Learning (PjBL) and Discovery Learning (DL). From three syntax in the learning methods, material will be developed to provide the different learning. Learning methods will be combined with the students learning style. The learning style will be used in this research is VARK (Visual, Aural, Read/Write and Kinesthetic). To make the material adaptive and easy to use, researcher will develop technology-based material or digital textbooks and can be used offline or printed. Furthermore, teacher must provide learning materials that suit based on student's learning style.

This material development is based on the Emancipated Curriculum. As we know that education will not be alive if there is no curriculum in it because the curriculum is "*heart*" from an education. In the field of education, the term "Curriculum" is often used to describe how education is structured. Curriculum is vital to education because it will explain and maintain his lifestyle identity (Kusuma, 2021). The higher the level of education, the more likely it will influence the future. A series of plans and course arrangement set goals, themes, etc. Course Materials and Learning Activities needed to achieve this specific educational goals (Muhson, 2022). The term "curriculum" refers to the basic structure or design of a course and outlines how the course's material is translated into a roadmap for instruction and learning that enables the attainment of the specified learning goals. (Richards, 2013). The curriculum currently used is the Emancipated curriculum.

According to Kemendikbudristek, Emancipated Curriculum is a curriculum that refers to the growth of students' talents and interests. The Emancipation Curriculum opens up access for students and develops themselves, so the advantage of this curriculum is that it focuses more on essential material for student growth and development, students are provided with many projects so that students are more sensitive to the problems that exist in the surrounding environment through projects given by teachers and others. The last advantage is that learning is more flexible (Cholilah, 2020).

The Emancipated Curriculum is an appropriate curriculum that considers intellectual freedom. In order to provide ability-based learning adaptations, the Ministry of Education and Culture selected the Emancipated Curriculum (Galuh Anggita Damayanti, 2022). One of the key components of this curriculum that supports learning recovery is project-based learning for the development of soft skills and character in accordance with the Pancasila student profile. Use the Emancipated Curriculum in schools that are preparing to restart classes from 2022 to 2024 due to the pandemic (Ahmad, 2022). The teaching module in the independent curriculum is a new language from the RPP that has been used previously, even though the substance of the RPP and the teaching module are very different. Before first grade, several schools have established an Educational Unit Operational Curriculum (KOSP) which contains learning objectives and Learning Objective Flow (ATP).

Many previous studies were conducted related to this research. The first research was conducted by Charlina et al (2022). This article discusses the development of an electronic module for teaching junior high school students how to write exposition texts. The study aims to examine students' needs and preferences for learning materials. The findings suggest that electronic module, particularly flip book-based ones, can be effective tools for teaching writing skills. Based on the analysis of students' needs in learning to produce expository texts, the study concludes that there is a need for an electronic module based on

flipbooks for teaching and learning purposes. The majority of students expressed a preference for electronic modules as a special medium for teaching exposition texts. And the second research was conducted by Ni Nyoman Tri Andini Putri. This research was conducted in 2023. This study aims to develop additional materials in creative and innovative learning to improve English language skills and 4C (critical thinking, collaboration, communication and creativity) competencies in students.

Based on previous research, research into the development of supplementary learning materials still needs to be carried out and can influence the learning process well. However, based on multiple prior studies on the development of learning materials, the researcher discovered that there is still little research on the development of English learning materials based on the Emancipated Curriculum. Therefore, through this research, the researcher decided to conduct a research on the development of English learning material entitled “The Development of English Learning Materials for the 9th Grade Students in Junior High School Based on Emancipated Curriculum”.

1.2 Problem Identification

This study was conducted to bridge the gap between a lack of student materials and students' demands by delivering learning materials based on an emancipated curriculum. Furthermore, there is still no research into developing extra materials for students based on their learning style. We're all aware that each student has their own learning style. There are four sorts of student learning styles: visual, auditory, read/write, and kinesthetic.

As a result, the purpose of this study is to create additional materials for English language skills based on emancipated curriculum and student learning styles for 9th-grade junior high school students, utilizing Canva as a tool for developing learning materials. The Supplementary Book for English Lessons Based on the Emancipated Curriculum becomes something new or novelty.

1.3 Problem Limitation

This study focuses on improving learning materials and preparing teaching materials for 9th-grade students in Junior High School (SMP). The researcher also created a supplementary book for English Lesson specifically for 9th-grade students. This additional book can be used as a complement to learning material that has been used in class, or can also be used as a supplementary book created and intended for instructors to use as learning media. The supplementary books used in English classes based on the Emancipated Curriculum can be a new or creative way to implement this curriculum at the junior high school level, especially SMPN 1 Seririt. This supplementary book will differentiate based on the students learning style. There are four types of student's learning styles, namely through visuals or seeing objects, through audio or listening, through reading or writing and also through Kinesthetic or movement which cannot yet be fully realized. In reality, students have not been grouped based on their respective learning styles. Students with different learning styles are still put into the same group. Beside of that the author also differentiates the method used for the learning process in Emancipated Curriculum as Project Based Learning (PjBL), Problem Based Learning (PBL) and Discovery Learning (DL). This concentration is carried out by studying or understanding learning objectives, concept maps, learning instructions, learning materials, learning and learning activities as well as understanding student competencies. After understanding the students' learning objectives, then the researcher develop teaching materials that can assist educators in the learning process to guide students, so that students can achieve the learning objectives with maximum results.

1.4 Research Question

Based on the context and problem identification described above, the research questions can be stated as follows:

- a. What are the needs of teachers and students when implementing the

Emancipated Curriculum?

- b. How does the development of the material in Supplementary Book for first semester of Junior High School in 9th grade based on Emancipated Curriculum?
- c. What are the qualities of the supplementary book development for first semester of Junior High School in 9th grade based on Emancipated Curriculum?

1.5 Research Objective

Based on the research questions, the research aims for this study can be described as follows:

- A. Identify the teacher and the student needs for implementing the Emancipated Curriculum.
- B. Identify the development of the learning materials in the supplementary book for the first semester of Junior High School in 9th grade based on Emancipated Curriculum.
- C. Evaluate the quality of the supplementary book for students in the first semester of Junior High School in 9th-grade based on Emancipated Curriculum that has been developed.

1.6 The Expected Specification of the Product

The expected specifications of the product in this research are listed as follows

1. These learning materials are intended to assist teachers and students in studying English according to the Emancipated Curriculum.
2. The 9th-grade students in Buleleng are taught utilizing three methods: Problem-Based Learning (PBL), Project-Based Learning (PjBL), and Discovery Learning (DL). It is intended that subsequently, the teacher, students, or even parents will be able to use these learning materials to assist them in conducting English lessons.
3. This research aims to improve teaching and learning for 9th grade students in Buleleng and Bali by providing examples of Problem-

Based Learning (PBL), Project-Based Learning (PjBL), and Discovery Learning (DL) methods.

4. This research aims to improve understanding of the teaching materials and media used for learning English.

1.7 Research Significance

1. Theoretical Significance

It is intended that this research can serve as a reference for future research on a comparable problem. Aside from that, the researchers expect that this research can improve the quality of education in Indonesia, particularly through the usage of additional books based on the Emancipated Curriculum

2. Practical Significance

a. For the teacher

This research can benefit teachers since it will result in the development of a supplementary book that teachers can use to teach students in English lessons at Junior High School in 9th grade.

b. For the students

This study is aimed to provide students in ninth grade with supplemental English materials as well as practice utilizing the supplementary book.

c. For the researcher

This study is designed to serve as a reference for other researchers who wish to conduct research in the same field employing English additional material based on the emancipated junior high curriculum. This study is designed to provide empirical evidence that can be used to strengthen further studies.

1.8 Assumption and the Limitation of the Development

The limits of the development of the learning material in this study were as follows:

1. This research produced learning materials based on the learning styles of teenagers in Buleleng.

2. This research produces digital textbooks that can be utilized offline or printed.
3. This product offers three learning methods: Problem-Based Learning (PBL), Project-Based Learning (PjBL), and Discovery Learning (DL), available in both offline and printed formats.

1.9 Definition of Key Terms

Defining the essential terms of this research was necessary to provide a framework for the researcher to follow while performing the investigation. There are two types of definitions for essential terms. They are the conceptual and operational definitions. The conceptual and operational definitions of this research could be described as follows:

1.9.1 Conceptual Definitions

The conceptual definition could be defined as the expert's comment of the theories used in presenting this research. Some relevant hypotheses employed in this study were expanded as follows:

a. Learning Material

All teaching resources, whether written or unwritten, that are utilized to help teachers carry out the learning process are collectively referred to as learning materials. According to Haeckel (2019), learning materials are resources or lesson materials that are organized systematically and used by teachers and students during the learning process. Language teaching relies heavily on learning resources (Garton & Graves, 2014). They are regarded as the centre of the teaching and learning process. In general, it is considered that carefully selected and successfully used resources would increase the quality of the teaching and learning process. They can make teachers' tasks easier while also leading students to a higher degree of knowledge in learning. Ocak et al. (2010) contend that resources make learning more fun and understandable. Learning materials contain material, topic

matter in the form of ideas, facts, concepts, principles, laws, or theories that are incorporated in training according to scientific disciplines, as well as additional learning information.

b. Emancipated Curriculum

According to Kemendikbudristek, Emancipated Curriculum is a curriculum that refers to the growth of students' talents and interests. The Emancipated Curriculum opens up access for students and develops themselves, so the advantage of this curriculum is that it focuses more on essential material for student growth and development, students are provided with many projects so that students are more sensitive to the problems that exist in the surrounding environment through projects given by teachers and others. The last advantage is that learning is more flexible (Cholilah, 2020). The Emancipated Curriculum is an appropriate curriculum that considers intellectual freedom. In order to provide ability-based learning adaptations, the Ministry of Education and Culture selected the Emancipated Curriculum (Galuh AnggitaDamayanti, 2022).

c. Teenager Learner

Adolescent is the time of teenagers. Teenagers are derived from the Latin word *adolenscence*, which means to mature into adults. According to Hurlock (1992), the term adolescence has a broader definition that incorporates cerebral maturity, social emotional development, and physical maturity. Teenagers are a stage in an individual's life. This stage of life is an important part of the individual development cycle, and it is a transition period that can be used to create healthy adulthood. According to Hurlock (1997), adolescents are a transition period in which persons physically and psychologically develop from childhood to

maturity.

1.9.2 Operational Definitions

The operational definition is used to define the report or operation in the study. Thus, operational definition is necessary to assist the researcher in carrying out the research appropriately.

a. Learning Material

Teaching materials are classified into four categories: print-based teaching materials (books, pamphlets, student workbooks, photos of materials from magazines and newspapers), technology-based teaching materials (films, TV broadcasts, interactive videos), practice or project materials (observation sheets and interview sheets), and interaction materials (telephone and video conferencing). Moreover, learning materials are valuable in fostering a student-centered approach to teaching English and empower learners to take ownership of their language acquisition journey by providing resource that be accessed independently outside of the classroom.

b. Emancipated Curriculum

The Emancipated Curriculum is an appropriate curriculum that considers intellectual freedom. In order to provide ability-based learning adaptations, the Ministry of Education and Culture selected the Emancipated Curriculum. One of the key components of this curriculum that supports learning recovery is project-based learning for the development of soft skills and character in accordance with the Pancasila student profile.

c. Teenager Learner

A teenager learner typically refers to someone who is in their teenage years (usually between 13 to 19

years old) and is actively engaged in the process of learning and education. This phase of life is critical for cognitive, emotional, and social development. Teenagers typically attend secondary school or high school, where they study a variety of subjects and prepare for future academic or career paths. Teenagers at this stage are often exploring their interests, developing their skills, and gaining independence. They may face challenges such as academic pressures, social interactions, and personal growth. Effective learning for teenagers involves not only academic knowledge but also the development of critical thinking, problem-solving abilities, and social skills.

