

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

In this research, the literature review is seen from a theoretical review. The theories discussed in the theoretical review are emancipated curriculum, young learners, learning materials, and digital textbooks.

2.1.1 Emancipated Curriculum

2.1.1.1 The Definition of Emancipated Curriculum

Education is something that has a big contribution to the formation of quality human resources which are needed by this nation to build a more advanced Indonesia (Angga, Suryana, Nurwahidah, Hernawan, Prihantini, 2022). Education always shapes humans to think and decide. Therefore, education is something that can certainly bring humans towards a better life. Education cannot be separated from the curriculum as a reference material or guideline. The curriculum has become an integral part of education (Wurdiana Shinta, 2021). According to Angga et al (2022), the curriculum is the most important component that is complex and multidimensional which is likened to the heart of education and the starting point to the end of the learning experience. Then, the curriculum must continue to be evaluated dynamically, innovatively, and periodically in accordance with the times. Along with the development of the era accompanied by the rapid development of technology requires humans to continue to develop knowledge and skills towards the latest science and technology.

In this case, the efforts that can be made by the education unit are to continue to evaluate and improve the existing curriculum. According to Cholilah, Tatuwo, Rosdiana, (2023) the curriculum has a dynamic nature. This is because its development must be adapted to the needs and characteristics of students according to their time. He also states that the curriculum in Indonesia has undergone several developments. Starting from 1947, a curriculum was developed called the Rentjana

Pembelajaran Curriculum and developed until now with the Emancipated Curriculum.

Curriculum development must have a strong foundation, and have principles to support the achievement of learning targets (Mustafiyanti, Putri, Muyassaroh, Noviani, Dylan, 2023). The curriculum must be adapted to the circumstances of each school by taking into account the needs and stages of learner development. In addition, it is also necessary to consider the needs of national development while keeping in mind that national education originates from national culture and national education is based on Pancasila and the 1945 Constitution. Ardianti & Amalia, (2022) states that the Emancipated Curriculum is an alternative innovation to answer the educational challenges that occurred due to the Covid - 19 pandemic crisis which posed great challenges to the education sector. This causes different learning lags in the achievement of student competencies (Kemendikbudristek, 2022). The Ministry of Education Culture Research and Technology of the Republic of Indonesia (Kemendikbudristek, 2022) also stated that during the pandemic, educational units in Indonesia were given curriculum options that were supposedly in accordance with the learning needs of students at that time. The options are the 2013 Curriculum, the Emergency Curriculum (2013 Curriculum simplified by the Ministry of Research and Technology), and the Emancipated Curriculum.

The Emergency Curriculum implemented during the pandemic is the forerunner of the Emancipated Curriculum (Alimuddin, 2023). The emancipated curriculum that was born has the aim of overcoming educational problems during the pandemic and post-pandemic which has formulated several new policies which conceptually provide freedom of "independent learning" in the learning process. Freedom in the sense that teachers are given the freedom to choose various learning support tools that can be tailored to the needs and interests of students. Alimuddin (2023), states that through independent learning which emphasizes the profile of Pancasila students who focus on essential material, it is hoped that it can be a solution to educational problems that occur today and in the future. The advantage of the

Emancipated Curriculum is that it carries more relevant and interactive learning through project activities that provide students with greater opportunities to explore actual issues such as health, environment, arts, and so on which aim to support the competence and character of the Pancasila student profile. The transition to this curriculum is expected to make education in Indonesia more focused on the formation and development of character and soft skills in accordance with the competencies and interests of students (Indarta et al., 2022).

With the presence of the Emancipated Curriculum, which was initiated directly by the Minister of Education Culture Research and Technology of the Republic of Indonesia (Kemendikbud Ristek RI), Nadiem Makarim, this has shown the government's efforts to improve the quality of education (Indarta et al., 2022). The Emancipated Curriculum provides an opportunity for teachers to independently interpret the curriculum before it is transferred to students, so that teachers themselves can answer the needs of their children. In essence, this new policy aims to return the management of education to schools and local governments which were previously still managed by the central education agency by providing flexibility in the design, implementation and evaluation of education programs (Kemendikbudristek, 2022).

In its implementation, Emancipated Curriculum has not been implemented thoroughly in all schools in Indonesia. For now, it is only applied to schools that have adequate readiness. The emancipated curriculum in its implementation needs to be supported by providing training, providing teacher learning resources and, interactive and innovative learning tools. Then there also needs to be support from the school principal and the local office (Arisanti, 2022). In implementing this curriculum, schools can independently provide teaching materials and teaching tools that will be used in learning activities.

2.1.1.2 The Implementation of the Emancipated Curriculum in Elementary School.

Arisanti (2022) states that the Emancipated Curriculum has the advantage that this curriculum is more in-depth but simple. This is because it emphasizes essential

knowledge and the development of students according to their phase. Learning is carried out in depth, meaningful, unhurried but still fun. The learning process in this curriculum is more likely to lead to students or student centered (Indarta et al., 2022). Therefore, the use of the student centered learning method is expected to build a more comfortable learning situation by providing opportunities for students to build thoughts independently and provide more opportunities for students to discuss with their teachers, socialize well, so that this is convinced to form the character of students who are brave, independent, have critical thinking, polite, competent, and civilized (Pertiwi et al., 2022).

Mustafiyanti et al. (2023), it is stated that there are several structures of the emancipated curriculum implemented in elementary schools, namely, the writing system which is divided into 2 structures, namely grade 1, grade 2, combination classes 3,4,5, and grade 6. Then the school can flexibly organize the time allocation for each week in 1 year. For English lessons, it can be chosen depending on the readiness of the school to hold it. If the school is not ready then it can be integrated with other lessons or can be used as an extracurricular with the involvement of the community, school committee, student volunteers, and parental guidance. Lesson hours for optional subjects such as English and local content are a maximum of 2 lesson hours per week or 72 lesson hours per year. The total lesson hours listed in the emancipated curriculum also do not include English lessons, local content, and additional lessons from the school.

In more detail, there are also several principles of learning with a competency-based emancipated curriculum, as follows: 1). Student-centered; 2). Specific learning objectives; 3). Focus on mastery of competencies; 4). Learning that emphasizes performance; 5). Independent or more individual learning; 6). Interaction with various methods, interactive, problem solving, and contextual; 7). The teacher is more of a facilitator and does not lecture much; 8). Oriented more to individual needs; 9). Immediate feedback; 10). Utilizing modules; 11). Learning in the field; 12). Criteria in assessment using benchmark references. Competency-

based learning in the emancipated curriculum is based on effectiveness and efficiency.

In addition, in implementing this curriculum, the strategy that teachers often use to meet the needs of each student is differentiated learning. This is one of the strategies where students learn material according to what they like, according to their abilities, and according to their individual needs so that students feel more enjoyable and not frustrated when learning.

In his book Tomlinson (1999) states that differentiated learning is teaching that is differentiated in its way of thinking and philosophy. Which, how teachers respond to the diversity of students in one class and meet the needs of all of them. In addition, this learning can also be interpreted as learning that is tailored to the needs of students and maximizes the interests, talents and potential of children. With this learning, it can provide opportunities for children to develop the potential they have.

In addition to students who need differentiated learning, they also have the right to learn according to their own learning styles. Noorhasliza (2015) defines learning styles as a concept where each student has their own effective way of learning. This learning style is dependent on the personality of each child. Fleming et al., (2001), proposes the VARK learning style (Visual, Auditory, Read-write, and Kinesthetic). Visual learners tend to like learning with visual media such as, pictures, photos, graphs, diagrams, charts, maps, varied colors, word pictures, which are to their liking. Then, auditory learners tend to like to explain new ideas to others, like to discuss, and like to discuss problems together. Meanwhile, read-write learners prefer reading and writing activities. They will love to study essays, reports, lists, textbooks, handouts, readings, the web, and more. Finally, kinesthetic learners are learners who tend to do things to understand them, appreciate trial and error, laboratories, hands-on procedures, using their senses, as well as answers to a problem, and tend to have weak writing skills.

In the application of the emancipated curriculum, the aspects described above certainly need to be considered so that teachers are able to create learning that is in

accordance with the learning criteria in this curriculum so that it can produce learning outcomes that are in accordance with the targets and requirements.

2.1.2 Young Learners

Young learners start from the age of 5 years old and above and 15 years old and below. In Indonesia, elementary school students start at age 7 and complete 6 years of schooling. So, the child will graduate at the age of 13. Therefore, all elementary school students are young learners. This is the golden age for children to learn a language other than their mother tongue. Although this is the best age for children to learn a foreign language, it is necessary that the learning concept should be chosen carefully and should not be based on grammar focusing on form or explicit teaching (Mattsson & Norrby, 2013).

According to Mattsson & Norrby (2013), foreign languages cannot be started from a very early age. He also said that there is indeed a lot of evidence that shows that foreign language teaching at the kindergarten level is very effective. However, elementary schools already have a fixed curriculum so the learning methods need to be adjusted carefully.

Arikan & Taraf (2010) states that the characteristics of young learners differ from those of older learners, in that teaching with young learners presents a number of challenges, many of which stem from the characteristics of young learners themselves. Young learners refer to a more implicit rather than explicit way of learning (Williams, 2002). They can already understand the meaning of messages, but are not yet able to analyze language as a system. Young learners are characterized by a tendency to be active and more engaged than older learners. In addition, young learners have a high level of activity and a high level of curiosity. Young learners can already make decisions about their own learning and set their sights on what they like and don't like. In Cahyati, Parmawati, Atmawidjaja, (2019) it is stated that young learners learn language better than adults and this is often used to support the early introduction of foreign language teaching to children.

Young learners are children who are still in Elementary School, which is in accordance with the education system in Indonesia (Ellis, 2014). Young learners are different from adult learners in that they cannot yet sustain their attention and concentration for about 15 to 20 minutes, unlike adult learners who can sustain hours of concentration on what they are doing. The shortness of their attention span has considerable implications for teaching procedures.

Young learners are good observers and they tend to pay attention to contextual clues such as gestures or actions and messages to understand the language itself. In addition, they tend to be more interested and attentive to learning activities that use visual and audio media methods, present reality, props, give examples, solve problems, demonstrate the use of grammar in interesting ways, play games, and so on. Furthermore, young learners are lovers of fantasy and imagination. It can be developed with cartoons, games, providing colorful images that give a pleasant impression.

2.1.3 English Learning Materials

2.1.3.1 The Definition of English Learning Materials

Tomlinson & Masuhara (2018) stated that materials are all things used by teachers to support the learning process and help students to make it easier for them to follow the learning process. Therefore, he elaborated that learning materials are all things that support the learning process, where this source does not only come from textbooks but can also be through other media such as pictures, videos, newspapers, and others that can provide assistance to provide information about language. Therefore, teaching materials have a very important role as a supporting factor for the success of learning a language.

Learning materials in the learning and teaching process are one of the most important factors to determine the success of learning (Hanifa, 2018). Learning materials are a variety of teaching tools used by teachers in their efforts to achieve targeted results (Mustafiyanti et al., 2023). Types. Print, which can be in the form of textbooks, workbooks, study modules, and in the implementation of learning

with an emancipated curriculum there are also project modules to support the strengthening of the Pancasila student profile. 2. Non-print, this can be in the form of videotapes, audiotapes, and computer-based materials. In Mustafiyanti et al. (2023) it is also mentioned that one form of government support in supporting the learning process with an emancipated curriculum is by providing teaching modules.

Teaching materials in the emancipated curriculum are flexible because teachers are given the freedom to compile, select and modify the available teaching materials so that they can be adapted to the characteristics of children, the learning context, and the needs of students. The government provides textbook that can be used as a reference and inspiration by teachers in developing learning materials and avoiding teacher confusion and stress in preparing learning designs (Leke, 1976). Therefore, teachers are given the freedom to design learning materials independently to suit the characteristics of their learners.

2.1.3.2 The Criteria of Good English Learning Material

Tomlinson (2008) stated that English learning materials tend to be designed to teach English instead of learning it. In his book also says that most English learning materials especially for textbooks today are one of the significant aspects of the failure of many learners of English both as a foreign language and a second language, and even in the acquisition of basic competencies and failure in learning English for most of them. This is because English learning is centered on teaching linguistic elements rather than on opportunities for development and mastery. Still on the same reference, he also states that some of the English learning materials that are likely to promote language development and mastery are already providing positive aesthetic experiences through the use of attractive designs and illustrations. In addition, multimedia resources have also been utilized to provide varied and rich learning experiences, some of them also help learners to make their own discoveries and help them to become independent learners. Then there are some of the learning materials that have provided supplementary materials that give learners extensive listening or reading experiences. Besides, some of them also help learners to localize and personalize their language learning experience.

Tomlinson (1998) states that at present there is mostly a mismatch between what learners are instructed to do in textbooks and how language is actually used. In addition, he also states that there are also many mismatches in some pedagogic procedures in textbooks with what researchers have found about how the process of learning a foreign or second language. According to Jaya, Hartono, Syafri, Haryanti, (2009), textbooks as one of the learners' teaching materials consisting of materials and classroom instructions play an important role because textbooks are the main teaching materials used as a means to convey knowledge to students.

Meanwhile, Tomlinson & Masuhara (2018) outlines some principles regarding good teaching materials, such as:

1. Materials should provide a broad exposure to the language to be taught to learners.
2. Materials should provide opportunities for students to actively communicate by applying the target language.
3. The materials should encourage students to improve their cognitive abilities.
4. The materials should focus on the objectives to be achieved.
5. Materials are tailored to students' learning interests and meet their learning needs.
6. Materials should help encourage students to use English.
7. Materials should be customized to provide opportunities for students to communicate in the target language.
8. Materials should help students to be more culturally aware.
9. The materials should encourage students to use English outside the classroom and not only within the scope of the school.
10. Materials should be tailored to students' needs so that needs can be met.
11. The materials should provide students with greater flexibility in learning.
12. The materials should keep students learning English outside of course hours.

13. The materials should encourage students to use it as a lingua franca.
14. The materials should encourage students to become effective communicators.
15. The materials should achieve the specified English learning objectives.

Based on some of the principles elaborated by Tomlinson & Masuhara (2018) it can be concluded that good learning materials are those that cover structured content that can provide motivation for learning and make it easier for students to develop their language skills.

2.1.3.3 The Characteristics of Young Learners' Learning Materials

Every child is unique, they have their own diversity and ways of learning and understanding something related to their learning outcomes later. In addition, children also have different learning abilities. One strategy that works for one child may not work for another. Therefore, English learning materials need to help students and teachers achieve their learning targets by developing learning that is interactive, relaxed, interesting, fun and of course must provide opportunities for students to practice English in learning activities.

Harmer (2001) state that children will be able to focus more on interaction, meaning, and fluency than on the accuracy of English words and sentences. Then children also need to be given authentic materials to connect their real life with learning (Brown, 2001). In addition, children tend to have shorter attention spans compared to adults so it is necessary to provide teaching materials that attract children's attention and encourage longer focus for them.

Tomlinson (2011) in his book states, that books with pictures that are interdependent between pictures and words can facilitate understanding and provide a richer and more meaningful experience, more attention-grabbing, and certainly more memorable than using words alone. Therefore, good learning materials for young learners are materials that have an interesting combination of pictures and words. In his book, he also states that children cannot be forced to produce language but they need to be allowed to acquire vocabulary through listening activities first.

Therefore, teaching materials should not only contain text and pictures but should be added with appropriate audio and video. The point is that good English materials for young learners are teaching materials that provide the most activities that have a lot of fun involvement for children.

2.1.3.4 The Characteristic of Textbook for Teaching English

Teachers who depend on textbooks are because they need a tool that can be used as a provider of content and activities that can be done in the classroom. González (2006) states that textbooks become an alternative by teachers for 3 main reasons, namely, textbooks are a selective alternative to save time and money, present images and graphic visuals, can contain things that are difficult to explain and difficult to bring to class. Textbooks are indeed a major necessity for teachers because they contain approaches proposed by communicative trends (Gómez-Rodríguez, 2010). For example, the content-based approach offers opportunities to substitute interesting lesson topics for grammar-oriented lessons. Then, for example, the task-based approach involves learners to engage in problem-solving tasks.

Textbooks are designed in such a way that they can show a gradual progression of language functions, from basic to complex. As an English teacher, it is necessary to be aware of ensuring that the classroom materials used are effective for communicative purposes. In addition, there needs to be a critical evaluation of textbooks to improve classroom practice.

Textbooks certainly contain actual language in the form of written text, as well as transcripts of conversations. Damayanti (2014), states that to characterize a text with the use of language is still lacking because of the lack of visual images, illustrations, and sound effects. Damayanti (2014) also mentioned that textbooks are better if two complementary texts are involved such as linguistic text and pictorial text which will contribute to providing more comprehensive meaning. Yuen (2004) suggests that in contextual analysis if linguistic texts are limited and pictorial texts are ignored, it may result in the loss of the development of meaning that emerges from various types of texts.

2.1.3.5 Digital Textbook

In the Emancipated Curriculum policy that promotes independent learning that is more student-centered or student-centered learning, adequate learning support is needed. Considering that textbooks are the main support for student learning, which is the main source of learning, it is necessary to encourage teaching reform in order to fulfill student inquiry. Rabelo (2015) states that academics believe that textbooks and learning methods are separate things. So, they mentioned that textbooks are designed only to present knowledge clearly without considering how learners' learning styles and methods. In Van Van (2016) states that actually if learners like their textbooks, then they tend to like the lessons and will be active participants in the class. He also states that teachers' views on the usefulness and effectiveness of textbooks also need to be examined so that teachers know the advantages and disadvantages related to their learning situation.

Jazadi (2015) states that textbooks are the most dominant teaching materials used and are teaching materials that must be used in the learning process. He also stated that any textbook used in any learning must have a great influence on the formation of students' affection, cognition and psychomotor. Unfortunately, many textbooks are found that do not reflect the aims and objectives of the official curriculum at all. Therefore, it is necessary to pay attention to the need to create textbooks that have high quality in helping learners learn and master a new language. Teachers tend to rely on textbooks and even inexperienced teachers will regard the textbooks used as a fully trustworthy authority. Teachers in Indonesia also still rely heavily on textbooks for teaching materials and tend not to use other supplementary teaching materials so that classroom activities only rely on the textbooks provided whose contents do not guarantee whether or not the learning targets are achieved.

Magdaş & Drîngu, (2016) state that digital textbooks or e-textbooks refer to electronic versions of traditional printed books that have been used in schools. The difference is that digital textbooks often provide more features such as providing additional audio and video to help readers assimilate the information contained in

the book. Digital textbooks have existed since the 1990s, and technological advances to date have made a rapid increase in the interest in using digital textbooks (Magdaş & Drîngu, 2016).

Chesser 2011 in Jang, Yi, Shin, (2016) states that Digital textbooks will significantly increase rapidly as the content becomes more dynamic and interactive, provides wider access to content, and is more available and cheaper. Arda & Doyran, (2017) states that the digital version of the textbook should be similar to the print version of the textbook while still paying attention to the scientific content, theme sequence, and graphic style. In other words, a digital textbook fully covers the content of a printed textbook and adds special elements as an addition. These elements can include educational games, interactive exercises, engaging animations, and simulations which can provide additional cognitive benefits.

Murray and Perez 2011 in Al-Seghayer (2014) argue that traditional textbooks or printed textbooks only provide linear and fixed material, while digital textbooks provide and facilitate student learning by using hypertext features where readers can utilize this feature to easily access the material needed, even it can also provide reference books and dictionaries. Then in terms of its use in the classroom, digital textbooks will probably be a media that learners will like because it has attractive features, easy to use functions, enlarged text and image sizes, attractive graphics, has customizable sound. This will certainly increase children's creativity and learning autonomy.

Therefore, digital textbooks are able to answer the needs of students in the 21st century which is identical to technological developments. However, in this case, school technology facilities must also be adequate so that the use of digital textbooks can be implemented properly. In addition, it is also necessary to prepare teachers and students to excel academically in facing the challenges of technological progress (Embong et al., 2012). Therefore, it is necessary to pay attention and prepare facilities, academic teachers and students in the transition to the use of supporting digital-based learning activities.

Hartati, Fernadi, Utama (2022) state that the integration of classroom learning with digital technology is something that is still new in educational activities in Indonesia. In its use, digital textbooks need to meet certain requirements and criteria that provide a lot of input in the learning process. In Embong et al. (2012), it is explained that the use of digital textbooks offers several advantages that provide benefits for students, school managers, and parents. Then in terms of its utilization in the classroom, digital textbooks are likely to be the preferred media for learners because they have interesting features, easy-to-use functions, enlarged text and image sizes, attractive graphics, and adjustable sound. This will certainly increase children's creativity and learning independence.

Based on the explanations seen related to the advantages and limitations of using digital textbooks in learning activities, there needs to be a strategy in school management in the application of this electronic device. The use of digital textbooks in the classroom involves only a few parties, namely teachers, school managers, and of course technology experts will also be involved. Then there is a need to harmonize the presentation of the contents of the syllabus with digital textbook readers.

The prerequisite for its introduction and implementation is adequate technology. Schools must be equipped with digital textbook technology, i.e., hardware and software, if it is to be integrated with classroom learning. So, it is necessary to ensure that the technology and devices are available before its use. In addition, there is also a need for teacher skills on the use of digital textbooks. In addition to teachers, schools also need to provide instructions for students' skills in the use of technology, how the digital textbook will help the learning process of students both at school and at home.

2.2 Empirical Review

This research is focused on considering several types of previous research findings regarding the development of Emancipated Curriculum-based materials as well as regarding the development of English language materials.

Several researchers have previously researched the development of English textbooks. Hasibin & Inayah (2021), Erlyna Abidasari et al (2021), and Sari et al (2021), have conducted similar research on textbook development in elementary schools. Hasibin & Inayah (2021) focused on the development of English textbooks in elementary schools based on Banyuwangi local wisdom as the subject of the textbook development research. By cooperating with twelve English teachers from various schools and three experts who will provide input on the final result, the researchers in this study created English textbooks based on Banyuwangi local wisdom. The findings of this study showed that the twelve English teachers liked the developed English textbook. Then the results of the prototype testing showed that the experts gave high ratings for a number of different features, including language, graphics, as well as material distribution and substance. Furthermore, similar research was also carried out by Erlyna Abidasari et al (2021), in 2021 entitled Development of Bright English Textbooks for Grade 6 Elementary Schools in Batu City, revealing the need for complementary texts to support learning process activities. This prompted the researchers to create a Bright English-based textbook. The research findings show that the learning activities in the designed textbooks are very relevant, making it easier for teachers to understand the information.

Meanwhile, Sari et al (2021) and Zuhdi (2019) also carried out similar research about developing learning materials for elementary school students. Sari et al (2021) conduct a research entitled Development of English Textbooks for Grade VI Elementary School Students in 2021. The purpose of this study was to create an English teaching textbook with a character-building approach. The subjects of this research were 6th grade students of SD IT in Lubuklinggau who followed the ADDIE research approach (Analysis, Design, Development, Implementation and Evaluation). The

creation of the 6th grade English teaching textbook of SD IT in Lubuklinggau received a very good response from students and teachers regarding the results of the research that has been done, and this can be assumed because it can help students in learning English subject matter correctly. Meanwhile, Zuhdi (2020) with the title *The Development of Young Learner Materials for Teaching English in 2019*. Intended for students of the Elementary School Teacher Education program at one of the state universities in Indonesia, this research was conducted to ensure the efficacy of English textbooks in teaching English to young students. Participants in this research are PGSD students who will teach English to young learners. To find out more about the lecture activities of PGSD students and the challenges they face when teaching English in elementary schools, surveys, observations and interviews were conducted with PGSD students. The findings of this research indicate that the English language proficiency of elementary school students and the ability of PGSD students in teaching English are improved by the use of the *Teaching English for Young Learners* textbook.

In addition to several studies on the development of English textbooks in elementary schools, there are several studies conducted previously on the development of an emancipated curriculum at the junior high school level. Ellen, Syekh, Sudimantara, (2023) has conducted an evaluation of the development of emancipated curriculum in junior high school. This research was conducted to analyze teacher preparation and implementation of emancipated curriculum. The results showed that in preparation for the implementation of this curriculum, teachers have attended webinars to master the curriculum and teachers know that this curriculum is dominated by independent learning focused on students. However, teachers still dominate learning with traditional approaches and emphasized the importance of conducting further research on the emancipated curriculum.

Another study by Zaitun Qamariah, (2015) focused on developing English instruction materials for first-year students at one of the Palangka Raya high schools using a school-based curriculum. It has the title "*Developing Islamic English Instructional Materials Based on School-Based*". Needs analysis, reference research,

material development, expert validation, pilot testing (empirical validation), and revision are all included in this study. The needs analysis's findings demonstrated that students require English instruction materials that are pertinent to the requirements for the core curriculum and the features of the institution. However, first-grade students and teachers at one of the high schools in Palangka Raya, an Islamic high school, still use published textbooks as their source of English instruction materials, which are overly general and fail to take into account the unique needs of the students and the unique features of the school. The development of English instruction materials for first-year students in one of Palangka Raya's high schools is the main emphasis of this study. The results indicate that the developed materials can offer a different approach to teaching and learning English in this school.

Other research on the development of digital learning products for young learners was carried out earlier by Adisti et al. (2022). The study's topic is "Development of Digital Literacy in English Learning for Early Childhood in Welcoming the Independent Curriculum". This study, which employs the ADDIE methodology for development research, shows that the digital goods created are valid and practicable for instructors to use in teaching English to young students following an emancipated curriculum. The trial, which took place in five PAUD schools in Central Java, came to the conclusion that one of the reflection efforts to embrace the emancipated curriculum is the development of English digital literacy learning in early childhood because it is successful in encouraging students to become active learners, capable of critical thought, and provided with character in accordance with the Pancasila student profile in the emancipated curriculum.

The elaboration of the analysis of previous research shows that many researchers have conducted studies that concentrate on the development of materials based on the curriculum, evaluation of the emancipated curriculum, and even research on digital activities in the classroom. Based on preliminary interviews and observations conducted by the researcher, it was found that the school used by the researcher as the setting for this study showed weaknesses in the use of learning materials for the

learning process in English classes. There is a need for learning materials that support teachers and students to create a differentiated learning environment that is effective, interactive, innovative that is in accordance with the emancipated curriculum. Some researchers have proven that the development of teaching materials is very useful for creating a more innovative, interactive and effective learning environment. Therefore, reflecting on the lack of specific research conducted further on the development of English materials for elementary school students in accordance with the emancipated curriculum, the researcher found it necessary to conduct further research on this issue. By paying attention to the needs in this era, the researcher will develop English leaning materials for sixth grade students in the form of digitized textbooks by using the ADDE method. The researcher hopes that this relatively new research can have a meaningful impact on the problems that occur in the implementation of English language learning with the emancipated curriculum for grade six students.

