

**THE DEVELOPMENT OF DIFFERENTIATED ENGLISH LEARNING  
MATERIALS BASED ON EMANCIPATED CURRICULUM  
FOR SECOND SEMESTER OF 10th GRADE STUDENTS IN SENIOR  
HIGH SCHOOL**

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**ABSTRACT**

This research has three objectives, namely: (1) to determine the needs of teachers and students in schools (2) to develop differentiated English learning materials in the form of books for grade 10th high school students in the second semester based on Emancipated Curriculum, and (3) to determine the quality of the developed differentiated English learning materials. This research uses the D&D (Design and Development) model from Richey and Klein's (2008) theory, which involves four stages: analysis, design, development, and evaluation (ADDE). The research subjects were 10th-grade high school students in Buleleng, Bali. This study used data collection techniques through interviews, observations, and questionnaires related to product quality. The data used were primary data from interviews and observations, while secondary data came from literature studies. The results showed that (1) four main needs of teachers and students were found, then these needs became the basis of research in developing products. (2) the design and development material are made using a matrix by the research results. (3) the quality of the product is based on the results of expert judgment and user judgment, with the product value classified as "Excellent" media category so that it shows that differentiated English learning materials in the form of books for grade 10th high school second semester students based on the use of Emancipated Curriculum can help teachers differentiate teaching and facilitate students in learning according to their learning style.

**Keywords:** English Material; Emancipated Curriculum; Differentiated Learning Materials.

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**Pendidikan Bahasa Inggris**

**ABSTRAK**

Penelitian ini memiliki tiga tujuan, yaitu: (1) untuk mengetahui kebutuhan guru dan siswa di sekolah, (2) untuk mengembangkan materi pembelajaran bahasa Inggris berdiferensiasi dalam bentuk buku untuk siswa SMA kelas 10 semester 2 berdasarkan Kurikulum Merdeka, dan (3) untuk mengetahui kualitas materi pembelajaran bahasa Inggris berdiferensiasi yang dikembangkan. Penelitian ini menggunakan model D&D (Design and Development) dari teori Richey dan Klein (2008), yang melibatkan empat tahap: analisis, desain, pengembangan, dan evaluasi (ADDE). Subjek penelitian adalah siswa kelas 10 SMA di Buleleng, Bali. Penelitian ini menggunakan teknik pengumpulan data melalui wawancara, observasi, dan kuesioner yang berkaitan dengan kualitas produk. Data yang digunakan adalah data primer dari hasil wawancara dan observasi, sedangkan data sekunder berasal dari studi literatur. Hasil penelitian menunjukkan bahwa (1) ditemukan empat kebutuhan utama guru dan siswa, kemudian kebutuhan tersebut menjadi dasar penelitian dalam mengembangkan produk. (2) tahap desain dan pengembangan materi dibuat dengan menggunakan matriks berdasarkan hasil penelitian. (3) kualitas produk berdasarkan hasil penilaian ahli dan penilaian pengguna, dengan nilai produk tergolong dalam kategori media "Sangat baik" sehingga menunjukkan bahwa materi pembelajaran bahasa Inggris berdiferensiasi dalam bentuk buku untuk siswa SMA kelas 10 semester kedua berdasarkan penggunaan Kurikulum Merdeka dapat membantu guru dalam membedakan pengajaran dan memudahkan siswa dalam belajar sesuai dengan gaya belajarnya.

**Kata Kunci:** Materi Bahasa Inggris; Kurikulum Emansipasi; Materi Pembelajaran diferensiasi.