

CHAPTER I

INTRODUCTION

This chapter explained about the Introduction of the research and also includes background of Study, Problem Identification, Research Limitation, Research Question, Research Objectives and also Significance of research.

1.1 Background of Study

Learning materials is one of the important components that had be available in the process of teaching and learning activities. According to (Tomlinson,2018), material is everything used by language learners to help the language learning process run smoothly. In his book he also explains that learning material can be in the form of various things such as course books, story books, songs, videos, cartoons, dictionaries and others. According to (Kisitu,2008), learning materials are considered very important because they can provide students with the opportunity to gain direct experience which can provide additional and develop students' knowledge. Therefore, a very important role in the learning process is the materials. Learning is required to be made as well as possible and also adapted to the needs of students.

In the process of learning activities, a good and quality learning material is able to support the English learning process in elementary schools in particular to improve. The abilities possessed by each student are very different. According to (Cahaya et al.,2023), in its development, literacy is not only limited to the ability to read and write, but is also associated with the ability to speak, count, solve problems needed in everyday life, understand and use one's potential abilities. In addition, according to (Susanto,2016), to develop students' potential, an innovative and constructive learning model needs to be implemented.

In learning activities, the learning materials used by teachers must be interesting and can increase students interest in learning, especially for young students. According to (B. Tomlinson, 2020), the characteristics of learning materials that are suitable for young students are learning materials that are fun, creative and able to involve students and provide opportunities for students to practice their abilities in English in their activities. Apart from the characteristics of learning materials that was attractive to students, a teacher must also know the character of the students. So, the teachers are able to prepare learning materials that suit student abilities.

In general, the Emancipated Curriculum is a structured and varied learning planning system that must be carried out by students through several subjects in order to achieve certain goals. The Emancipated Curriculum was focused on several essential content aspects so that students have enough time to fulfill the concepts to strengthen their respective competencies.

The Emancipated Curriculum focuses on essential content so that students have sufficient time to explore a concept and strengthen the competencies possessed by students (Kemendikbud,2022). The concept is differentiated learning, implementing projects to strengthen the Pancasila Profile and Culture Sensitivity. These three concepts are capable of improving the quality of education and these concepts can also be implemented through teaching media that will be used in the teaching and learning process in schools.

In differentiated learning, teachers must understand and realize that there is not just one method or strategy that can be used in studying learning material. A differentiated learning is student-centered learning. The teacher's job is only to develop learning based on the level of knowledge, students' learning tendencies and the interests of the students (Kemendikbudristek,2022). Teachers need to arrange learning materials, activities and daily assignments both in class and at home, and for the final assessment according to students' readiness to study the learning materials, what interests or things their students like in learning, and how to deliver the lesson. that suits the learning profile of the students.

According to (Tomlinson,2011), there are three types of differentiated learning, namely: (1) differentiating content, which includes what students learn. The content relates to the curriculum and learning materials. (2) differentiating process, According to (Tomlinson ,2011), process means sense making or, just as it sounds, the opportunity for learners to process the content, ideas, and skills to which they have been introduced. (3) differentiating products, unlike a sense-making activity, which is typically short and focuses on one, or just a few, key understandings and skills, a product is a long-term endeavor.

The Project for Strengthening the Profile of Pancasila Student is a number of character traits and competencies that students are expected to achieve, which are based on the noble values of Pancasila. This Pancasila Student Profile aims to strengthen character as well as an opportunity to learn from the surrounding environment. Students have the opportunity to study important themes or issues such as sustainable lifestyles, culture, entrepreneurship and technology so that students can take real action in responding to these issues according to their learning stages and needs.

Cultural Sensitivity, by using the emancipated curriculum basis which can relate to cultural aspects such as the implementation of the Pancasila Strengthening Project. In strengthening the Pancasila Strengthening Project, a direct cultural approach is provided, such as the culture and religion of each student is different, with this the teacher can provide an understanding of the material using examples from the culture the students have. Thus, the existence of cultural sensitivity itself teaches students to be able to respect each other or it could be said that students can cultivate an attitude of mutual respect for fellow students.

In a learning implementation, there is a learning style that each student has in the learning process. This learning style is important to use in preparing good learning materials before carrying out the learning process. According to (Fleming,2001), there are several learning styles possessed by students which are abbreviated as V-A-R-K, namely the assessment system usually used by educators in Merdeka curriculum schools is Visual, Auditory, Reading and Kinesthetic. From this learning style, a teacher can find out the students' own abilities and balance them with learning materials that suit the students' learning styles.

There are several studies carried out by researchers in developing good textbooks in schools based on the independent curriculum, namely from (Novianti & Ambarwati, 2023), Hertiki (2018) and Afidah & Hanifah, (2018). (Novianti & Ambarwati, 2023) conducting this research to determine the 22 feasibility of this English textbook based on the emancipated curriculum using BSNP criteria (2017). The researcher used the descriptive qualitative method to analyze and investigate the English textbook entitled "My Next Words". The results found from the study are that the textbook is in accordance with the BSNP (2017) evaluation criteria, but some aspects need to be improved, such as varied text types and supporting content, to improve students' skills, especially listening skills. Hertiki (2018) also conducted research which showed that there was a suitable and quite interesting influence in the development of English learning materials, especially for young students, and the resulting product was a domino flash card, which was able to provide additional media for future textbooks. Then, Afidah & Hanifah, (2018) also explained in his research that he adapted research developments found by Borg and Gall with this research. The resulting product was a textbook that implemented different reading strategies in each chapter, especially in providing an understanding of English vocabulary.

Of the several studies that have been carried out regarding the development of an emancipated curriculum, there is still no research that examines how best to implement aspects of differentiation and culture sensitivity and how teaching materials containing aspects of differentiation are developed for young learners. And then There are still very few learning styles aimed at student or Student responses in the research show that students have not yet determined their preferred learning style because in the books or materials used there is still minimal practice or content presented. Apart from that, the research above was developed in the form of a textbook that only focuses on a few focused contexts. Previous research also did not offer additional media, only flash cards and no supporting media for young students.

This problem is also supported by the results of observations and interviews conducted at two elementary schools in Denpasar. Researchers found that the teaching materials in books used by teachers did not emphasize differentiated learning, books did not

provide many learning options for students who had different learning styles, such as using audio and video. For the learning materials used, the focus was only on books and there were no activities offered by the books. These two schools use textbooks as a guide in providing material to students. So, the book is just monotonous with only one context.

Apart from the book components used, both schools have been complex problems such as time allocation which can be said to be ineffective which makes students lack teacher guidance, especially in learning English so that students are unable to understand the learning material well. The local content offered is related to the profile of strengthening Pancasila, namely there is very little cultural sensitivity in the books in learning methods that emphasize Balinese culture and the exercises offered are also not optimal for young students to apply. So, the books used in school cannot be the only reference material in carrying out the learning process in class.

Therefore, based on these problems, the aim of this research is to develop a digital textbook (e-book) to assist teachers in the Emancipated Curriculum-based learning process and make it easier for students to understand the learning material even without receiving guidance from the teacher, so that students can learn independently without having to depend on the teacher. The advantage of e-books is that apart from being able to help students understand the material independently and helping teachers also provide English material and practice at school, namely that e-books are easy to access anywhere and anytime by students, e-books are also easy to distribute to anyone, are durable and environmentally friendly and included in effective and flexible learning media. It is hoped the development of this e-book product can provide a good learning style for students and be able to support and complement existing learning materials in schools to assist the learning process and make the implementation of the Emancipation Curriculum more effective.

1.2 Problem Identification

Based on the previous background, several problems that arise can be identified, namely as follows:

1. Lack of variation in the use of various learning models.

2. Students do not understand some of the material being studied of students still have difficulties in learning, especially students who have different learning styles
3. Lack of group learning, in this case there are still no teachers apply group learning activities to students and Most of the activities only focus on independent learning.
4. The learning system implemented by one school is still not implemented effectively.

1.3 Research Limitation

Based on the background, identification of the problem and considering the limitations of time and energy in providing a clear picture related to the research being carried out, it is necessary to limit the problem. The following are the limitations of the problem examined in this research, namely regarding the development of Emancipated English curriculum learning materials that need to be improved. This problem was caused by the lack of use of various textbook models to support the teaching and learning process in the classroom. This has an impact on the student learning process in class.

1.4 Research Question

- 1) What are the needs of students and teachers in learning English based on Emancipated Curriculum for Fifth grade students of Primary School?
- 2) How to develop English learning materials based on Emancipated curriculum for Fifth grade students of Primary School?
- 3) What is the quality of the development of English learning materials based on Emancipated Curriculum for Fifth grade students of Primary School?

1.5 Research Objective

1. To identify the need of students and teachers in learning based on Emancipated Curriculum for the fifth grade students of Primary School.
2. To find out how to develop Emancipated Curriculum English Learning Materials in the form of textbooks for fifth grade second semester of Primary school.

3. To find out the quality of the Emancipated Curriculum English Learning Materials in the form of textbooks for grade fifth second semester of primary school.

1.6 Significance of the study

A. Theoretical Significance

The researcher hopes that this research can contribute to the development of English learning materials, especially textbooks that suit students' needs, interests and learning styles in accordance with the characteristics of an emancipated curriculum which includes differentiated learning and cultural sensitivity. Apart from that, it is hoped that it can make a positive contribution to educational science, especially English language education, so that it can expand knowledge about media approaches in the learning process and increase students' knowledge abilities and increase interest in learning.

B. Practical Significance

1) For student

The results of this research in the form of a textbook product can provide a contribution to knowledge in the field of education to improve the quality of education in Indonesia, especially in achieving English language competency at elementary school level through an innovative and interesting textbook.

2) For School and Teacher

The results of this research in the form of a book product can provide considerations for schools to make it easier for teachers to convey learning material during the learning process.

3) For Other Researchers

It is hoped that the results of this research can be an input in developing further research by other researchers who face the same problems.