

AN ANALYSIS OF DIFFERENTIATED LEARNING IN THE ENGLISH TEXTBOOK “MY NEXT WORDS GRADE 6” BASED ON EMANCIPATED CURRICULUM

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The textbook is the main teaching material that teachers rely on to carry out English learning in the classroom. Based on the pioneering emancipated curriculum, the researcher aims to analyze the differentiated materials offered by the "My Next Word" textbook for grade six. In this study, the descriptive qualitative method is employed through document analysis. Specifically, the sixth grade "My Next Words" textbook is thoroughly examined to determine the extent to which it supports the VARK (Visual, Auditory, Read/Write, and Kinesthetic) learning styles in each of the six topics covered in semester 1. Additionally, two English teachers from two public elementary schools located in Denpasar were interviewed to gain a deeper understanding of their opinions regarding the textbook utilized. Because they had incorporated "My Next Words" as a learning resource into the school curriculum, both teachers were selected. The researcher employed the method proposed by Miles and Huberman (2014) which consists of four systematic activities, namely collecting data, condensing, presenting data, and drawing conclusions. The study's findings show how limited the ability of the textbook "My Next Word" to provide varied content based on VARK learning styles is. The book's material only partially supported the four learning styles of the students. In addition, the researcher found that the teacher is also not able to rely on the textbook well due to limited instructions so the material offered according to the teacher is less clear. Therefore, it can be concluded that the sixth grade "My Next Word" textbook published by the government has not been able to bridge teachers and students to create differentiated learning because it does not really support learning according to students' learning styles. This implies the need for a more thorough analysis of the "My Next Words" textbook that is already in use as well as the necessity to take into account the development of more trustworthy English teaching materials.

Keywords: Differentiated Material; Emancipated Curriculum; Learning Styles; Textbook

1. INTRODUCTION

Tomlinson, (2012) stated that materials are anything that can be utilized as a support tool for language learning, it can be in the form of textbooks, websites, videos, games, and others. Then, in the context of learning, teachers can utilize various media and methods, but the main sources teachers and students use in classroom learning activities are textbooks, (Utami et al., 2020). This is because textbooks are believed to present teaching materials that teachers can use as a reference in carrying out learning activities. Textbooks become the main learning resource to provide English learning materials for teachers and students (Ayu, 2020). In addition, textbooks also provide a framework that guides teachers to adjust learning to the curriculum. Therefore, teaching materials, especially textbooks, will always be related and adjusted to methods, materials, syllabus, policies, and evaluations (Irawan, 2017).

Ayu, (2020) stated, in English language learning, textbooks are teaching materials that are still considered important to be used in learning English in the classroom even though English language resources have been widely spread on the internet. The use of English textbooks has several advantages that teachers and students should pay attention to

because, in addition to being the teacher's guide in delivering the material, it also presents content about explanations and activities. Meanwhile, from the students' perspective, it will affect their response, attitude, and performance towards the materials (Ayu & Indrawati, 2019). Textbooks are also identified as a resource that provides materials, acts as a tool to introduce reading, listening, speaking, and writing learning activities, provides vocabulary and language references, encourages interaction, offers exercises that can be accessed independently by students, and supports independent learning (Cunningsworth, 1995). Even so, there are still some books that are less successful in attracting students' interest which may occur because the textbooks themselves have not been able to maximally accommodate the needs and interests of teachers and students (Ayu, 2020). It is undeniable that the more students like their textbooks, the more motivated they will be to be active in class.

Meanwhile, in the context of English learning in elementary schools, Nuralisa (2023) stated that English learning for young learners will be different from English learning for adult learners. She also emphasizes that this will affect the different types of teaching materials. In addition, it will also depend on the teacher's ability to teach and develop teaching materials according to the learning needs of young learners. Teachers should consider the students' characteristics and how they learn. Young learners will do better if they are engaged in learning activities that are playful, spur their curiosity, facilitate their imaginative world, and are able to support them to understand meanings and concepts simply. Young learners learn language better than adults, they understand things quickly, but they are easily distracted, often get bored quickly, and have a short attention span which will have major implications for learning activities (Cahyati et al., 2019). Therefore, teaching materials and the way they are implemented in English language learning need to take into account the characteristics of elementary school students as young learners.

Therefore, it can be said that the characteristics of each student are unique. However, with this reality, teachers need to consider that the textbooks compiled by the government are not textbooks compiled to be aimed at specific classes, but rather textbooks published only for students in Indonesia in general. Thus, students may experience problems adjusting to the general pattern, so the materials in the book need to be diverse to be easily adaptable because each class has different learning needs and different learning styles. Therefore, the textbook may not appeal to all students in the class. Whereas in Indonesia, most primary schools still only rely on textbooks provided by the government, (Simonne, 2017). Therefore, textbooks should be well relied upon by teachers to conduct learning that suits the needs and learning styles of students.

In addition, providing more meaningful learning experiences to young learners with good learning materials also needs to be adjusted to the curriculum implemented by the school. Nainggolan and Wirza, (2021) stated that the rapid transition that occurred in the 21st century demands all progress and novelty. Facing these changes, education needs to keep up with the times. Meanwhile, the government also anticipates this by always supporting new policies and curricula to prepare students for the challenges of the 21st century. Meanwhile, the pandemic has changed the education sector very significantly (Herpika & Mawardi, 2021). This situation also makes students experience learning loss due to failure to adapt to change (Rosmana et al., 2022). Therefore, this motivates the government to make curriculum improvements to overcome post-pandemic conditions. Hence, the Emancipated Curriculum was introduced by the Ministry of Education and Culture as the government's answer to support the education sector in Indonesia during the transition period (Kemendikbudristek, 2021).

According to Kemendikbudristek, (2022), the foundation of an emancipated curriculum is granting teachers and students autonomy to develop educational activities. The benefit of this curriculum is that it is simpler yet more comprehensive (Arisanti, 2022). In-depth, more meaningful learning is not hurried and is yet enjoyable. This curriculum makes students more likely to study student-centered (Indarta et al., 2022). Consequently, it is anticipated that students to have numerous opportunities for discussion and socialization, which will help them develop into autonomous, courageous, courteous, critical-thinking, capable, and

civilized individuals (Pertiwi et al., 2022).

Muzdalifa, (2022) stated that to ensure a smooth learning process, it is necessary to use effective teaching materials that are prepared based on learning objectives and needs. In the context of the Emancipated curriculum, teachers are given the flexibility to utilize various learning tools that suit the needs and interests of student learning (Kemendikbudristek, 2022). This curriculum has several main characteristics in revitalizing the education system, namely focusing on designing learning activities that develop soft skills and character profiles of Pancasila students and supporting differentiated learning (Rosmana et al., 2022). In addition, this curriculum has the advantage of allowing teachers to create innovative and creative learning. This is because teachers are given the freedom to organize and design learning materials according to the needs and interests of their students (Rosmana et al., 2022). Thus, the availability of appropriate teaching materials is needed to ensure the successful implementation of this curriculum so that students can achieve good learning outcomes (Fadhila et al., 2022).

However, in practice, the teaching materials used in learning the emancipated curriculum still have some resource limitations and still need improvement to be able to support the learning process of this curriculum standard optimally. Previous research conducted by (Novianti and Ambarwati, 2023) who analyzed the grade 5 "My Next Words" textbook showed that although the book was in accordance with the aspects but still lacked supporting teaching materials for listening activities. So, she emphasized the need for a reassessment of English textbooks in Indonesia. Meanwhile, the expected criteria in the implementation of English learning with the emancipated curriculum is differentiated learning, and considering students' learning styles, including visual, auditory, read/write, and kinesthetic learning. Differentiated learning will occur when knowing the needs of each student, the interests of students who are increasingly comfortable with the disciplines taught by teachers, and increasingly considering flexible learning, according to student needs with the aim of maximizing the potential of each learner, (Tomlinson, 1999). Thus, it is necessary to know whether the sixth grade "My Next Words" textbook already contains differentiated materials according to students' learning styles.

Bulqiyah and Ambarwati, (2023) and Aprilia and Ambarwati, (2023) have conducted previous research on the textbook "My Next Words" for grade 4 and 5, they found that the content of the book was appropriate for the age and level of students. Both studies show that in the realm of providing materials to support differentiated emancipated curriculum learning, the book has not maximally offered materials that can fully support learning with emancipated curriculum standards. This shows that the book that teachers rely on actually cannot be relied on optimally to create learning in accordance with the target of differentiated learning where the material must be tailored to the needs and learning styles of each student. This is supported by the statement from Miftakhuddin et al., (2022) which states that in differentiated learning, teachers not only consider the characteristics of their students but also students' learning styles. Additionally, Fleming and Mills (1992) discovered that students had at least one of the four VARK (visual, auditory, read/write, and kinesthetic) learning styles. It is unquestionably essential to do an extensive analysis of the sixth-grade book "My Next Words," which has never been analyzed before. It aims to prove how the content offered by the sixth-grade English textbook for differentiated learning is in accordance with students' learning styles and the need to know how teachers feel about this book provided by the government so that its shortcomings can be studied for consideration in redeveloping the book to improve its quality.

Based on this explanation, this study aims to analyze the VARK (Visual, Auditory, Read/Write, and Kinesthetic) materials offered by the 6th grade "My Next Words" textbook by focusing on six topics in semester 1 and to find out the English teachers' views on the use of this textbook in learning activities with an emancipated curriculum.

2. RESEARCH METHOD

This study aims to identify the differentiated materials presented in the "My Next Words" grade 6 textbook published by the government to support English language learning

emancipated curriculum. A descriptive qualitative research design was used to achieve this research objective. Bogdan and Biklen (2003) said that descriptive is a qualitative activity that includes data collection from documents, transcripts, video-audio, pictures, words, and others. In this study, the 6th grade "My Next Words" textbook is analyzed in detail to find out how adequate the material presented is to support differentiated English learning.

The researcher refers to the differentiated learning types proposed by Tomlinson (1999) who divides the differentiated learning types into 4 namely 1). Differentiating content, 2). Differentiating learning activities, 3). Product differentiation, and 4). Differentiating learning environment. The researcher focuses on knowing the provision of differentiated materials in textbooks that refer to VARK learning styles (visual, auditory, read/write, and kinesthetic) proposed by Fleming (2001). The provision of VARK learning styles and learning activities in the textbook was analyzed in detail.

Data were collected using document analysis and interview methods. Document analysis was conducted by analyzing the grade 6 "My Next Words" textbook by describing the findings related to the differentiated material according to VARK learning styles, this was done by looking at the feasibility of VARK material in each unit for semester one and then describing it per learning style. In addition, interviews were conducted with two English teachers from two public elementary schools based in Denpasar to gain a better understanding of the teachers' opinions on the implementation of the 6 grade "My Next Words" textbook in supporting English language learning with an emancipated curriculum. Both teachers utilized the "My Next Words" textbook to teach students in grade six during emancipated curriculum learning, therefore these two teachers were selected. Subsequently, a qualitative analysis of the results will be conducted utilizing the methodology developed by Miles and Huberman, (2014). This approach involves multiple methodical steps, including data collection, condensing, presentation, and conclusion drawing.

3. FINDINGS AND DISCUSSION

The data obtained from the six units in the book were analyzed to assess whether the material in the English textbook is aligned with the VARK learning styles proposed by Fleming et al. (2001), which include visual, auditory, read/write, and kinesthetic activities that are adequate for differentiated learning.

My Next Words Grade 6 textbook is a publication from the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia and has been aligned with the Emancipated Curriculum. Then, highlighting some of the book's shortcomings, the researcher looked at the learning content offered for each learning style. The researcher found that the textbook contains activities for four learning styles, namely visual, auditory, read/write, and kinesthetic activities. However, the provision of activities is still very limited and cannot be utilized by teachers to create optimally differentiated learning. The following is a detailed discussion of the shortcomings that the researcher analyzes based on the VARK learning styles activities contained in the book.

Topics for semester one in the book

Table 1. The Topics For Semester 1

Topics for Semester 1	
Topic 1	I studied last night, but my sister didn't
Topic 2	We Went to A Museum Last Week
Topic 3	I Was In Bali Last Week
Topic 4	How Did Cici Feel Yesterday?
Topic 5	What Did You Do Yesterday?
Topic 6	My Friend's Experience?

A thorough analysis of the six first-semester topics contained in the textbook shows

that each unit contains material tailored to grade six first-semester material. As stated by Tomlinson (1999), differentiated learning is characterized by the provision of diverse content and diverse learning activities. However, a detailed analysis of all the first semester topics shows that the sixth grade "My Next Words" textbook does not offer diverse content that teachers can use to transfer learning with different methods and the provision of VARK learning activities is very limited and some are not even available in one unit. Furthermore, the results show that there is a noticeable deficiency in the provision of differentiated materials in each unit. The following are the shortcomings found in each unit.

1. Visual Learning Activities

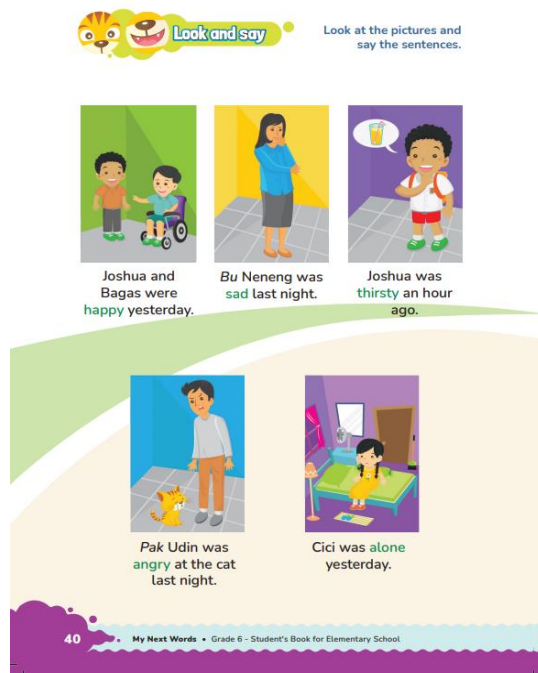
Table 1. The Figures For Visual Activities In The Textbook
 Page 3, Unit 1 Page 18, Unit 2



Page 30, Unit 3



Page 40, Unit 4



Page 48, Unit 5

Look and answer Look at the picture and answer the questions.

Aisyah went to the garden last Sunday



1. What did Aisyah do last Sunday?
2. When did she ride a bicycle?
3. Did she go to a museum?
4. Did she see only one cat?
5. How many trees did she pass?
6. How many birds were in the garden?

She went to the garden.

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Page 54, Unit 6

Look and say Look at the pictures and say the words.



drove

took pictures

prepared lunch

played

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Table 2 is the visual activity activities offered by the government emancipation curriculum textbook "My Next Words". Based on the type of differentiated learning proposed by Tomlinson (1999), it must be supported by varied learning activities. The analysis of visual activities has not revealed the diversity of differentiated learning activities. However, when considered from the aesthetics of visualization, it appears to be good and in accordance with the aesthetics of young learners. In addition, the activities provided lack innovation and tend to be repetitive. The researcher found the same learning activities in units 1, 2, 3, 4, and 6 where students were only instructed to look at the pictures and then identify them. This shows that the visual activities are still not varied. Then, the researcher analyzed that the activity instructions were not explained. It only relies on instructions from the teacher. So, students will have difficulty if they learn independently because there is no explanation and instructions given.

2. Auditory Learning Activities

Table 2. The Figures For Auditory Activities In The Textbook
 Page 10, Unit 1 Page 15, Unit 2

Let's sing Do a rap with this line "What did you do yesterday?"

I read a book
 She wrote a letter
 I watched TV
 He played football
 I cooked
 They called their friend

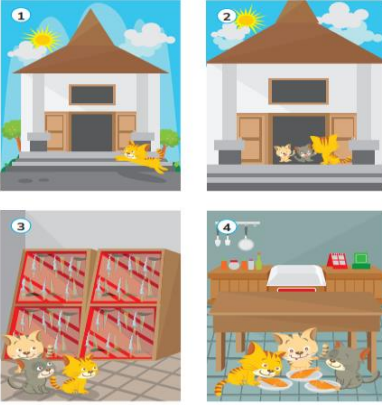
Let's play Take your cards and ask your friend a question.

What did you do last night?

I watched TV.

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Listen to the story Listen to your teacher's story and answer the question.



1

2

3

4

Unit 2 • We went to a museum last week • 15

Unit 3 (No auditory activity)

Page 39, Unit 4

Listen to the story Listen to your teacher's story and answer the questions.

Unit 4 • How did Cici feel yesterday? 39

Page 50, Unit 5

Unit 6 (No auditory activity)

Look and say Take your card and ask your friend.

Card A for student 1 Card B for student 2

Gambar 1.5 Pura Besakih
Sumber: Pusat Data dan Teknologi Informasi
Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
(Tim Dokumentasi, 2011)

Gambar 2.5 Alun-Alun Kota Batu
Sumber: Protokol dan Komunikasi Pimpinan
Humas Setda Kota Batu
@riqj_scc, 2020

Student 1 : Where did you go last Sunday?
Student 2 : I went to Malang last week.
Student 2 : Where did you go last week?
Student 1 : I went to Bali.

Then, in Table 3 there are auditory activities in the sixth grade "My Next Words" book on all topics for semester 1. The analysis results show that there are some interesting auditory activities, such as singing activities, listening to teacher stories, and asking each other with friends. Nevertheless, some units are not equipped with auditory activities. It can be seen that units 3 and 6 are not provided with auditory activities. This is something that needs attention. In line with previous research conducted by Novianti and Ambarwati, (2023) which shows that the textbook "My Next Words" is still hampered in providing learning activities for auditory and listening. This was also found in this study. However, the same thing was found as in the visual activities, these activities did not provide clear explanations or instructions. In addition, in the singing activity, it would be nice if the book provides an example of notation in audio form that can be imitated by students. Thus, these results show that this book has not been able to fulfill students' learning styles in auditory activities, so it

can be said that this book cannot be said to have well-differentiated material.

3. Read/write Learning Activities

Table 3. The Figures For Read/Write Activities In The Textbook
 Page 8, Unit 1 Page 26, Unit 2

Look and write Look at the pictures and complete the sentences.

1. _____ cooked.

2. Joshua _____ football in the yard last Sunday.

3. Cici _____ clothes last Saturday.

4. My father _____ the wall last week.

5. Made _____ Math last night.

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Read and answer Read the text and complete the sentence.

Cici's activity on last Monday

Last Monday, Cici did not go to the canteen. She was in the library during break time. She met Joshua, Made, and Aisyah there. Joshua borrowed many books. Made borrowed a comic and a story book. Aisyah read a magazine. Cici looked for a traditional dancing book, because she likes dancing. Finally, she found the book. After an hour in the library, they had to go back to their class. When they got to the class, Bu Nina had started the lesson. They said sorry to Bu Nina, and promised not to be late again.

1. Last Monday Cici went to _____

2. Cici went to the library on _____

3. Joshua and Made borrowed _____ in the library

4. Aisyah read _____

5. Cici looked for the traditional dancing book because _____

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Page 35, Unit 3

Look and answer Look at the pictures and answer the questions.

Pak Udin went to Jakarta

1. Where did Pak Udin go? _____

2. How did Pak Udin go there? _____

3. What did Pak Udin buy? _____

4. Did he buy a bag? _____

5. What did he eat in the restaurant? _____

Unit 3 • I was in Bali last week 35

Let's arrange the words Arrange the words into a sentence.

1. Made happy and Joshua were

2. was Wednesday morning it

3. sad morning Retno this was

4. sick My father was last year

5. Bandung was last month in Aisyah

Let's play Ask your five friends using "Where were you last holiday?"

How was Joshua? He was sad.

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Read and answer

Read the text and answer the questions.



Made Visited his Grandmother

Made went to Jakarta last week. He visited his grandmother. He got there by train in the morning. He brought a basket of fruits and a bunch of flowers for his grandmother. The trip took a long time. He arrived at grandmother's house in the next morning. He was very tired, but everything changed when he met his grandmother. His grandmother was very happy to see him.

1. Who went to Jakarta last week? _____
2. How did he go to Jakarta? _____
3. What did he bring for his grandmother? _____
4. Did he arrive at his grandmother's house in the next morning? _____
5. How did his grandmother feel? _____



Read and answer

Read the text and answer the questions.



Aisyah visited the library

Hello, my name is Aisyah. I have a best friend. Her name is Cici. Yesterday, we went to the school library. We were there after school. We borrowed some books there. Then, we read the books. I read a science book and Cici read a comic book. We were in the library for two hours. We went home at 12.00. We were very happy.

1. Who is Aisyah's best friend? _____ Cici
2. Where did they go? _____
3. When did they go to the library? _____
4. What did they borrow? _____
5. What did Aisyah read? _____
6. What did Cici read? _____
7. Were they in the library for three hours? _____
8. How long were they in the library? _____
9. When did they go home? _____
10. Were they happy? _____

Table 4 shows the reading/writing learning activities offered by the grade 6 "My Next Words" textbook. The researcher analyzed that the reading and writing activities offered also tend not to be varied, which can be seen from units 2, 5, and 6 given the same activity, namely reading the text and then answering related to the content of the text. In addition, activities were found in the form of filling in the missing sentences, composing sentences, and writing answers according to the pictures provided. In accordance with the type of differentiated learning stated by Tomlinson (1999) that learners need varied content so it can be seen in the provision of reading and writing materials that are quite varied but can still be improved with activities that spur students' interest. In addition, similar to the findings on the activity materials for visual and auditory, this activity also does not have clear activity instructions. This will make it difficult for students to do the activities independently. In addition, the researcher believes that it is necessary to provide keywords to provide clues to the answers. This is because considering the ability level of students who still need clue answers so that the training activities do not make students clueless. In addition, after analyzing the six topics in the book, it can be said that the read/write activities provided are good but can be improved again.

4. Kinesthetic Learning Activities

Table 4. The Figures For Kinesthetic Activity In The Textbook
 Page 11, Unit 1 Page 25, Unit 2

Let's ask Ask your friend and write the answer.

What did you do yesterday?

.....

Pairwork

what did you do yesterday, Bird?

I caught some fish.

Unit 1 • I studied last night, but my sister didn't • 11

Page 34, Unit 3

Read and answer Look at the cards and answer the question.

When did she go to the beach?

Last week

Unit 2 • We went to a museum last week • 25

Page 43, Unit 4

Let's ask Ask your five friends using "Where were you last holiday?"

Where were you last holiday?

I was in Batu last holiday.

No	Name	Answer
1	Cici	She was in Batu.
2		
3		
4		
5		
6		

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Unit 5 (No kinesthetics activity)

"How did you feel yesterday?"

	sleepy						
	cold						
	worn						
	thirsty						
	hungry						
	alone						
	sick						
	angry						
	sad						
	happy	✓					
Name	Cici						

Unit 4 • How did Cici feel yesterday? • 43

Unit 6 (No kinesthetics activity)

Table 5. shows the kinesthetic activities offered by the book in all six units. Based on the analysis of the six topics, there are no kinesthetic activities in units 5 and 6, which shows that the book does not fully support kinesthetic learning. This indicates that students who are attracted to this learning style will not get the learning they want. The learning activities

offered in units 1, 2, 3 and 4 are also similar in that they only offer question and answer activities with friends, with no other interesting activities. This is not in line with the type of differentiated learning stated by Tomlinson (1999), differentiated learning should offer a varied learning environment. The activities offered are still fairly the same but have been adapted to each topic. This needs to be considered to provide varied activities to provide different learning environments for students. Meanwhile, the same problem was found in visual, auditory, and read/write activities, here there are no clear instructions regarding the implementation of activities. This is a highlight because almost all activities are not supported by clear instructions and instructions.

Previous research conducted by Bulqiyah and Ambarwati, (2023) and Aprilia and Ambarwati, (2023) found that "My Next Words" textbooks for grades 4 and 5 have good content for EFL learning that meets BSNP criteria. Meanwhile, in the realm of the book's suitability for the differentiated learning policy proposed by the emancipated curriculum, which is based on the analysis of VARK learning materials contained in the 6th grade "My Next Words" textbook, it can be seen that in each unit the activities offered tend to be repetitive or less varied. Some learning styles such as auditory and kinesthetic activities are not provided in some topics. This shows concern because it turns out that the textbook published by the government itself has not been able to offer learning activities that support differentiated learning. In addition, it is also difficult to use to support innovative and varied learning, especially due to the limited learning materials that tend to be repetitive. Then listening learning is not well supported. This can be seen from the printed book that does not support audio or video components that will hinder students in acquiring listening skills, thus impacting students' ability to gather knowledge through audio or other auditory means. Therefore, it can be said that this textbook does not support innovative learning. In addition, the limited provision of instructions also makes it difficult for students to learn independently because instructions and explanations tend to be absent. This is supported by teachers' statements that textbooks have not been able to help teachers create differentiated learning significantly. The following is an excerpt of a direct statement from school A.

Excerpt 1:

"Buku paket emancipated curriculum untuk kelas 6 itu sangat minim dengan latihan – latihan, teks, apapun itu, bahkan penjelasan pun tidak ada. Mungkin ada, tapi menurut saya kurang lengkap. Mungkin seperti latihannya cuma ada satu dua saja dan tidak diberikan penjelasan sebelumnya, kalau dibandingkan dengan buku kurikulum 2013 setidaknya masih ada sedikit penjelasan atau kalau dulu masih boleh menggunakan buku LKS, di LKS masih ada penjelasan seperti rangkuman materi, kalau sekarang di buku emancipated curriculum itu menurut saya tidak lengkap baik itu latihan dan penjelasannya."

"The emancipated curriculum textbook for grade 6 is very minimal with exercises, texts, anything, not even explanations. Maybe there is, but I think it's incomplete. Maybe there are only one or two exercises and no explanation is given beforehand, if compared to the 2013 curriculum book, at least there is still a little explanation or if in the past you were still allowed to use the LKS book, in the LKS there is still an explanation such as a summary of the material, if now in the emancipated curriculum book, in my opinion, it is not complete, both the exercises and the explanation."

Based on statements from teachers in school A, the book has not been able to be used properly due to the lack of instructions and explanations that make the teacher have to redevelop the material in the book so that feasible differentiated learning can be implemented. In addition, teachers also added that they need books that can fully help to create more meaningful learning and provide a variety of learning activities that support students' learning styles. The following is an excerpt of the teacher's statement at school A.

Excerpt 2:

"Hal – hal yang perlu ditambahkan dari buku tersebut kalau menurut saya adalah materi dan penjelasan untuk di buku sehingga siswa juga bisa mendapatkan penjelasan"

tambahan tentang materi/topic yang di bahas. Selain itu, dalam buku tersebut ada baiknya ditambahkan latihan – latihan soal yang lain karena kalau di buku latihannya masih minim dan hanya dapat digunakan untuk beberapa kali saja.”

“Things that need to be supplemented from the book, in my opinion, are materials and explanations for the book so that students can also get additional explanations about the material/topic discussed. In addition, it would be good to add other exercises in the book because the exercises in the book are still minimal and can only be used for a few times.”

The teacher at School A highlighted that the materials provided in the textbook need to be supported with clearer instructions and explanations. Meanwhile, the teacher in School B also had similar perspectives to the statement of the teacher in School A. The following is an excerpt of the statement of the teacher in School B related to the “My Next Words” textbook used to teach English in grade 6.

Excerpt 3:

“Kalau buku teks emancipated curriculum yang didapatkan dari pemerintah itu memang bagus dari segi visual, namun belum bisa saya gunakan sepenuhnya untuk mendukung pembelajaran Bahasa Inggris di kelas saya. Itu karena instruksinya kurang jelas, menurut saya materi yang disediakan juga kurang lengkap. Jadi saya bingung menyampaikan materinya seperti apa. Oleh karena itu, saya lebih memilih mengandalkan buku LKS untuk membantu saya melaksanakan pembelajaran.”

“The Emancipated Curriculum textbooks obtained from the government are indeed good in terms of visuals, but I cannot fully use them to support English learning in my class because the instructions are not clear enough, in my opinion, the material provided is also incomplete. So, I am confused about what kind of material to convey. Therefore, I prefer to rely on the LKS book to help me carry out the learning process.”

A similar problem was found in School B, where teachers revealed that the textbooks obtained from the government could not be maximally utilized to support English learning in the classroom. This causes differentiated learning to not be implemented optimally. The teacher at School B also added related to the things that need to be improved from the current textbooks. The following is an excerpt of the teacher's statement from school B.

Excerpt 4:

“Jujur saya perlu materi ajar tambahan selain buku text yang didapatkan dari pemerintah. Apabila ada materi pendukung seperti itu akan dapat lebih membantu saya untuk mengajarkan Bahasa Inggris untuk siswa di kelas. Saya berharap materi pendukungnya banyak mengandung gambar dan latihannya yang bisa mempermudah pemahaman siswa, audio juga untuk listening sectionnya saya berhadap untuk audionya yang memuat percakapan yang singkat dan mudah dimengerti.”

“Honestly, I need additional teaching materials other than textbooks obtained from the government. If there are supporting materials like that, it will be more helpful for me to teach English to students in class. I hope that the supporting material contains many pictures and exercises that can facilitate student understanding, audio also for the listening section I hope for audio that contains short and easy to understand conversations.”

Teachers in School B stated that it would be helpful if there were additional materials other than textbooks for teaching English in the classroom. She hopes that if there are additional materials that contain more exercises, pictures, and audio, it will greatly support students to facilitate understanding of the material. It appears that the “My Next Words” textbook itself cannot be fully relied upon and teachers still need other additional materials to be able to create more meaningful learning in accordance with the emancipated curriculum policy.

Based on the teachers' statement, it appears that the textbook does not provide clear material and instructions to the teacher, thus requiring the teacher to develop the material as well as failing to provide learning activities that can be used in differentiated learning according to the student's learning styles. In addition, based on an overall analysis of all semester 1 topics, it shows that the content of the material or exercises contained tends to be

less varied so that it seems repetitive. This shows that the book has not been able to be fully relied upon to support differentiated learning according to student's learning styles, meaning that the needs of students and teachers are not well met to create more meaningful learning. Therefore, this implies that additional study and evaluation of the "My Next Words Grade 6" textbook is still needed in order to deliver higher quality content that is in line with the principles of an emancipated curriculum.

4. CONCLUSION AND SUGGESTIONS

Based on the research findings obtained from document analysis and teacher interviews, it was highlighted that the sixth grade "My Next Words" textbook lacked both content or differentiated materials according to students' learning styles as well as instructions and explanations that teachers and students could not rely on properly. The results of the analysis carried out on the book show that the six semester 1 topics do not offer innovative, varied learning, and do not offer material that can optimally meet students' learning styles, and there are even some units that do not fully support the VARK learning styles. In addition, teachers' statements also support the results of the analysis obtained by the researcher, which according to teachers, the textbook has not been able to fully be used by them to conduct differentiated learning in their English classes. This shows that there is a need for further review and evaluation of the provision of materials or content tailored to the learning needs of teachers and students so that textbooks can be used optimally to create differentiated learning in accordance with the emancipated curriculum learning standards that support students' learning styles.

Based on the results obtained from the analysis of the sixth grade "My Next Words" textbook for topics in semester 1, the researcher suggests other researchers to conduct the same research in different semesters and levels. This is to find out the shortcomings of English textbooks to support differentiated learning in accordance with the emancipated curriculum. So, the researcher hopes that there will be an in-depth review and evaluation carried out to improve the quality of this emancipated curriculum book.

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