

Differentiated English Learning Material for Elementary School Students

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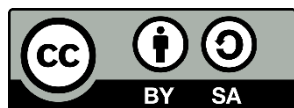
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Abstract

This study aimed at developing additional materials for digital English textbooks that are differentiated according to the Merdeka curriculum for fifth-grade students in Denpasar schools. By following the D&D method which uses the ADDE (analysis, Design, Development and Evaluation) model from Richey Klein (2014), the data in this study were analyzed using a mixed method, namely quantitative and qualitative analysis. This study explains the defiance presented in the manual so that additional materials are developed based on student needs. The research process begins with analyzing the textbook then compiling a blueprint that will be used in designing additional materials then developing the materials through the Canva application and evaluating those provided by experts and teachers related to additional digital materials. The results show that the material is very effective and suitable for use in fifth-grade elementary schools because the material is in accordance with the students' learning styles. This study was conducted to provide information to educators, researchers in developing differentiated materials according to the Emancipated curriculum and the needs desired by students in the learning process in the classroom through digital media.

Keywords: Emancipated Curriculum; Differentiated English Learning Material; Learning Style; Digital Textbook; Elementary School

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INTRODUCTION

Text-based teaching materials have been defeated by digital teaching materials because they are able to provide quality, interesting materials that can be accessed anytime and anywhere. According to Tomlinson and Masuhara (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 Sintayani et al., (2022) 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, the importance of learning media in the learning process and learning is structured and developed according to the needs of students. The abilities possessed by each student are very different. To develop students' potential, an innovative and constructive learning model needs to be implemented (Ferdianawan et al., 2021). The learning process cannot be separated from learning activities. interesting learning activities that can create interest for young students. Pradnyana et al., (2022) mentioned 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.

In Indonesia, the development of learning materials was required to follow the curriculum that runs in society and is determined by the government. Since the Covid-19 outbreak, the government has issued a new curriculum that requires students to learn independently, where currently the curriculum used is the emancipated curriculum. 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. According to Rahayuningsih (2022), in dealing with the problems that were occurring at that time, the central government issued a policy to challenge the emancipated study of curriculum or previously known as the prototype curriculum as an effort to revive the development of education which had experienced a gradual decline significant. The emergence of the independent curriculum content aspect can be associated with the differentiated learning process. Differentiated learning can provide convenience for students and teachers to achieve learning objectives (Astria & Kusuma, 2023).

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. The advantages of differentiated learning are that this learning has qualitative rather than quantitative activity, this learning also uses various approaches to content, process, and product, student-centered learning, group learning as a whole in class, all of this is a combination of personalized, organic and dynamic learning (Dhirapriyani et al., 2024; Hasanah et al., 2023). Tomlinson (2011) explains 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, and (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.

In a learning implementation, there is a learning style that each student has in the learning process. 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 are visual, auditory, reading and kinesthetic (Alqunayeer & Zamir, 2015; Muluk et al., 2020). 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 studies carried out by researchers in developing good quality textbooks in schools based on the independent curriculum. Novianti and Ambarwati (2023) explored the feasibility of the English textbook based on the emancipated curriculum using BSNP criteria (2017). They found 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. Asri (2013) found that the suitability of material in textbooks includes criteria such as Motivating, Meaningful, Appropriate, Graphic, Leveled, Interesting, Interactive, Integrated, Contextual and Creative. These criteria indicate that the interactive textbook material developed is good and meets the given criteria. Thus, it can provide motivation for grade 5 students in learning English.

This problem also supported by the results of observations and interviews conducted at both of elementary schools in Denpasar. Researchers was founded 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. The differentiated learning process applied in one of the schools in Denpasar has not been implemented optimally.

Therefore, from several aspects such as previous research, it is explained that the textbook needs to be improved again regarding varied content such as audio, video and short text or stories that can attract students' interest in learning and students' listening skills that can be given such as activities that can be applied outside the classroom by students and teachers. This is the basis for the need to develop additional learning materials that can be accessed by teachers and students digitally and supported by the problems that occur in both schools in Denpasar, researchers make it a reason for developing additional materials that are differentiated based on students' learning styles.

The importance of designing and developing different learning materials for grade five elementary schools in order to improve the abilities of each student which can be seen from the learning styles that grade five elementary school students have so that students are able to achieve differentiated learning independently and effectively through additional materials that are developed.

METHOD

Research Design

This research used ADDE Model of the Design and Development (D&D) by Richey and Klein (2014). This research is research into the development of digital-based textbooks so that they can be used by teachers in presenting material related to differentiated learning and according to students' learning styles. The ADDE model includes 4 stages such as analysis, design, development and evaluation. These four stages are arranged periodically and in an orderly manner.

a) Analysis

Analysis is the first step in the ADDE model. In this step, researchers investigated the problems that exist in the two schools by conducting observations and interviews. Observations have been made by looking at school conditions and student learning in

the classroom. Meanwhile, interviews were conducted with English teachers and fifth grade students in each school.

b) Design

Design is a stage that was carried out to facilitate researchers in developing products. This step was done by paying attention to the results of the analysis that has been done. The first thing researchers did was designing a blueprint for English e-books. After that, researchers looked for templates and layouts used in the e-book.

c) Development

The development stage is the stage where researchers developed the product. At this stage, researchers developed the blueprint into a draft of the English e-book. After that, researchers conducted expert judgment through a rubric that would involve two experts. Through expert judgment and suggestions, researchers would revise the product until it is suitable for use.

d) Evaluation

Evaluation is a stage carried out to test the product that has been developed. Evaluation was used to measure and assess learning products in the form of prototypes in terms of grammar, appearance, and content of the e-book. Researchers asked for reviews from English teachers and five students. After the suggestions were given, researchers revised the product again to make it more effective to use.

Research Setting and Participants

The participants of the study were fifth grade students and English teachers at two schools in East Denpasar, Bali. The school chosen was a school that implements the emancipated curriculum, located in East Denpasar, Bali. The instruments used were differentiated English learning material for fifth grade and this instrument also served as a research object. For the object of this research, learning materials used by fifth grade students in the second semester of elementary school were used.

Data Collection and Instruments

The learning materials in question are textbooks, modules and media that support the learning process. The data collection used in this research used interviews, observation sheets document analysis, questionnaires and Expert/user judgement quality checklist assessments.

Data Analysis

In analyzing data using qualitative data analysis method activities was adopted from Miles et al., (2014) using 4 types of activity flow carried out simultaneously such as data collection, data condensation, data display and conclusion or drawing verification and this research also uses quantitative methods data analysis was adopted from Nurkancana (1986) using five rating scales as follows:

Table 1. Quality Criteria for English Books

Criteria	Score
Very Good	$X \geq Mi + 1.5Sd$
Good	$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$
Average	$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$
Below of Average	$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$
Less	$X < Mi - 1.5Sdi$

By using both methods to analyze the data that has been collected, it will produce answers from the teacher's views regarding differentiated English learning materials for fifth grade elementary school students.

FINDINGS AND DISCUSSIONS

This research was carried out in fifth grade in two schools with a total of 30 students per class and two teachers in both of school. The digital (e-book) media in the English subject content with the material included in second semester was developed based on the ADDE development model.

The Need of Students and Teacher in Learning Process regarding to the Material based on Emancipated Curriculum Implementation

At the analysis stage, several process activities were carried out to obtain data from students and teachers in both schools. This research produces a book that contains activities, material or differentiated content according to students' learning styles. Researchers conducted interviews and classroom observations at both schools together with the English teachers of each school. The results of interviews conducted with English teachers at the school stated that teachers experienced difficulties in providing differentiated learning because the handbook used did not facilitate teachers in providing material and there was a lack of space for students to practice which could be used repeatedly and the teacher suggested adding audio and video so that they can cover students' learning styles in improving listening skills, speaking skills for students.

Apart from that, from the results of classroom observations conducted by researchers, the quality of differentiated learning is still not implemented enough so that teachers still rely on the handbook they use. After that the researchers also distributed questionnaires to fifth grade students at the two schools. Then, the results show that students have very varied learning styles which tend to be visual then audio, read/write and finally kinesthetic so that learning materials are needed that suit students' needs.

"Apart from that, it would be good to add other exercises to the book because the practice books are still minimal and can only be used a few times." **Excerpt 1**

"In my opinion, the content is sufficient, but I hope that the book can have a place to answer the exercises directly because students usually do it on paper/books so they like to get lost and lose their practice." And "Maybe audio or video can also be added to the learning."

Excerpt 2

Based on interview transcripts conducted with the two elementary school English teachers, it was stated that the teachers wanted differentiated books with lots of practice areas that could be used repeatedly and then the teachers also wanted additional audio or video in the books that would be developed.

Development of Differentiated Learning Material for Fifth Grade Student

At the design stage, researchers prepared learning materials through Canva by adjusting the needs of teachers and fifth grade students in the differentiated learning process in the classroom. In preparing the matrix, the researcher adjusted the topics and materials to the

handbook used by students and teachers in the learning process. After compiling the matrix, the researcher arranges activities in the Canva application with the following stages:

1. Designing the matrix,

At the stage of designing the matrix after revision, the data used comes from the document analysis stage. Development of a Matrix for material containing an emancipated curriculum for grade 5 elementary schools centered on CP (Learning Outcomes), learning topics originating from the fifth-grade English package book used in both schools, then learning objectives that have been adapted to needs and adapted to words. operational work of Bloom's taxonomy which contains four distinctive components ABCD (Audience, Behavior, Condition and Degree). Next, it is adapted to three learning methods, namely PBL (Problem Based Learning), PJBL (Project Based Learning) and DL (Discovery Learning) by linking to syntax or learning activities in each method and the final component is VARK or Learning style (Visual, Auditory, Read /Write and Kinesthetic). Thus, the structure of the matrix is that each topic will contain 3 types of methods, each method is equipped with 3 types of learning objectives and also each learning style is equipped with 4 learning styles. So, the whole thing was created by taking into account several components of students' needs, interests and language ability levels at both schools.

2. Selecting the material

At this stage, the researcher selected some of the material used in the E-book to suit the level/age of grade 5 elementary school students. Researchers use reference material sourced from the internet. The material taken from the internet is of course adapted to the topic in each material. The source of material used by researchers is Google, which is used to search for information related to material such as short texts, additional explanations related to material and images used in e-books which are sourced from Google. Then, the Worksheet is used to look for several exercises that are suitable for students' writing activities. Then, researchers also used YouTube to look for audio, videos such as conversations, explanations and songs that would interest aural and kinesthetic students.

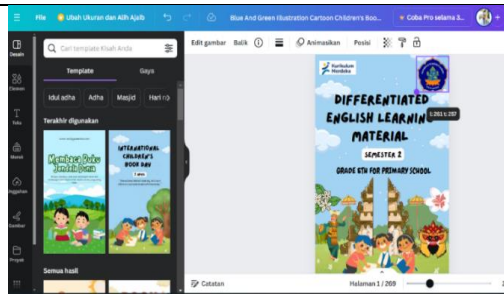
3. Drafting English Digital textbook for Fifth-grade students using Canva.

At the stage of preparing digital English textbooks for class 5, semester 2 of elementary school, researchers used the Canva application to become a tool in the process of developing interesting and innovative digital textbooks.

The following are several activities that researchers carried out in the process of compiling an E-book using the Canva application as follows:

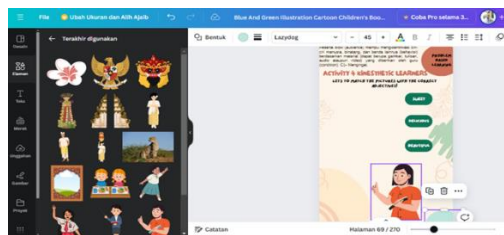
Table 2. Stage of design the differentiated learning material.

Selecting and creating front cover for digital book	The researcher chose a book cover that had a balance in color, shape and designed supporting elements such as animation for young learners and a local Balinese book atmosphere and the researcher also gave the book title according to material related to class 5, semester 2 of elementary school.
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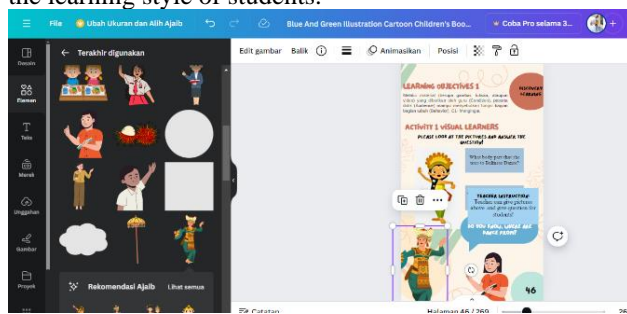
Creating book templates in Canva Application

Adjusting the book template also considers the level or age appropriate to the character of students in grade 5 of elementary school. Researchers began to arrange colors with supporting components that support the book template



Creating characters' book in Canva Application according to the learning style of students.

Researchers need several characters who have different characteristics, preferences or hobbies for each character. In this way, the author is able to create an atmosphere of cultural sensitivity in each topic, namely Balinese.



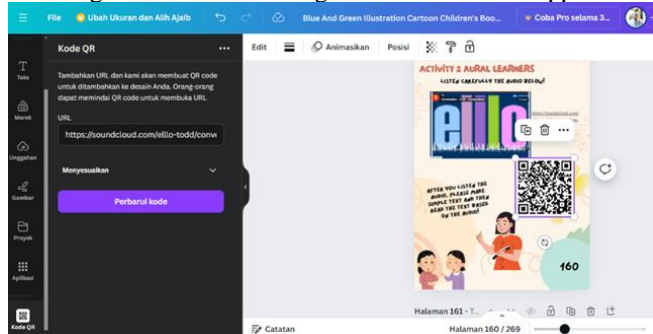
Inserting illustration or picture for book in Canva Application

Researchers use several illustrations or pictures related to the material presented. These illustrations or pictures support students' visual learning style because the illustrations provided have an attractive and innovative appearance.



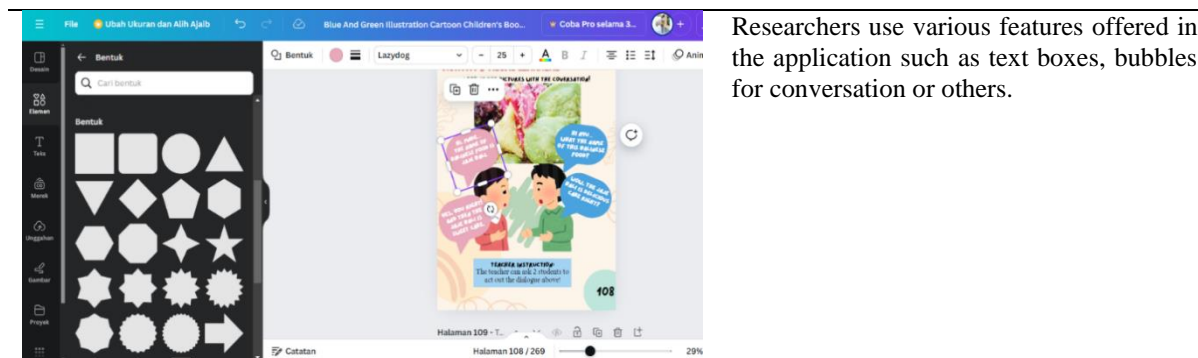
Inserting audio or video using barcode in Canva Application

The use of audio or video is presented via barcode or QR. Researchers provide barcodes or QR through applications that are already available on the Canva application. This barcode or QR comes from the audio or video link you are looking for. Using barcodes can make it easier for teachers and students later during the learning process because by scanning the barcode the teacher can play video or audio for students to study.



Inserting Text for book in Canva Application

Apart from reading, writing activities for students are also supported using short and clear texts. The texts offered in this book are in the form of informational texts, conversations, picture statements and so on.



Researchers use various features offered in the application such as text boxes, bubbles for conversation or others.

The final book that has been developed produces 269 pages covering the 5 topic units presented in the book for fifth grade on second semester. In this book there are various activities presented according to students' learning styles which have been adapted to the learning objectives given. In this book, three learning methods are also presented, namely problem based learning, project-based learning and discovery learning. Researchers have also provided a training area presented via barcode so that users can access it repeatedly and on each barcode.

At the development stage, the researcher conducted tests on two experts who were trusted in the field of learning material development, namely English language education lecturers at Ganesha Education University who provided assessments of the learning material that had been developed.

Table 3. Scoring Formula

Mode Level	Interval	Criteria
5	$X \geq 4.5$	Very good
4	$3.5 \leq X < 4.5$	Good
3	$2.5 \leq X < 3.5$	Average
2	$1.5 \leq X < 2.5$	Below average
1	$X < 1.5$	Poor

The accumulated product validity criteria score table shows that it has five quality criteria for a product. The criterion with the highest score is "Very good" which means the frequency of the highest score is more than or equal to 4.5, this means the mode level is 5. Furthermore, for the "Good" level which means the frequency of the score is more than or equal to 3.5 but less than 4.5 which means the mode level is 4. Another lower criterion is "Average" which means the score frequency is more than or equal to 2.5 but less than a score of 3.5 which means the mode level is 3. For the lower meaning, "Below average" which means the score frequency is more than or equal to 1.5 but less than 2.5, which means the mode is 2. Meanwhile, the worst criterion is "Poor" which means the highest score frequency is less than 1.5 which means the mode score is 1. The results of the assessments provided by the two experts are as follows;

Table 4. Expert Judgement Scoring

Expert	Ideal Mean	Criteria
Expert 1	5	Very good
Expert 2	4,95	Very good

From the two stages of assessment obtained from both experts, it was stated that the textbook for class 5 semester 2 had the most dominant score of 5 "Very Good". It can be said that this score is said to be the maximum value from the two experts, while there are scores 4 and 3 which can be categorized as "Good" which can be said to be the minimum value for the validity of the textbook quality assessment criteria. Therefore, the development of digital English books for fifth grade on second semester of primary schools predominantly shows a perfect quality feasibility score. The assessments were given also in accordance with the standards of differentiated learning material criteria and varied book or content.

Quality of Differentiated Learning Material

At the evaluation stage, Research carried out by teachers as user judgments is carried out so that researchers know the advantages and disadvantages of E-books which have been developed according to the needs, interests and learning styles of the students themselves. The detail of user judgement checklist is described as follows:

Table 5. Result of Teachers' Perceptions Checklist

Dimension	No	Questions	School A	School B
Visual Design and Supporting Media in Books Book Contents	1.	The book cover, image display and application of colors and writing developed in the book are appropriate, attractive, unique and relevant to the contents of the book.	5	5
	2.	The content of the material is developed in accordance with curriculum references such as clear, structured and complete learning objectives.	5	5
	3.	The content of the material developed can make it easier for teachers to achieve active and innovative learning and then encourage and motivate students to improve their skills through classroom learning.	5	5
	4.	The content of the material is developed in an interesting, diverse, varied, easy to read, understand and appropriate way to suit the students' learning style. (Visual, Aural, Read/Write and Kinesthetic)	5	5
	5.	The books presented contain Pancasila-based content, contain vocabulary that is easy for students to learn, and the activities offered are based on discussions and projects, either individually or in groups.	5	5
	6.	Learning materials have been presented by linking them to Balinese cultural content visually, in text and in activities.	5	5

Based on the results of the assessment sheet presented in the table above. The following is an assessment with scores and criteria according to the results of the checklist of the two teachers' views regarding the quality of differentiated learning materials.

Table 6. Score from Teachers (User)

User	Ideal Mean	Criteria
Teacher A (User) from School A	5	Very good
Teacher B (User) from School B	5	Very good

The table above shows the results of product quality tests from two elementary school English teachers on the E-book developed by the researcher. Based on the assessment results from users from school A and school B, there are 30 statements consisting of two dimensions.

Each question is scored from 1 (Poor) to 5 (Very good). In the user judgment for users from school A and school B, the E-book received a perfect score in all thirty statements but the table shows most of them namely six statements which cover thirty statements and also all of which received a score of 5, which means that teachers from both schools acknowledged the product's suitability by meeting very good suitability. This is a good response and proves that the e-book being developed is appropriate to support teachers in creating differentiated English language learning in accordance with Emancipated Curriculum standards.

Therefore, the results obtained were very good, users from both schools admitted that from a visual aspect, the design and supporting media in the books had been developed in an interesting and unique way, both the cover design and the overall design of the book and had displayed interesting and innovative images. as well as colors and fonts that are comfortable to look at, and also use images and illustrations that are relevant to the content of the material. Apart from that, dimensions related to book contents also show that e-books have been recognized as having material content that is in accordance with the applicable curriculum and are able to facilitate teachers to create innovative and creative learning and most importantly are able to encourage students to improve their skills in understanding interesting and varied content. it is in accordance with the learning objectives, structured and according to students' needs, easy to understand, supports students to explore learning with their learning styles, is very supportive of VARK learning styles activities, and contains cultural content and local wisdom that is in accordance with Balinese culture.

DISCUSSION

The current study is development research that has been discussed with the topic: differentiated English learning material for elementary school students. In this section, we discuss in detail the development process and the quality of the final English e-book for grade five, second semester of elementary school, which supports differentiated learning based on the Emancipated Curriculum, and which has been adapted to the needs of teachers, students and student learning styles.

The Emancipated curriculum asks students to learn more independently in the teaching and learning process provided by teachers at school. The learning that is intended so that students can be independent in learning is differentiated learning. Differentiated learning plays a very important role in the current curriculum. This differentiated learning is related to students' learning styles so that students will learn independently following the learning style they want. The development of differentiated learning materials is needed in this case to support a smooth and structured learning process. Therefore, teachers need additional materials that can cover the students' learning styles themselves so that teachers will find it easier to provide materials that are in accordance with the students' learning styles.

Apart from that, previous research by [Rahmanita et al., \(2021\)](#) stated that a book has several criteria that can increase students' motivation and interest in learning. This has also been well developed and presented innovatively in the material content provided by researchers in order to achieve the goal of increasing students' interest in learning. [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 and Hanifah (2018) developed a textbook that implemented different reading strategies in each chapter, especially in providing an understanding of English vocabulary. Based on the three previous articles related to this research, it also provides ideas for developing differentiated digital books so that the books contain additional media that can be used by teachers later in the classroom learning process.

Based on the results of observations made during the implementation of English language learning in the classroom, it shows that the traditional printed books used by the two teachers in implementing classroom learning are still unable to significantly help teachers to create differentiated learning that is based on students' needs and learning styles. At Elementary School A, the English teacher has tried to provide other teaching materials because the printed books obtained from the government have not fully helped the teacher optimally in creating lessons that focus on the students' four learning areas. Meanwhile, Elementary School B still shows a very large dependence on printed books obtained from the government, which means it is not yet able to fully support the four learning styles of students and there is no effort by teachers to utilize other learning resources in varying learning activities so that English learning is carried out. by teachers tends to be fixed and the Emancipated Curriculum learning standards cannot yet be reached.

Analysis of documents carried out by researchers on the book "My Next Words grade 5" which the two teachers used as a reference for carrying out learning in class showed that the content offered was still not able to support teachers and students to carry out differentiated learning activities and could not help teachers to provide learning according to the student's learning style. One of the articles by Novianti and Ambarwati (2023) which analyzed the book "My Next Words" also shows deficiencies in aspects that need to be improved, such as variations in text types and supporting content, to improve students' skills, especially listening skills.

In this way, the researcher then compiled all the book topics for the second semester and then developed them into differentiated English electronic books. Thus, digital books developed by researchers can support teachers in meeting students' learning needs by providing learning experiences that are integrated with technology and they can learn according to the learning style they are interested in. And the advantage of digital books is that students can study anywhere and anytime independently. Therefore, this can help teachers in creating differentiated learning and in line with the standards for implementing the Emancipated Curriculum which refers to student-centered learning and independent learning.

At the Design stage the differentiated English material is prepared by adapting to the analysis results obtained, namely focusing on student needs and the learning styles of students. The results of the matrix design for the development of English E-books for Fifth grade that contain differentiated learning are a structured plan that takes into account the needs, learning styles, and language levels of fifth grade students in Elementary School A and Elementary School B. It contains 5 topics adapted from book "My Next Words", these five topics are only used in the second semester. So, that the electronic book developed by researchers can be used as additional teaching material in line with the government package books so that it can meet the needs of students and the learning styles of fifth grade students in both schools for one school year.

Next, at the development stage, all material content, teaching materials such as images, audio, video, text, exercises and others are adjusted to the material design that has been previously designed. The results of the development process include interesting learning activities that are in line with the material designed using the Canva application as a process for editing or compiling book content. The Canva application used by researchers can facilitate the addition of images, audio, video, text, as well as help researchers to create illustrations, and others. With Canva, the E-book that researchers are developing will turn into more than just an ordinary electronic learning book that only contains material, but it will become differentiated learning material that is presented in an interesting way, has very varied and diverse activities so that it can become an effective educational teaching medium. innovative in supporting the implementation of the Emancipated Curriculum.

Furthermore, the results of the expert judgment show that the English electronic book for fifth grade which contains differentiated learning is overall of very good quality. Researchers use product validity criteria proposed by Nurkancana (1986), the assessment considers five dimensions, namely, criteria of good E-book by educational standards, curriculum and assessment agency; ministry of education, culture, research and technology, criteria of good content in textbook, criteria of learning material by Tomlinson and Masuhara (2018), differentiated material, and cultural sensitivity.

Expert Judgment from two English Language Education lecturers assessed using an expert judgment checklist covering five dimensions consisting of 45 questions, and using a score scale of the lowest 1 and the highest 5. The assessment results from two stages were given by the two English Language Education lecturers as experts consistently obtains a maximum score of 5, which is categorized as "Very good". In the assessment from expert 1, the absolute maximum score was 5 in all criteria. Apart from that, expert 2 also obtained a score that tended to get a maximum score of 5, namely 43 out of 45 statements, which means that only 2 criteria received a minimum score of 4 "Good". This shows that these excellent results prove that from the perspective of the two experts, the product that the researchers developed in the form of a differentiated English E-book for fifth grade students is very feasible in terms of quality, and is very relevant to support the implementation of the Emancipated Curriculum learning process.

Lastly, namely the Evaluation stage, researchers assessed the quality of the E-book with teachers from both schools as E-book users. The two teachers as assessors carried out user judgment using a user judgment checklist which focused on two aspects, consisting of 30 questions with the highest score scale being 5 and the lowest being 1. This can be seen as a whole showing a very good response from the two teachers. Both give the maximum score by giving 5 in all the criteria given. This shows that the E-book developed has very good quality as indicated by the score of 5 "Very good" in all aspects. This shows very good suitability because the preparation of this e-book has really taken into account the needs and interests of teachers and students which can be seen at the analysis stage.

This was used as a reference by researchers to develop the book. So, the results obtained show a very good response from both potential users. This is proven from the user's point of view, the e-book developed has excellent quality feasibility to support them in creating

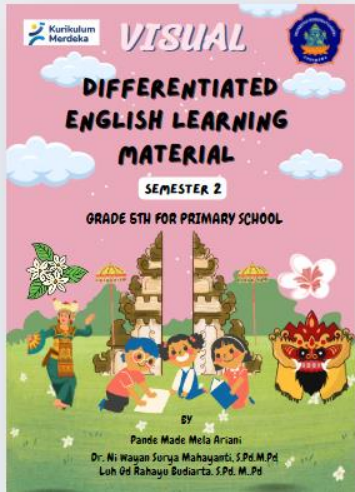

differentiated learning in English classes which refers to the implementation of the Emancipated curriculum.

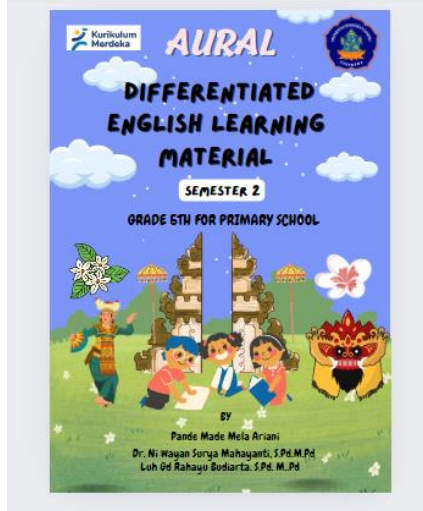
Then it is compared with other similar research related to the development of digital textbooks. Equivalence with other research can be seen from study by Makdis (2020) shows that there is a positive response to the development of digital textbooks which can provide motivation to students in increasing students' interest in learning in English subjects. Researchers also hope for the same thing in successfully developing differentiated digital textbook products for fifth grade, second semester of elementary school which focuses on the emancipated curriculum. However, the development of this additional material has not been maximized by the material because the material presented is only for the second semester. In addition, this additional material only reaches the evaluation stage. Therefore, it can be suggested that the development of this book can be implemented to elementary school students so as to find the quality value in terms of students.

The both of users provided suggestions regarding e-books that had been assessed so that researchers could group activities according to students' learning styles, meaning that this e-book product was divided into 4 digital book products that adapted to learning styles such as visual, auditory, read/write and kinesthetic respectively each student. Thus, from all the results of the analysis data shown, it is stated that the quality of differentiated English learning materials is able to provide excellent benefits for students and teachers when the English learning process is carried out in the classroom.

Followed by the results of the discussion and the results of the development of differentiated books based on the results of the assessment by the two teachers regarding the books being developed, thus, the author has re-developed the final results of the learning media in the form of differentiated books for class five, semester two in elementary school as presented in the table below,

Table 7. The Final of Differentiated Learning Material

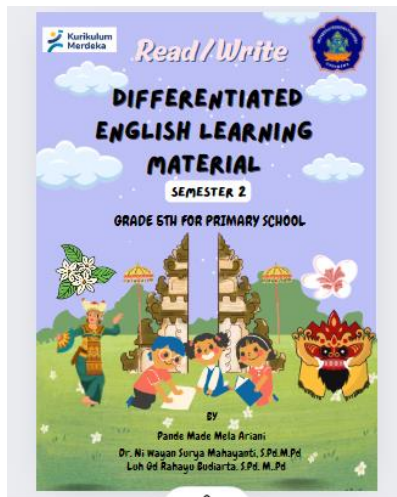
For Visual Learners Differentiated Book	Barcode for scan Visual Book
	
For Aural Learners Differentiated Book	Barcode for scan Aural Book



**Unit 1-5
for Aural Learners**

For Read/Write Learners Differentiated Book

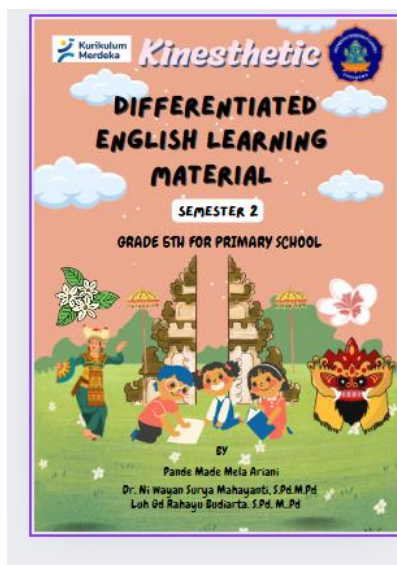
Barcode for scan Read/Write Book



**Unit 1-5
for Read/Write Learners**

For Kinesthetic Learners Differentiated Book

Barcode for scan Kinesthetic Book



**Unit 1-5
for Kinesthetic Learners**

CONCLUSION

Based on structured research according to data collection methods and analyzing the data that has been carried out, it can be concluded that the experts and fifth grade English teachers in both elementary schools stated that the books developed were good and covered differentiated learning. Researchers have fulfilled the previous research that has been carried out by creating additional differentiated media. The disadvantage of this study is the limitation of the learning materials developed only for even semester materials, while the advantages are also able to facilitate teachers in providing materials because they are in accordance with students' learning styles. Thus, the quality of differentiated learning materials is effective and suitable for use in creating a differentiated learning process in the fifth grade of the second semester at the elementary school level. Suggestions that can be given for further research are to make the shortcomings in developing products as a reference for further research so that they can create better English teaching materials that are in accordance with the independent curriculum and differentiated.

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