DEVELOPING MULTICULTURAL-BASED READING TASKS FOR THE EIGHTH-GRADE STUDENTS OF MTS.GUPPI KRESNOMULYO AMBARAWA

(A Thesis)

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ABSTRACT

Developing Multicultural-Based Reading Tasks for the Eighth Grade Students of MTs. GUPPI Kresnomulyo Ambarawa

By

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Reading is one of the language skills that the students in language learning should master. However, many students find it challenging to learn it. Hence, the researcher tried to implement multicultural-based reading tasks in teaching reading.

The objectives of this study are (1) to describe the condition of English reading tasks for learning reading in MTs.GUPPI Kresnomulyo and the school potential to develop the reading tasks, (2) to examine the effectiveness of multicultural-based reading tasks for learning reading, and (3) to explore the students' perception of the implementation of multicultural based reading tasks. The subjects of this research are 27 students of class VIIIC of Madrasah Tsanawiyah MTs.GUPPI Kresnomulyo Ambarawa, Pringsewu. The instruments used in this study are interviews and questionnaires. The data were analyzed by using frequencies and percentages and the Likert Scale. The research methodology employed is research and development (R & D) Borg and Gall (2003: 569) and Sugiyono (2009:298). The researcher adapted the framework of this study with eight steps. The product of this research is a syllabus of multicultural-based reading tasks.

The research results show that (1) the condition of English reading tasks, mainly which are used in MTS.GUPPI Kresnomulyo, most students did not get much exposure to written English material for reading class. They read English only from the material given by their English teacher. It shows that the students lacked supplementary reading materials. The school's potential factor in designing reading tasks is the plurality of students in language, culture, and ethnicity in this school. Therefore, the students want to get more sources on learning English reading materials which based on their daily life and related to their own culture, (2) multicultural-based reading tasks were developed by doing five steps as follows: collecting information, developing the tasks, validating the tasks, conducting tryout, and revising. It indicated that the tasks had met appropriateness to be implemented. Moreover, the researcher used a close-ended questionnaire to explore the students' perception of implementing multicultural-based reading tasks. The questionnaire results show that tasks are effective and beneficial for the students to learn reading. This is proven by the result of the percentage of each item of the questionnaire, which shows more than 70%. So, based on the result, it is concluded that multicultural-based reading tasks have met appropriateness to be implemented.

Keywords: *Multicultural-based reading tasks, developing, perception*

Developing Multicultural-Based Reading Tasks for the Eighth-Grade Students of MTs.GUPPI Kresnomulyo Ambarawa

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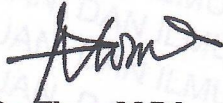
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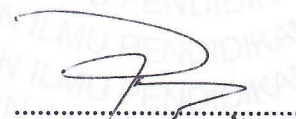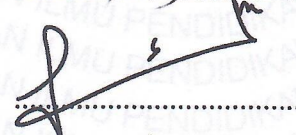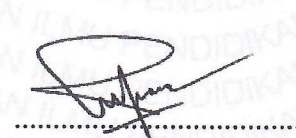1. Examination
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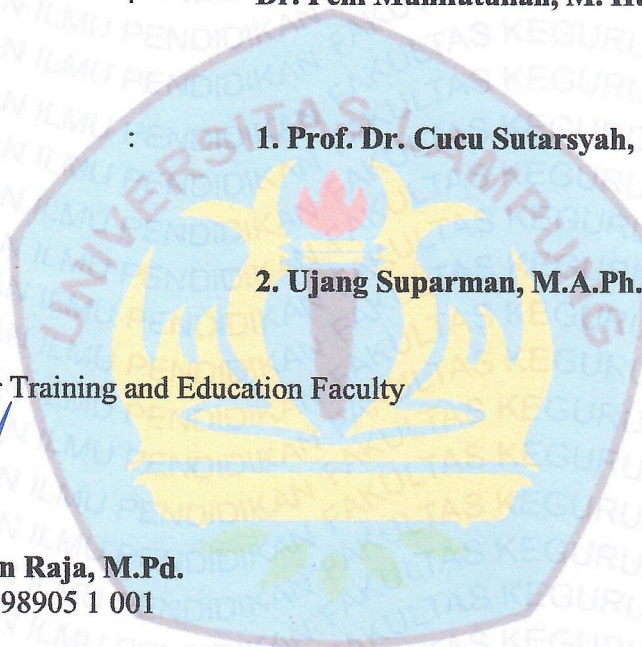
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CURRICULUM VITAE

Dwi Hartatiningsih, is the second child of Nurohman and Sukinah (Alm). She was born in Parerejo on August 26th, 1972. She has one older sister named Nurnaningsih.

Having done her education at SDN 1 Parerejo, she continued at SMPN 1 Banjarharjo, Brebes, Central Java. After that, she was accepted into SMAN 1 Pringsewu and graduated in 1990. She has liked English Subjects since she was in elementary school. She decided to continue her education at the University of Lampung and be a part of the big family of English Education Study Program 1995. Then in 2019, she decided to continue her education at the Master of English Education Study Program of Lampung University.

She has been a civil servant in Kantor Kementerian Agama Kabupaten Pringsewu, as DPK teacher in private school Madrasah Tsanawiyah Ambarawa Pringsewu since 1997.

She got married to Drs. Nurmarwanto (Alm) in 1997. She has three sons and one daughter. They are Kukuh, Abi, Rizieq and Harnum.

DEDICATION

This script is fully dedicated to my beloved father and my lovely children

MOTTO

"Do what you can with all you have, wherever you are."

(Theodore Roosevelt)

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Alhamdulillahirabbil'alamin, praise is only for Allah, the Most Gracious and the Most Merciful God, who always blesses the researcher all the best to finish this script. *Shalawat* and *Salam* are addressed to the Prophet Muhammad PBUH and his family.

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Finally, the researcher realized that her writing is not perfect. Thus, motivating comments and suggestions are always acceptable. After all, the researcher hopes this research will positively contribute to education development and the readers.

The researcher,

Dwi Hartatiningsih

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CHAPTER 1
INTRODUCTION

In this chapter, the background problem, objectives, research questions, uses, scope, and definitions of terms are discussed to provide insights and justify the significance of the research.

1.1 Background of the problem

English subjects in the 2013 Curriculum have learning objectives that include enhancing the capability to communicate verbally and in written language. Listening, speaking, reading, and writing are the skills involved; raising awareness of the role of English as a foreign language to be the first learning tool; enhancing an understanding of the connection between language and culture, and broadening cultural insight. It is expected that students will have cross-cultural awareness and will be able to engage in cultural diversity. Furthermore, the purpose of teaching English on reading aspects to secondary school students is to know the meaning of the written interpersonal and transactional text in the form of monologue texts such as narrative, procedure, recount, descriptive, and report in the context of daily life, according to the National Standard of Education 2006.

However, Trisnani (2013) reported that the seventh-grade students in SMPN 1 Bambanglipuro and SMPN2 Pundong acknowledged that students do not have access to learning materials to help them enhance their reading comprehension skills. Mostly they only learn to read in the classroom using the material provided by teachers, whereas most English teachers apply the reading task in a specific textbook. The reading tasks in the English teacher's textbook are frequently of the testing variety. The majority of reading exercises are focused on the output instead of on the process of students' reading comprehension skills. Another research

conducted by Triandari (2015) found that students learned English based on the teacher's materials from the textbook. Mahardika (2017) stated that the existing material for reading class from the textbook is considered too complex, with few assignments for listening and a lack of exercises for speaking. Similar to Jannah, Suharno, and Triyanto (2017), their observation results about Curriculum 2013 instructional materials for some primary schools in Surakarta include the followings: (1) Teachers require complement materials to deliver appropriate Curriculum 2013 material to students; (2) Teachers face challenges in choosing appropriate resources; (3) Teachers require supplementary resources in order to enhance students' reading comprehension by incorporating Indonesian intercultural knowledge into the teaching material.

Culturally familiar materials in English Foreign Language (EFL) education have received increasing attention over the decades. Sheridan, Tanaka, & Hogg (2019) noted that not only did the students have significant language gains when reading culturally familiar materials, but informal feedback indicated that students seemed to prefer culturally familiar materials and be more motivated to study them. Sheridan et al.(2019a, 2019b) and Mahardika (2018) found that students were generally more interested and willing to engage in the learning materials that incorporated local culture. Kitzman's (2016) survey results of students across several universities in Japan supported these findings as students ranked their home country higher than any other foreign cultural group included on the list of topics they would most like to study. Wolf (2013) revealed that allowing students' autonomy in their choice of materials fosters an improved willingness to communicate as they had significantly greater interest and more perceived knowledge of the self-selected topics. The student in Xiao's (2005) survey expressed a preference for greater autonomy in selecting learning materials. Other studies have demonstrated that topics of self-determined interest combined with a high level of student background knowledge lead to superior reading comprehension (Eidswick, 2010) and vocabulary retention (Lee & Paulido, 2016).

Concerning Mahardika's statement (2018) above, numerous studies have examined the effect of using learning materials that incorporate local culture and have shown

a positive impact in EFL classrooms. For instance, a previous study conducted by Järvinen (2017) has conducted his research entitled *Multiculturalism in the Reading Texts and Tasks of Finnish Upper Secondary School EFL Textbooks*. His thesis' main goal is to investigate how multiculturalism appears in reading passages and exercises of Finnish middle school EFL textbooks. In Indonesia, Hasibuan, Hadi & Sumarsih (2017) in SMPN 27 Medan and SMP Taman Harapan Medan showed that teaching multicultural-based fast reading skills is more practical for improving students' achievements on learning. Based on the results, the students who learn by using the developed teaching materials are higher than using textbooks. Fathurokhman (2010) also conducted his research entitled "*The Development of the Indonesian Teaching Material Based on Multicultural Context by Using Sociolinguistic Approach at Junior High School*". This study completes the teaching material of model development for Indonesian junior high school students, which involves a teaching model relying on a sociolinguistic strategy in a multicultural context.

Regarding the use of multicultural teaching materials in English classrooms, the study conducted by Moore-Hart (1995) showed that students who used the multicultural relationship between the Literacy Program improved their reading and writing skills as well as the attitude on writing, cultures, and technology more than students who used the traditional reading tools or the multicultural Literacy Program. The study found that reading comprehension, reading skills, and vocabulary improvement were enhanced. The research conducted by Jannah, Suharto dan Triyanto (2017) showed that integrating multicultural values in the thematic textbook can give the students' introduction knowledge, ethics, characters, and life skills by enhancing and evolving Indonesian multicultural values for students, integrated into all instructional materials. Demir (2012) conducted a study in which groups of 7th-grade students in Turkey were given nativized and "denaturized" or "authentic" with the "names of the cidenaturizedries, events, and dates" reflecting either Turkish or foreign contexts (p.191). His research found that students who read culturally familiar text versions performed better in reading comprehension and vocabulary recall. Texts with culturally familiar contexts have been shown to improve comprehension and vocabulary retention (Pulido, 2004).

Furthermore, in their research, Sheridan and Condon (2020) supported the first hypothesis that students would select culturally familiar articles over unfamiliar ones. This significant finding supports previous research that effectively established that not only do students demonstrate increased vocabulary recall, content comprehension, and interest, but they strongly prefer culturally familiar content, likely because it is drawn on well-established schemata and allows students to focus more exclusively on language acquisition.

Considering the mentioned studies, most previous studies were implemented in teaching material development. Considering all this, to improve students' reading comprehension, the researcher conducted a study on developing multicultural-based reading tasks. The plurality of students in language, culture, and ethnicity can be a potential factor in which the teacher should manage teaching-learning; hence, the researcher conducted this research by developing it into multicultural–based reading tasks, which provide new reading tasks for the students.

1.2 Research Questions

In regards to the backgrounds above, research questions are formulated as follows:

1. How are the condition and the potential of English reading tasks used in MTs. GUPPI Kresnomulyo Ambarawa?
2. How effective is the use of multicultural based-reading tasks for learning reading?
3. How is the students' perception toward the implementation of multicultural-based reading tasks?

1.3 Objectives

Concerning the problems mentioned, the objectives of this research are determined:

1. To elaborate the condition of English reading tasks for learning reading in MTs.GUPPI Kresnomulyo and the school potential to develop multicultural-based reading tasks.
2. To examine the effectiveness of multicultural-based reading tasks for learning reading.

3. To explore the students' perception toward the implementation of multicultural-based reading tasks.

1.4 Uses

Following the previously determined objectives, this research is expected to serve the following purposes:

For the students:

1. It provides reading learning materials for the eighth-grade students of MTs. GUPPI Kresnomulyo Ambarawa Pringsewu.
2. It provides developed multicultural-teaching materials for learning reading for the eighth-grade students of MTs.GUPPI Kresnomulyo.

For teachers:

Multicultural-based reading tasks can enhance the quality of learning and motivate developing creativity to design the reading learning process.

For school:

As an input to enhance the quality of learning in using multicultural-based reading tasks for learning reading

For researchers:

The findings of this study may be helpful to other researchers conducting similar research.

1.5 Scope

The research is limited to designing teaching reading material for junior high school students and to finding the appropriateness of advanced supplementary reading material. This research is conducted at MTs. GUPPI Kresnomulyo Ambarawa Pringsewu, in grade eight at the second semester. The samples of this research are 27 students in VIIIC class who come from various socio-economic backgrounds and different ethnicities such as Javanese, Sundanese, Lampungese, and Sumendo. The only thing they had in common is that they all had experience in learning English for five years since grade 4 at elementary school

The researcher tried to create a product in this research in the form of a syllabus of multicultural-based reading tasks for the eighth-grade students. The developed reading tasks consist of

five units with various topics and nine reading strategies, including predicting and previewing, scanning and skimming, vocabulary building, guessing meaning from the context, recognizing text organization, interpreting reference, and making the inference.

1.6 Definitions of Terms

Some terms must be defined in order to avoid misunderstanding and generalization. The following definitions are provided for the terms used in this study.

a.   Developing

According to Seals and Richey (1994), research development is a structured study of the design, enhancement, and programs review, process, and learning output that must fit the requirements of validity, practicability, and efficacy. Plomp (1999) added several "capabilities demonstrate added value" to the three criteria. Educational research and development (R & D) are defined by Borg and Gall (1983:772) as the process of developing and validating educational outputs. The stages of the process are commonly referred to as the R&D cycle, and they consist of studying study results relevant to the output to be improved, enhancing the output regarding these findings, field testing it in the setting in which it will eventually be implemented, also modifying it to correct the deficiencies discovered during the field-testing stage.

b.   Multicultural

Multiculturalism is related to constituting some cultural or ethnic groups within society. So, multiculturalism is a pluralistic culture.

c.   Reading

Reading is defined as the process of understanding the writer's written symbol or printed text. Readers can catch the message from what the writer has written with reading.

d.   **Tasks**

Task means a piece of work that must be done regularly, unwillingly, or with difficulty. It involves the reader, the text, and the activity in three aspects of reading comprehension. Reading tasks allow students to implement reading skills and strategies for correlating with written passages in order to improve reading comprehension.

e.   **Perception**

According to Walgito (2001), perception began with the sequence of emotion, evaluating things, which is also how individuals recognize sensory information through notion organs, also known as the notion process. Furthermore, she states that perception is defined as an interconnection process in which individual responses to the stimuli are received (Mozkowitz and Orgel, 1969: Walgito, 2001): Handini, 2014.

As a result, perception can be defined as the process of taking stimuli received from somebody via sensory receptors and transforming them into a meaningful thing, such as an idea or a picture of something (Walgito in Nursanti, 2001: 49).

f.   **Effectiveness**

The definition of effectiveness in general shows to what extent far from achieving a predetermined goal. Effectiveness refers to the targeted output. Effectiveness is a critical factor in learning because it determines the level of success of a learning model used. As Nana Sudjana (1990:50) suggested, effectiveness is defined as an act of student achievement aimed at achieving specific goals to maximize learning outcomes. Process effectiveness learning is related to roads, technical efforts, and strategies used to achieve goals optimally, precisely, and quickly, while according to Suryasubrata (1990:5), effectiveness is action or step that brings results. Mulyasa (2009:173) states, "effectiveness problems usually occur with a comparison between the level of achievement of goals and the brakes that have been prepared previously".

CHAPTER 2
THEORETICAL FRAMEWORK

This chapter presents the theoretical review of previous content related to research and a review of the literature. The related literature discusses some theories (the concept of culture, local culture, and multiculturism, need analysis, the concept of reading, materials development, and theoretical assumption).

1.1   Review Previous Research

Several researchers have researched the effect of cultural text on reading comprehension achievement: First, Hasibuan, Hadi, and Sumarsih (2017) conducted a study titled *The Development of Multiculturalism-Based Fast Reading Skill Teaching Materials* for the eight-grade of junior high school students in Medan. This study describes the effectiveness of multiculturalism-based fast reading skill teaching materials, the results of students' learning in grade VIII in SMP Medan City that is, SMP N 27 Medan and SMP Taman Harapan Medan, on the subject of fast reading skills established with multiculturalism-based fast reading skill teaching materials, and the efficiency of multiculturalism-based fast reading skill teaching materials. The result shows that using multiculturalism-based fast reading skills teaching materials is more effective in improving students' learning achievements.

Second, Järvinen (2017) has conducted his research entitled *Multiculturalism in the Reading Texts and Tasks of Finnish Upper Secondary School EFL Textbooks*. It aims to find out how multiculturalism features in the reading texts and exercises of Finnish middle school EFL textbooks. He focused on upper secondary school EFL reading because upper secondary school students' advanced English language and literacy skills empower the reading and refining of complicated passages in English

on cultural and diversity issues. The concept of multiculturalism refers to various types of differences, such as race, ethnicity, gender, class, language, sexual orientation, and faith; however, in his thesis, he concentrated on reading passages on racial and ethnic diversity in English-speaking countries. The findings of this study indicate that Finnish middle school EFL textbook reading passages can be valuable resources for dealing with problems of multiculturalism and diversity in the EFL classroom from critical multiculturalism and anti-racist issue point of view. His dissertation investigated the potential of multicultural reading passages and assignments in empowering critical analysis and constructing critical awareness of both the target and the learners.

Third, Fathur Rokhman (2010) has conducted his research entitled *The Development of the IndonesianTeaching Material Based on Multicultural Context by Using Sociolinguistic Approach at Junior High School.* This study completes the Indonesian teaching resources development model for junior high school, including a design in teaching from a sociolinguistic approach in a multicultural context. One inter-disciplinary approach used in his research is the sociolinguistic approach. According to the sociolinguistic approach, language serves as a means of communication. The inference is that the language-learning tools are suggested to direct students' communication tasks. Another critical aspect of establishing language teaching materials is that the innovation of teaching materials must be centered on communicative competence. Sociolinguistics examined the connection between language and society, which connects two parts that can be evaluated independently: formal grammatical structures by linguistics and society structure by sociology (Wardhaugh in Rokhman, 2002: 11)

Next, Jannah, Suharno, and Triyanto (2017) have conducted their research entitled *The Need for multicultural Knowledge in Instructional Material on Theme 7 'beautiful diversity in my Country,'' Grade 4th Elementary School.* The following involved research objectives: (1) to conduct a need analysis of Curriculum 2013 teaching resources in elementary school; and (2) to create instruction based on multicultural values. The following are the findings from observations and

interviews about Curriculum 2013 instructional materials in some primary schools in Surakarta: (1) Teachers require additional resources with the purpose to deliver appropriate Curriculum 2013 resources to students; (2) Teachers face challenges in choosing appropriate resources, and (3) Teachers require complementary materials in order to build students' well-attitudes by incorporating Indonesian multicultural knowledge into all topics. Enhancing and constructing multicultural values for students, such as tolerance, nationalism, and the spirit of unity in diversity, will be integrated into teaching materials. The following factors should be considered when incorporating multicultural values into thematic textbooks. (1) examine potential multicultural values factors such as providing students with introduction knowledge, life skills, ethics, and its character; (2) examine teachers' competence in using multicultural approaches that take into account students' cultural backgrounds; (3) examine students' backgrounds to encourage their culture of learning styles. (4) Include it as instructional material in the textbook. Multiculturalism is integrated into a variety of subjects in this instructional material.

Last, a study entitled *The Effects of Multicultural Links on reading and Writing Performance and Cultural awareness of fourth and Fifth Graders* was conducted by Moore-Hart (1995). This experimental study will examine how multiculturalism Links' hypermedia program affects vocabulary improvement, reading and writing achievement, and behaviors to writing, custom, and technology. This study's primary goals are to see if fourth and fifth-grade students who use Multicultural links (a) achieve better their vocabulary acquisition, reading, and writing skills (b) enhance their sentiments in writing culture and technology who use either the Multicultural Literacy Program alone or a traditional reading program. This research found that students who used Multicultural Links in conjunction with the multicultural Literacy Program enhanced their writing and reading behavior and attitude toward writing, cultures, and technology more than students who used the multicultural Literacy Program or the traditional reading program. Even though the treatment group included many students who performed below average in writing

and reading, the results show positive attitudes in reading performance and vocabulary knowledge.

In regards to the use of multicultural context in English teaching-learning, the previous research that Hasibuan conducts, Hadi & Sumarsih, (2017) discusses the concept advice regarding teaching resources development by embedding multicultural concept to become an essential reference built by focusing on learning in identifying or appreciating cultural treasure in the multicultural context stated in the form of students' language. Jarvinem (2017) has found the potential of multicultural reading passages and assignments in supporting vital reflection and establishing critical awareness of the target and the learners. Similarly, Fathur Rokhman (2010) has developed the Indonesian teaching resources model for junior high school, including the teaching design from a sociolinguistic approach using a multicultural context. Next, Jannah, Suharno, and Triyanto (2017) have developed instructional material of Curriculum 2013 based on multicultural values in some elementary schools in Surakarta. Last, Moore-Hart (1995) has examined the impacts of a hypermedia program, Multicultural Links on vocabulary enhancement, reading and writing improvement, and behaviors on writing, culture, and technology.

In general, the research above had similarities focused on developing the teaching resources of multiculturalism-based reading skills. Whereas the differences among these researches are for the first research focused on fast reading, the second one relied on features in the reading texts and tasks about racial and ethnic differences in English-speaking countries, and the third one focused on the teaching design from a sociolinguistic approach using multicultural context, and for the fourth stressed on instructional material of Curriculum 2013 based on multicultural values in some elementary schools in Surakarta. Last, Moore-Hart (1995) has focused on Multicultural Links, vocabulary improvement, reading and writing enhancement, and behaviors on writing, culture, and technology. The research results show that the evolved teaching resources of multiculturalism-based reading skills and the efficacy of teaching resources were acceptable.

Unlike the previous studies mentioned, this research aimed to develop suitable reading exercises for the eighth-grade students of MTs. GUPPI Kresnomulyo Ambarawa Pringsewu. This study's results provided a set of relevant English reading tasks in response to an absence of additional learning sources. This study is categorized as an R&D (Research and Development) study. This study's final product went through a series of material design stages, including gathering initial information, writing task grids, designing the first draft, validating the evolved tasks, revising the tasks, conducting tryouts, evaluating and revising for the final draft. As a result, it is possible to conclude that the tasks are suitable for MTs eighth-grade students. Ambarawa Kresnomulyo GUPPI.

In conclusion, essential language and culture should be included according to the learners' needs, cultural background, and linguistic proficiency (Radic-Bojanic & Topalov, 2016). This research aims to develop reading tasks based on multicultural values. The efficient method applied by the teachers is seeking multicultural-value texts. Students will concentrate on reading comprehension and respect the multicultural value by providing multicultural-based reading assignments.

2.1 The Concept of Culture, Local Culture, and Multiculture

Culture is defined as the learned patterns of behavior and interactions, cognitive constructs, and affective understanding. Culture is what shapes people's lives in a society. Peck (1988) defines culture as "all of a provided people's acknowledged and arranged ways of behaving." Fairclough (1989) contends that language and culture are inextricably linked from the start, and language is not an "autonomous construct," yet instead a social practice that is both generated by the structures and the social institutions wherein we live. Language and culture are so interconnected that to use the language precisely and effectively. One needs to comprehend the society of the language said. Scholars (see, e.g., Canale and Swain, 1997; Pecks, 2016; Byram, 1997) agree that the target language's culture should be instructed in order to foster a circumstance in which students are sensitive to cultural differences and therefore can embrace them.

According to Renner (1994), local culture includes any personal appearance, language and gesture, social connection, spiritual, ideology, value systems, companionship, family cultures, food and amusement, work and government, educations, communication, wellness, transportation, government systems, and economic institutions that exist in Indonesian regional societies such as Javanese, Balinese, and Sundanese. Local culture is what we make and share as part of our life or work. Local culture recognizes the expertise that people have in living their daily life. According to local culture, everyday knowledge is derived from shared life experiences and knowledge transferred by family, friends, neighbors, and coworkers. Local culture is intertwined with every aspect of the curriculum, including:

1. Craftsmanship, music, and theatre.
2. All disciplines are geography, heritage, cultural studies, economy, politics, cognitive science, ethnography, and folklore.
3. Read, write, speak, and listen.
4. Languages, including English as a foreign language.
5. Media and technology, as well as international education
6. Natural history and environmental education are also important.
7. Consumer and family education.

Finally, multiculturalism is epistemologically composed of " multi, " which means plural, custom, and faith. Multiculturalism is a strategy in educational practice that recognizes, accepts, and affirms human diversity and similarities connected with gender, race, and class (Yaqin, 2015: 1). Personal cultural diversity is progressively defined by influencing variables such as heritage, geography, traditional culture, interpersonal, and policy measures. (Brilley, Morris, & Simonson, 2005; Chen, Ng. & Rao, 2005; Cheng, Lee, & Benet Martinez, 2006; Ng, 2010). Equally, it is stated that people with ancestors from various cultural groups distinct from mainstream culture are multicultural (Netto, 2008; Yampolsky, Amiot, & de la Sablonniere, 2013). Therefore, multiculturalism is a pluralistic culture.

Multiculturalism is based on the nation-state's principle and concept, emphasizing regional, languages, and cultural unity. It has been recognized as a response to the management of the nation-state by involving the cultural differences within the political community (Journet, 2009 and Kastoryano, 2009). It is also a natural principle resulting from the togetherness of nations with diverse roots in various languages, faith, ethnicity, customs, heritage, and geography (Ank, 2012; Oban, 2010). Multiculturalism is linked to cultural variability or culturally blended differences (Parekh, 2000). Multiculturalism, where the structure of society is not homogeneous, ethnic backgrounds and cultures coexist, and differences are viewed as a source of richness rather than a source of conflict, allows for societal change (Banks & Banks, 2010; Parekh, 2000). Multicultural education is the only way to embrace, internalize, and accept differences as a way of life (Arnow, 2001; Fowers & Davidov, 2006).

2.3   Needs Analysis

Goals, passions, perceptions, intentions, deficiencies, restrictions, and prerequisites are all needs examples (Brindley 1984, 28). Needs are frequently expressed in terms of a linguistic deficiency, representing the gap between what a student can do in a language currently and what they should do. Needs exist objectively and are simply looking forward to being recognized and evaluated. Porcher (1977, in Brindley 1984,29) takes a different tack: "Need is not something that exists and can be found on the street ready-made. It is a constructed thing, the hub of conceptual networks, and the result of several epistemological choices." Anything recognized as a need is determined by judgment and reflects the judgment's passions and worth.

Several strategies can be applied to undertake a needs analysis, and the information acquired frequently depends on the strategy chosen. A triangular method (collecting data from more than two sources) has been used to obtain comprehensive and sufficient information. Data collection procedures for a needs analysis can be chosen from the options below:

a. **Questionnaire**

This is among the most commonly used tools for gathering information. The questionnaire is divided into two kinds: structured questionnaires (in which respondents choose from a limited amount of responses) and unstructured questionnaires (respondents answer open-ended items as they see fit) (Richards, p.60). In his book, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, Ridwan (2008, pp. 71-72) introduces a checklist form used in gathering information, whereby the respondents can check based upon every element, and it is generally used on the scaling types.

b. **Interview**

Interviews enable a more in-depth investigation of a topic, whereas questionnaires take longer to manage. This can be completed in person or over the phone. An interview is frequently helpful during the initial step of developing a questionnaire because it helps the researcher understand what subjects and problems can be concentrated on. As a result, it is preferable to conduct a structured interview, allowing greater consistency across responses).

c. **Observation**

Another method of assessing learners' needs is to observe their behavior in a target situation. On the other hand, people do not always perform well or naturally when being observed. As a result, this must be considered. Furthermore, observation is a specialized skill that requires specialized training to understand how to perceive, what to look for, and how to apply the information acquired.

According to the elaboration, need analysis plays a critical role in designing and implementing any language course and is regarded as a critical component of systematic curriculum development. Nevertheless, learners frequently struggle to define their language needs as primary sources in needs analysis. As a result, by

undertaking these needs analyses through several procedures, the teacher or institution should know their motivation for successful teaching.

2.4   The Concept of Reading

Reading is a mental procedure that the reader recognizes, learns, and understands. Flavell et al. (1993) explain that traditionally, Cognition is an insightful process produced by the mind. Nunan (1999: 249) stated that reading is an ability that entails processing concepts by others and transferring them through language. It also includes written texts processing and a highly complicated cognitive process of operations. According to Clark and Silberstein (1987) in Simanjuntak (1988: 15), reading can be defined as an active psychological process of engaging with print and overseeing understanding to convey messages.

Furthermore, there are five stages of the reading process proposed by Tompkins (2008, pp. 42-49), they are:

1) Pre-reading

   In this stage, teachers stimulate students' previous knowledge, arrays aim to introduce vital phrases and words, and preview the words. The teacher gives students knowledge related to the text and explains the purposes for reading the text.

2) Reading

   The second step is reading. Students are asked to read using reading strategies, examining illustration, beginning to end, and note-taking.

3) Responding

   The next one is responding. Students answer what they read and read reports, papers, or significant group discussions.

4) Exploring

   Reading is utilized at this phase to discover fresh ideas, acquire skills, seek out new emotions, comprehend new behaviors, and investigate a problem from one or more viewpoints.

5) Applying

With this point, the learner has read from a diverse range of complicated resources, both narrative and expository, and various perspectives. Learners read extensively across fields of study, such as physiological, genetical, sociology, the human sciences, ideology, and recent events.

A reader needs to use alternative methods to understand the text when performing the act of reading. Brown (2001: 307–311) suggested ten reading comprehension strategies.

1. **Identifying the purpose of reading**

   Compelling reading entails defining the reason for reading something. As a result, the learners know what they are searching for and filtering out potentially affecting knowledge.

2. **Making use of morphological patterns to help with underside decryption (mainly for beginners)**

   Most learners have been familiar with verbal language and found difficulty in the spelling principle. It is beneficial for beginners to learn grapheme-phoneme correspondence and pattern recognition.

3. **Employing efficacious, sight word methods to achieve relatively rapid understanding (for intermediate learners)**

   Teachers should enhance their reading performance by telling them a few steps of silent reading technique, such as there is no rush to "pronounce" words; attempt to graphical interpret over than each word, ideally idioms, at the same time; unless a term is critical to global comprehension, skip it and imply its indication by the sense.

4. **Skimming the text for the specific idea**

   Skimming is the process of quick scanning for the entire text for comprehension. It allows readers to anticipate the passage's objective, the main topic or content, and presumably some enhancing, complement details. Teachers can teach students to skim the text by giving them one minute to read it, closing it, and telling them what they get.

5. **Scanning the text for certain information**

Scanning is the process of quick reading and searching for specific written text without reading the entire text. Scanning activities can include asking students to search for names or dates, to discover a meaning of an idea, or to list a specific detail.

6. **Using semantic mapping or clustering**

A sequence of concepts or activities could indeed completely overwhelm students. The concept mapping strategy, or grouping thoughts into meaningful groups, assists readers in bringing order to the chaos.

7. **Guessing when you are not certain**

Reading is a mind game of sorts, and the faster students grasp this concept, the better they will be. The component of prosperous guessing is to make it as precise as possible. The teacher assists students in becoming correct guessers by empowering them to use efficient reward strategies to fill gaps in their knowledge by making intelligent efforts to use any hints accessible.

8. **Analyzing vocabulary**

When learners do not instantly understand a word, one way to make guessing pay off is to analyze what they realize. Numerous techniques are helpful, such as finding prefixes (co-, inter-, un-, et cetera) that may give hints, suffixes (-tion, -tive, -ally, et cetera) that shows what part of speech it is, familiar roots; attempting to find grammatical contexts that could signal information and looking for clues in the semantic context (topic).

9. **Distinguishing between explicit and implicit meanings**

Not every language can be adequately perceived by understanding its factual, idiomatic rough surface places particular requirements on readers. In most cases, implicit meaning must be inferred from the processing of detailed guidance. This method presupposes the use of advanced upper capabilities.

10. **Capitalizing on discourse markers to propose a relationship**

English's numerous linguistic features indicate connections between thoughts conveyed in utterances, implied terms, and paragraphs. A clear comprehension of such features can significantly develop learners' reading

performance. In this complex reading task, strategies are needed to solve the readers' comprehension problems in the text. By Brown, Nunan (2004) thinks that students' reading speed and understanding can be substantially enhanced by identifying the appropriate preferences for various passages and reading activities. Brown's methods mentioned above can all be implemented in classroom reading methods.

Next, a task is essential in the reading learning process. It involves the reader, the text, and the activity in three aspects of reading comprehension. Davies (1995) in Nunan (1999: 262) outlines the following characteristics of an appropriate reading exercise.

1. Generally employing original and complicated passages,

2. Giving students a rhetorical structure to process and analyze the passages.

3. Regularly including the teacher or a student reading the text aloud, followed by silent reading and rereading,

4. Getting students to interact with the passage and one another.

5. Actively involved in direct text analysis rather than indirect question answering,

6. The information transfer from a textual demonstration to a visual or visual demonstration is regularly affected.

In Nunan (1999: 263–264), Davies and Green (1984) establish the DART (Directed Activities Related to Text) model as a substitute to the strategy on reading comprehension. This model has two kinds of reading tasks: reconstruction and analysis. Reconstruction tasks necessitate that the reader reconstructs a text, whereas analysis activities necessitate that the reader converts the passage somehow. Reading tasks allow the students to exercise and implement the reading skills and strategies to deal with passages to improve students' reading comprehension.

2.5   Materials Development

Teachers frequently create and modify classroom materials. Materials improvement, according to Tomlinson (1998: 2), is what is completed by

researchers, teachers, or students to support references of language input and utilize those resources for enhancing the likelihood of intake. In addition, material development supplies information about and language experience in ways designed to promote language learning. Teachers tend to adapt sources every time they utilize a textbook to maximize the worth of the textbook for their students. Tomlison (1998: xi) implied that resources change to enhance or make them more suitable for specific learners.

According to Hutchinson and Waters (1987: 96), there are several types of design of resources. The first step is material evaluation. It is creating resources by choosing from raw components. The second step is material development, which is the process of writing resources, while the final step consists of a resource adjustment, which is the process of modifying resources that have been existed. It also combines content assessment and content improvement. Teachers can do both material development and transformation related to English teaching-learning.

When designing the resources, a needs analysis needs to be considered in determining the learner's necessities. Hutchinson and Waters (1987: 53–63) differentiate between need analysis: target needs and learning needs. The target must recognize the language ability needed regarding necessities, deficiencies, and desires in the target situation. While learning, the most appropriate learning process must be identified in aspects of what experience and abilities are required (language elements, abilities, strategies, topics) students would undertake or accomplish specific proficiencies in the target situation.

Materials development aims to obtain, design, and provide materials for the teaching-learning process. The materials are designed to improve learners' experience or knowledge of the language. As a result, some educators and researchers suggest using instructional models to develop materials. Nunan (1991: 216) proposes the following material phases required: (1) choosing a subject, (2) gathering data, (3) deciding what students should do with the passage, (4) developing instructional processes, (5) evaluating passages and techniques to assess

language skills, (6) developing activities focusing on language elements, (7) developing activities concentrating on learning skills/strategies, and (8) developing application tasks.

Moreover, the vital thing that should be paid attention to before designing material is syllabus design. Syllabus design is the activity of improving a syllabus. A syllabus is a document, which says what will (or at least what should) be learned (Hutchinson and Waters, 1986: 80). It gives a set of standards for selecting resources and writing. It defines the substance of a course of study and outlines that will be presented and tested. A syllabus covers the primary aspects of language course design and serves as the foundation for its pedagogical emphasis and contents (Richards, 2001:152).

Furthermore, the researcher used a task-based syllabus. The educational material includes some complicated and meaningful activities that students want or need to complete with the language they are learning. The tasks are described as actions that do not serve the objective of language acquisition. A syllabus helps make the language-learning task appear manageable for the teachers and learners for the practical benefits. That is how necessary it is to have a syllabus in language teaching for each teacher. Deciding which syllabus will be used depends on the learners' needs in language learning.

Moreover, this research is focused on the learners of a secondary level. Young learners dominate the secondary school students, whereas the learners are still task-based oriented minded. Thus, to make the students master the language skill primarily focusing on their reading skills, the teacher will teach them by mixing the task-based and skill-based syllabus as a starting point in this syllabus design.

Concerning the two types of resources design suggested by Nunan (1991: 216) and R & D stages by Borg and Gall (2003:571) and Sugiyono (2009:298), the researcher adopted the theoretical review of this study. The conceptual framework of the research is shown in Figure 1.

```
┌─────────────────────────┐          ┌─────────────────────────┐
│  Collecting Information  │ ───────▶ │   Developing the Tasks  │
└─────────────────────────┘          └─────────────────────────┘
                                                  │
                                                  ▼
┌─────────────────────────┐          ┌─────────────────────────┐
│    Revising the Tasks   │ ◀─────── │   Validating the Tasks  │
└─────────────────────────┘          └─────────────────────────┘
             │
             ▼
┌─────────────────────────┐          ┌─────────────────────────┐
│    Conducting Tryout    │ ───────▶ │   Evaluating the Tasks  │
└─────────────────────────┘          └─────────────────────────┘
                                                  │
                                                  ▼
┌─────────────────────────┐          ┌─────────────────────────┐
│  Final Draft of the Tasks│ ◀────── │    Revising the Tasks   │
└─────────────────────────┘          └─────────────────────────┘
```
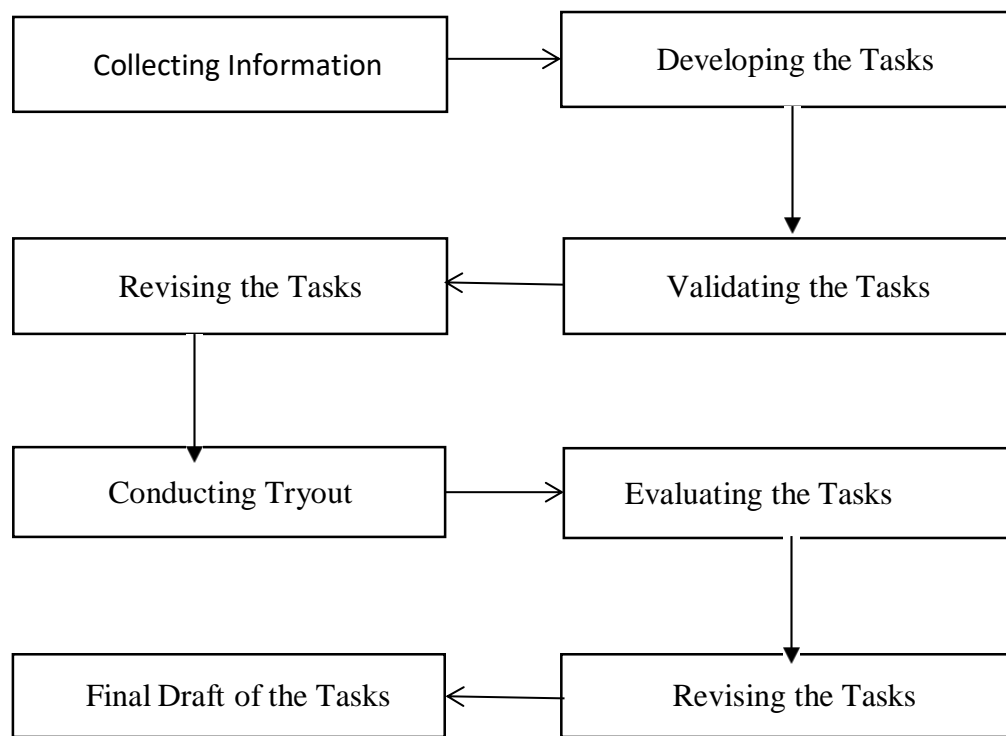
Figure 1. The diagram of the conceptual research framework

2.6   Theoretical Assumption

Evaluating the concepts in the background study, the researcher believed that reading activities are essential parts of improving students' reading comprehension. Hence, creating suitable reading tasks for junior high school eighth-grade students is necessary. As mentioned earlier, English teachers should make the class active and enjoyable learning reading. Therefore, a teacher needs to implement good material to motivate students to learn reading. Additionally, teachers helped the students gain their reading through multicultural-based reading tasks.

Using multicultural-based reading tasks to teach reading improves students' reading comprehension. Multicultural-based reading tasks are easy to access, making the students motivated in the learning process and preventing them from being bored. Implementing this material helped the teacher teach efficiently, and the students could learn reading in a culturally familiar context. Therefore, the researcher assumed that by designing multicultural-based reading tasks, the process of teaching-learning will be more contextual.

CHAPTER 3

RESEARCH METHOD

This section discusses the following sub-chapters: research design, population and sample, instruments, validity and reliability, data collection technique, and data analysis technique.

3.1   Research Design

This research falls under the category of R&D. (R & D). According to Borg and Gall (2003: 569), R&D creates and affirms educational products. Teaching media, teaching materials, textbooks, and workbooks are all examples. Within that case, the findings of this study is a set of multicultural-based reading tasks for the eighth-grade students of MTs. GUPPI Kresnomulyo, Ambarawa, Pringsewu.

The research procedure shown here is shortened from the two types of resources design introduced by Nunan (1991), Borg and Gall (2003), and Sugiyono (2009) as described: finding information, organizing/writing task grids, constructing the tasks, affirming the tasks, modifying the tasks, undertaking tryout, reviewing and adjusting the tasks, and compose the last version of the tasks.

Two kinds of instruments applied in this research were questionnaires and interviews. In collecting the data, the interview was distributed to the teacher. There were three kinds of questionnaires implemented in this study: the needs analysis questionnaire, experts' judgment questionnaire, and tasks validations questionnaire. The validation process was done in the improvement of the tasks. The product was implemented in MTs. GUPPI Kresnomulyo, where it has been applied. The output was revised from the analysis of the results.

3.2   Population and Sample

The population of this study is the eighth-grade students of the second semester of MTs. GUPPI Kresnomulyo Ambarawa. There are three classes in the eighth grade of MTs.GUPPI Kresnomulyo, Ambarawa. Each class consisted of 26-27 students. The eighth-grade classes had been selected based upon the curriculum (K13) and SMP/MTs, teaching types of texts, and short functional texts on the second semester of the eighth grade of junior high school. The researcher used one class in this research as the representative. The research sample is VIII C class, as suggested by the teacher. In determining the sample, the researcher used purposive sampling. Purposive sampling was used to aim for the individual or selected case to represent a case that can answer the research problem (Setiyadi, 2018).

3.3   Instruments

The researcher used questionnaires and interviews as data collection tools in this study.

1. Interview

An interview is frequently helpful during the initial process of developing a questionnaire because it helps the designer comprehend what subjects and concerns can be focused on. The researchers in this study used Semi-structured interviews. It gave the researcher and the interviewer a lot more leeway. The interview guide provides the fundamental spotlight for the interview since the researcher had more freedom in asking the questions. The questions were created to assess students' and teachers' perceptions of the teaching and learning process and reading materials. Several questions were posed to the students and teacher—those concerning the method's use, teaching materials, and students' attitudes toward reading instruction. The interview was videotaped. The transcriptions were the outcome of the interview. Appendix 1 contains the transcript. The interview questions are listed below.

Interview Guidelines

1. *Bagaimana pembelajaran reading di kelas?*
2. *Apakah kemampuan membaca siswa sudah memenuhi harapan?*
3. *Apakah kesulitan siswa dalam memahami teks Bahasa Inggris?*
4. *Strategi membaca apa yang sudah Ibu terapkan untuk membantu pemahaman siswa?*
5. *Apakah siswa sudah menerapkan strategi tersebut dalam kegiatan reading di kelas?*
6. *Apakah strategi sudah efektif membantu siswa dalam memahami teks bacaaan?*
7. *Apakah Ibu memeriksa pemahaman siswa setelah kegiatan reading?*
8. *Apakah siswa bertanya kepada guru jika menemui kesulitan dalam memahamibacaan?*
9. *Apakah siswa bertukar pendapat mengenai pemahaman mereka terhadap bacaan?*
10. *Teks tulis Bahasa Inggris apa yang ibu berikan kepada siswa?*
11. *Apakah sumber belajar untuk meningkatkan kemampuan membaca teks tulisBahasa Inggris telah memadai?*
12. *Apakah jumlah buku paket cukup tersedia untuk 1 siswa 1 buku?*
13. *Apakah ibu pernah memberi materi tambahan dari luar buku paket?*
14. *Apakah ibu pernah merancang sendiri materi ajar teks tulis bahasa Inggris dan disampaikan kepada siswa.*
15. *Bagaimana menurut Ibu mengenai pemaksimalan background knowledge dalam pembelajaran membaca?*
16. *Jenis teks apa yang paling disukai siswa?*
17. *Topik-topik bacaan apa saja yang disukai siswa?*
18. *Bagaimana tampilan latihan/task yang menarik menurut siswa?*
19. *Keterampilan dan strategi membaca apa yang perlu diajarkan untuk membantu pemahaman siswa?*
20. *Apakah latihan yang diberikan guru cukup mengembangkan kemampuan/keterampilan membaca teks tulis bahasa Inggris?*

2. Questionnaire

There were three kinds of questionnaires implemented in this study: the needs analysis questionnaire, experts' judgment questionnaire, and tasks validations questionnaire. The need analysis was conducted to evaluate students' needs and language levels in the eighth grade of junior high school. The experts' judgment questionnaires were suggested to the resources experts to know their point of view about the materials. The experts were English teacher at MTs. The English teacher is Alkuriah, S.Pd. She has been teaching English in this school for 23 years, and the English lecturer is Drs. Herry Yufrizal, M.A., Ph.D. GUPPI Kresnomulyo Ambarawa and lecturer of Master of English Education Study Program of Lampung

University. He has been teaching in English Department for 35 years. The last tasks validation questionnaire was given to the students to get information on if the activities have fulfilled the students' needs and characteristics or not.

The first questionnaire was administered on 01 March 2021. The researcher's advisors corrected this questionnaire. It was then distributed to the students. The first questionnaire can be seen in Appendix 2. The organization of the first questionnaire is presented below.

Table 1. The Organization of the First Questionnaire (Needs Analysis)

Aspects of Questions	The Purposes of the Questions	Question Number
Part A		
Students' Profile	The students' profile.	1 – 4
Part B		
Students' Potential	Reading activity.	1 – 7
	Reading skills and strategies	8
	Difficulties in doing English written text	9
	Topics of English written text.	10-13
ReadingTasks	Presentation of task goal.	14
	English written text (difficulty, length)	15
	English written text (grammar,vocabulary, reading strategies used, text structure, et cetera)	16
	Task activity sequence.	17
	The reading activity	18
	The mode of the task	19
	The task instruction.	20
	The task layout.	21
	Difficulties dealing with the reading task	22

The second questionnaire was distributed on March 8, 2021. This questionnaire was given to the English teacher of MTs. GUPPI Kresnomulyo and the English lecturer of Master of English Education Study Program of Lampung State University. This second questionnaire was distributed to get the teacher's and the expert's judgments and suggestions about the first draft of the tasks. The results of this questionnaire were used to fix the tasks for the second draft. The questionnaire can be seen in Appendix 3A. The organization of the second questionnaire is presented below.

Table 2 The Organization of the Second Questionnaire (Tasks Validation)

Validation Areas	The Purpose of the Validation Statements	Question Number
Course-Grid Review	The curriculum reference.	1
	The theories of reading comprehension ability	2
	The objective of the tasks	3
	The inputs in the tasks	4
	The activities in the tasks	5
	The activities in the tasks	6
Content Appropriateness	The characteristic of junior high school students (their need and language level).	7
	The task inputs are authentic.	8
	The tasks' inputs meet the objectives of the tasks.	9
	The characteristic of junior high school students (their needs and language level)	10
	The tasks' activities are challenging.	11
Content Review	The pictures input in the tasks	12 -13
	The variety and the challenge of tasks activities	14-15
	The student's opportunities on learning skills and strategies of reading	16
	The sequence of tasks activities	17
	The feasibility of instruction of the tasks	18

	The understandable language.	19
	Interesting illustration (the color, the pictures, and the shape)	20
Layout	Well-organized and clear layout	21 -22
	The clear font of the tasks	23

The third questionnaire was conducted after implementing the second draft of the task. This questionnaire was distributed to the students to determine if the activities have already fulfilled the students' needs and characteristics. The third questionnaire can be seen in Appendix 4. Below is the organization of the third questionnaire.

Table 3. The Organization of the third questionnaire (Tasks Evaluation)

Evaluation Areas	The Purposes of the Evaluation Statements	Question Number
Content Review	The texts input in the tasks are various and Interesting	1-2
	The pictures input in the tasks are various and interesting	3-4
	The tasks activities are various and challenging	5-6
	The student's opportunities on learning skills and strategies of reading.	7
	The sequence of tasks activities	8
	The feasibility of instruction of the tasks	9
	The understandable language tasks	10
Layout	The illustration of the tasks (the color, the pictures, the shape)	11
	The well-organized and clear layout of tasks	12-13
	The use of the clear font	14
General View	The feasibility of the tasks	15
	The reading skills and strategies.	16
	The layout of the tasks	17

3.4   Validity and Reliability

The quality of the questionnaire is good if the questionnaire has good validity and reliability. In fulfilling the criteria of a good questionnaire, some elements were tested as follows:

1. Validity of Questionnaire

To measure the validity of the questionnaire, the researcher emphasized content and construct validity.

    a. Content Validity

    The validation questionnaire was written based on the theories of materials evaluation stated by Nunan (2004) and the evaluation list presented by Ellis in Tomlinson (1998). The evaluation questionnaire consisted of 17 questions in Likert scale items. According to Sugiyono (2016), the questionnaire is valid if the instrument measures what should be measured. In this research, the researcher modified the statements in the questionnaire to be related to the use of multicultural-based reading tasks for learning reading. Therefore, it could be said that the questionnaire in this research had fulfilled content validity.

    b. Construct Validity

    In measuring the construct validity, the researcher modified the statements in the questionnaire into 17 statements which Ellis proposed, and each of them had five response categories' scores. The researcher also specified the statements based on the aspects and indicators provided in the table below. Hence, it could be said that the questionnaire in this research fulfilled construct validity.

Table 4 Evaluation Aspects and Indicators of the Questionnaire

No.	Evaluation Aspects	The purposes of the Evaluation statements	Questions Number
1.	Content Review	The texts input, the pictures input, the tasks activities, learning skills and strategies of reading, the sequences of tasks activities, the feasibility of instruction, and the understandable language tasks	1, 2, 3, 4, 5, 6 7, 8, 9, 10
2.	Layout	The illustration and layout of the tasks and the use of the font.	11, 12, 13, 14
3	General View	The feasibility of the tasks, the learning skills and strategies and the the layout of the tasks.	15,16,17

2. Reliability of Questionnaire

In determining the reliability of the questionnaire, Cronbach's Alpha reliability in Statistical Package for Social Sciences (SPSS) software has been used. It aims to ensure that the data collected by the researcher to identify the students' perceptions that occurred during the implementation of multicultural-based reading tasks is reliable or consistent. That is an appropriate reliability index to count the reliability of the questionnaire. It was used to analyze the instrument from the original data. The researcher also used reliability criteria based on Arikunto (2012).

3.5   Data Collecting Techniques

This research used questionnaires and interviews to collect data.

1. Interview

In collecting data, the interview was distributed to the teacher. The semi-structured interview method was used in this study. The researcher devised some particular questions, but she permitted some flexibility based on how the interviewer answered. Before starting the teaching and learning process, the teacher was interviewed individually. This technique was used to ascertain the teacher's feelings about the teaching and learning process and the teaching materials. The researcher also inquired about the teachers' perceptions, thoughts, and viewpoints. The interview was recorded using an

audio recorder. The taped interview was decoded and attached to the research thesis as evidence that the interview was conducted—the transcription of the interviews aided in the data collection.

2. **Questionnaire**

In this research, there were three types of questionnaires. The needs analysis questionnaire was used first to collect data on English's target and learning needs. The students selected one or more choices from a list of choices to answer several questions regarding the students' needs and characteristics in learning English. Second, the experts' judgment questionnaire was proposed to the materials experts to discover their thoughts about the resources. The teacher was interviewed to complete the data. In addition, thoughts and advice from the experts were asked through the experts' judgments questionnaire to search the appropriateness of the created resources. Last, the third questionnaire, task evaluation, focused on the students' responses regarding the materials' activeness during the tryout.

3.6 Data Analysis Technique

The first questionnaire, the need analysis questionnaire, were analyzed qualitatively. The second and third questionnaires, purposed to find the appropriateness of the activities, were analyzed with a quantitative method by using descriptive statistics. The data obtained using a needs analysis questionnaire were analyzed using frequencies and percentages. The percentages of the data were calculated by using the formula below:

	P	: Percentage (%)
$P(\%) = \dfrac{f}{N} \times 100$	f	: frequency
	N	: Number of respondents
	100	: Fixed number

In the second and third questionnaires, a Likert scale has been used. On the second questionnaire, ordinal scales with a five-point agreement were used to evaluate validation statements, and on the third questionnaire, ordinal scales with a five-point agreement were used to assess students' opinions. The Likert scale agreement is shown in the table below.

Table 5. The Likert Scale Agreement

No.	Validation Statement	Point of	Explanation
		Agreement	
1.	Strongly Agree (SA)	5	if the respondent strongly agrees with the statement
2.	Agree (A)	4	if the respondent agrees with the statement
3.	Undecided (U)	3	if the respondent does not agree nor disagree with the statement
4.	Disagree (D)	2	if the respondent disagrees with the statement
5.	Strongly Disagree (SS)	1	if the respondent strongly disagrees with the statement

The researcher used descriptive statistics to analyze the obtained data in this research. She applied the measures of central tendency. According to Selinger and Shohamy (1989: 215), a central tendency is also a component of statistical analysis that provides average and typical subjects' behavior concerning a specific verifiable fact. The designed tasks were the observed fact in this study. Furthermore, the mean was used as a metric in this study. The mean is all subject scores in a group divided by subjects.

The researcher then applied a classification created by referencing the normal distribution and calculating the ideal mean (Mi) and ideal standard deviation (SDi) to determine the level of the first draft of the reading tasks. The following formula can gain the computation of Mi and SDi. Mi = ½ (maximum score + minimum score) SDI = 1/6 (maximum score – minimum score). To find out the criteria level of the developed tasks, the quantitative data conversion suggested by Sudijono (2003: 339) has been used in this research.

Table 6 Quantitative Data Conversion proposed by Sudijono (2003: 339)

Scales	Categories	The interval of the mean value	
		Formula	Computation
5	Very good	> Mi + (1.8 X SDi)	> 4.2
4	Good	Mi + (0.6 X SDi) < ≤ Mi + (1.8 X SDi)	3.4 < ≤ 4.2
3	Fair	Mi – (0.6 X SDi) < ≤ Mi + (0.6 X SDi)	2.6 < ≤ 3.4
2	Poor	Mi - (1.8 X SDi) < ≤ Mi - (0.6 X SDi)	1.8 < ≤ 2.6
1	Very poor	> Mi - (1.8 X SDi)	≤ 1.8

CHAPTER 4

FINDINGS AND DISCUSSION

The research findings deal with results and discussion. It concerns with the description of data collection, the implementation of multicultural-based reading tasks, and the students' perception towards the implementation of multicultural-based reading tasks

4.1   Research Findings

This part discusses the research results and describes the preliminary data collection results.

4.1.1   The Condition and Potential of Reading Tasks

After the research had been conducted, the researcher gathered the collecting information. The description of the interview and needs assessment are described below.

1.   Description of Interview

The quasi interview method was implemented in this research. The researcher interviewed the English teacher on February 22nd, 2021. The researcher can state from the interview transcript that the main difficulty is students of the eighth-grade of MTs. GUPPI Kresnomulyo, Ambarawa lacked reading materials. The teacher only gave the reading materials from the textbook, When English Rings Bell. The English teacher never gave reading materials from other sources, such as magazines, songs, or internet articles. She also never tried to design reading materials by herself. Besides this, the English teacher struggled to choose a suitable task for students. The researcher simply read many passages to increase the vocabulary knowledge of students.

The researcher focused on issues dealing with the information taken from the teachers before, such as teaching strategy, classroom interaction, supplementary reading materials, and students' involvement. The teaching strategy is repetitive and not student-centered. The teacher went over the contents with the students and then assigned them some texts to read. Students became bored with reading when this strategy was used. Furthermore, the students were taught how to understand the texts independently. They were not serious in reading the texts by doing those activities. Finally, there is no suitable reading technique to enhance students' reading skills, and there is no supplementary material in reading class. It caused the teaching-learning process of reading and classroom interaction to be ineffective.

During the early stages of data collection, the researcher was interviewed to gather data on the students' characteristics and ESL exercises. In 2020/2021, eighty students were enrolled in the eighth grade at MTs. GUPPI Kresnomulyo Ambarawa. They are between 12 and 14 years old and from middle-class families and some ethnicities: Javanese, Sundanese, Lampungese, and Sumendo. Most of their parents are farmers. Three classes had been divided; VIII A, VIII B, and VIII C. Most students are on the lower level in the English teacher's opinion.

2.   The results of the Needs Assessment

Besides interviewing the English teacher, the researcher administered the first questionnaire to collect data on students' needs and interests in learning English, focusing primarily on reading skill activities. The questionnaire is taken from the needs analysis concept given by Hutchison and Waters (1987: 53–63) and Nunan's (2004: 40–72) theory of task components. It is made up of 22 multiple-choice questions. The organization of the first questionnaire (Need Analysis) consists of two main parts, they are students' potential parts (question from number 1 to 13) and reading tasks part (question from number 14 to 22).

To answer the first question of how English reading tasks' condition and potential are used in MTs. GUPPI Kresnomulyo, the researcher examined the frequencies and percentages of the questionnaire items. The outcomes of the first questionnaire

are shown in Appendix 2. Having administered the first questionnaire, the researcher analyzed the students' responses. Here are the results of the first questionnaire. The first one is the students' potential part. There are seven items of the questions in this part, starting from question number 1, which asks whether the students like English lessons; from 27 students, there are 25 students (93%) who like English lessons and two students (7%) who dislike. For item number 2, the question of what English text the students read, there are 22 students (81%) who answered from the textbook, five students (19%) who answered from English newspaper and magazine, and nobody (0%) who answers from the songs and novels.

Next, for item number 3, there are 15 students (56%) who answer the question of the purposes of reading to do the task from the teacher, ten students (37%) who answer to increase their ability, and only two students (7%) who answer to find information about one thing. For item number 4, which asks whether reading English written text is important, 27 students (100%) answer that it is important, and nobody (0%) who answers it is unimportant. For item number 5, which asks whether the students want to develop reading ability in English written texts, 27 students (100%) answer yes, and nobody (0%) answer no. For item number 6, there are 12 students (44%) who answer that the tasks given by the teacher are sufficient, and 15 students (56%) who answer the tasks given by the teacher are not sufficient. For item number 7, 11 students (41%) answer that learning sources given by the teacher are enough, and 16 students (59%) answer that learning sources given by the teacher are not.

Moreover, the second part of the questionnaire is about reading tasks. For item number 8, the question of what reading skill and strategies they want to develop, there are seven students (26%) who answer for skimming, six students (22%) who answer for scanning, four students (15%) who answer for previewing, six students (22%) who answer for predicting and building vocabulary, and four students (14%) who answer for making inference and identifying the main idea. While, for item number 9, the question of what difficulties when dealing with English written

text, there are eight students (30%) who have difficulties in comprehending the meaning of certain words, three students (11%) who get difficulties in arranging the sentences, four students (14%) who have difficulties in understanding the sentences, five students (19%) who have difficulties in understanding teacher's instruction, and seven students (26%) who have no ability and strategy in answering the tasks.

For item number 10, the question of what topics of English written text, there are 14 students (51%) who like daily life, three students (11%) who choose education, four students (14%) who like entertainment, three students (11%) who like health and environment, four students (14%) who like science and technology and economics and politics. Next, for item number 11 about the public figure whom the students like, there are 15 students (55%) who choose hero, three students (11%) who choose world leader, and nine students (33%) who like artists. For the topic of animal and plant are three students (11%), for electronic tools are two students (7%), for food and drinks are 14 students (52%), and for traditional ceremonies are eight students (30%). For item number 12 about favorite places, there are 20 students (74%) who like tourist destinations, two students (7%) who like other countries, and five students (19%) who like famous places.

For item number 14 related to a presentation of the goal of the task, 19 students (70%) choose the goal stated at the beginning, and eight students (30%) choose the goal stated clearly. Question item number 15 related to characteristics of English written texts; there are four students (15%) who like text 500 words in length, ten students (37%) who choose texts with pictures, and 13 students (48%) who like authentic texts. The question item of number 16 related to linguistic elements; there are five students (19%) who want to learn vocabulary, two students (7%) who intend to learn English structure, four students (15%) who want to learn pronunciation, two students (7%) who want to learn to spell, and four students (15%) who want to learn skill and reading strategies.

The question item number 17 related to the arrangement of reading tasks, there are two students (7%) who choose jumbled tasks, five students (19%) who choose the tasks arranged based on the level difficulty, eight students (30%) who choose the tasks based on the goal, two students (7%) who choose jumbled texts, and five students (19%) who choose texts arranged based on the level of difficulty, and five students (19%) who choose the texts arranged based on the goal. For number 18 related to activities in reading tasks, there are three students (11%) who choose to analyze the content of the text, 12 students (44%) who choose to answer the text questions, four students (15%) who choose to identify the main idea, five students (19%) who choose to learn new strategies in reading, two students (7%) who choose aloud reading, and one student (4%) who likes using dictionary effectively.

Furthermore, for item number 19 related types of activities in reading tasks, there are two students (7%) who choose to do the task individually, five students (19%) who choose to do the tasks in pairs, six students (22%) who choose to do the tasks in the group, 11 students (41%) who choose to get the explanation about the task before doing, and one student (4%) who likes the activity is observed by the teacher and two students (7%) who like the activity is observed by the teacher around the class. For item number 20 related to the instruction of the tasks, there are ten students (37%) who choose the explanation before doing the tasks, eight students (30%) who choose to do the tasks step by step, and nine students (33%) who choose to do the tasks after giving an example. For item number 21 related to the layout of the tasks, there are 15 students (55%) who like colorful layout, 12 students (45%) who like visual layout, and nobody (0%) who likes black and white layout or layout without the pictures. Last, for item number 22 related to difficulties when doing the reading tasks, 20 students (74%) have difficulties with the goal of the task have no explicit instruction, and seven students (26%) choose the layout as uninteresting.

4.1.2   The Effectiveness of Multicultural-Based Reading Tasks

The procedure included in this research is based on the two material design models outlined by Nunan (1991), Borg and Gall (2003), and Sugiyono (2009) that are:

gathering information, organizing/writing task grids, developing the tasks, verifying the tasks, modifying the tasks, undertaking tryout, reviewing and rewriting the tasks, and finally writing the final version of the tasks.

Furthermore, to examine the effectiveness of multicultural-based reading tasks, the researcher used six stages from the two models of resources design suggested by Nunan (1991), Borg and Gall (2003), and Sugiyono (2009) as follows:

1) Collecting Information

The researcher had done the interview, which aimed at gathering data on the students' characteristics and the activities of English teaching-learning.

Besides interviewing the English teacher, the researcher also gave the first questionnaire to collect details about students' needs and interests in learning English, mainly on reading skill activities. The interview and questionnaire results were described in detail in the early section of the interview description and needs assessment above.

2) Developing the tasks

Following the collection of initial results, the researcher created the task grids for the English reading tasks. It is taken from reading theories, the first questionnaire results, and the Curriculum 2013. The grids of tasks served as a framework for improving the first outline of the English reading tasks. It is divided into five sections. It displays the fundamental competencies and indicators from the school curriculum. Each unit's task grids include a reading theory reference from Chapter 2. It displays the unit's name and the tasks, and it consists of three of Nunan's (2004) six task components, notably objective, input, and task. All of the aspects mentioned in the course grid were explicitly selected to correspond with the reading theories, the characteristics of the students, the curriculum, and the objectives of each activity. The course grid of the draft of the tasks can be seen in Appendix 5.

The draft of the assignments is enhanced from the tasks grid. This stage includesthe description of each unit of the task.

Unit 1

Unit 1 was titled "Previewing & Predicting" by the researcher. By previewing and predicting a text, this part intends to help students engage their underlying knowledge and conceptual framework. There are four inputs, including descriptive texts, a prediction map, graphics, and procedure text. The color 'orange' was chosen by the researcher as the design pattern.

Table 7. The Description of the task of Unit 1

No	Part of Unit	Description	Function
1	Unit's name	Previewing and Predicting	Introducing the topic
2	Subtitle 1	Previewing & Predicting	Providing students with a brief overview of their previewing and predicting abilities. Providing students with a brief overview of how one should preview a text.
3	Task 1	In this exercise, students are requested to preview the text provided by following the guidance list.	Facilitating students on practicing how to preview a text.
4	Subtitle 2	Predicting	Give the students a brief explanation of how to predict a text.
5	Task 2	Students must use their reading skills from Task 1 (previewing) to help them guess what the content is about.	Facilitating students on practicing how to preview and predict what a text is about.
6	Task 3	Students must utilize the reading skills in earlier challenges (previewing and predicting).	Giving the students a chance to practice previewing and predicting a text.

Unit 2

Unit 2 is "Scanning & Skimming". This unit shows five tasks on scanning and skimming skills. Unit 2 aims to assist students in scanning and skim to search particular details. There are four inputs in Unit 2. They are invitations and

descriptive and procedure texts. The researcher used blue color for the layout theme of Unit 2.

Table 8. The Description of the tasks of Unit 2

No	Part of Unit	Description	Function
1	Unit's name	Scanning & Skimming	Introducing the topic of learning in Unit 2.
2	Subtitle 1	Scanning	Give the students a brief description of scanning abilities and instructions on scanning.
3	Task 1	Students must discover specified information in invitation passages within this activity in less than three minutes.	Facilitating the students to practice scanning atext to find specific information.
4	Task 2	The students are asked to find specific information in the invitation in less than 3 minutes.	Facilitating the students to practice scanning atext to find specific information.
5	Task 3	The students are asked to find specific information in the invitation in less than 3 minutes.	Giving the students a chance to practice how to scan a text to find specific information.
6	Subtitle 2	Skimming	Give the students a brief description of skimming abilities and instructions on skimming.
7	Task 4	In this activity, students are requested to skim a procedural text and ignore complex vocabulary to understand the texts provided.	Facilitating the students on practicing skimming to get the text's gist.
6	Task 5	Students are instructed to use the reading ability taught in prior activities (skimming) to determine the primary concept of each paragraph in the supplied material.	Giving the students a chance to skim to find the main idea.

Unit 3

Unit 3, "Vocabulary Building & Guessing Meaning from the Context", presents

five tasks. The vocabulary stage of Unit 3 aims to assist students in enriching their vocabulary building. The second section's objective is to help the students assume the meanings of new vocabulary based on the context. There are five inputs in Unit 3: parts of speech, words categories, synonyms and antonym, and short written texts and descriptive text.

Table 9. The Description of the Tasks of Unit 3

No	Part of Unit	Description	Function
1	Unit's name	Vocabulary Building & Guessing	Introducing the topic of learning in Unit 3.
2	Subtitle 1	Vocabulary Building	Giving the students a basic overview of vocabulary development in general.
3	Material to learn	List of suffixes for the brief explanation about vocabulary building in the general part of speech material	Give students an overview of how they may figure out the meaning of a word based on its part of speech.
4	Task 1	In this task, the students are asked to identify some parts of the speech.	Facilitating the students on practicing how to guess the meaning of a new word from its part of speech.
5	Task 2	The students are asked to identify the word not included in the same category as the others.	Making it easier for students to develop their vocabulary by working with word categories. (continued)
6	Task 3	The students are asked to find the synonym and antonyms of some words.	Facilitating the students to expand their vocabulary by using synonyms and antonyms.
7	Subtitle	Guessing Meaning from thecontext	Giving the students a brief explanation about guessing learning from the context.
8	Task 4	Students are challenged to define the meaning of words in bold by seeing word hints around them in this exercise.	Facilitating the students on practicing how to guess te meaning of new words fromthe context in the text.
9	Task 5	The students are asked to apply the reading skill learned in the previous tasks (guessing meaning from the context)	Giving the students a chance to practice how to guess the meaning of new words from the context in the text.

Unit 4

Unit 4 is "Recognizing Text Organization". It presents three tasks in understanding texts organization skills. This unit aims to help students understand the pattern of a passage. There are two types of input. They are organization materials of some texts and short texts in various types. The researcher uses purple for the layout design of Unit 4.

Table 10. The Description of the Tasks of Unit 4

No	Part of Unit	Description	Function
1	Unit's name	Unit 4 Recognizing Text Organization	Introducing the topic of learning in Unit 4.
2	Subtitle	Recognizing Text Organization	Giving the students a brief elaboration abouttext organization.
3	Task 1	In this task, the students are required to learn the organization of several texts carefully	Providing students with acknowledged text organization.
4	Task 2	The students need to arrange the jumbled paragraphs to make a meaningful text and identify each part of the paragraph.	Giving the students a chance to recognize text organization.
5	Task 3	The students are requested to identify the text part of paragraphs and write down the information.	Giving the students a chance to recognize the organization of the text.

Unit 5

The title of Unit 5 is ''Interpreting Reference & Making Inference". This shows four tasks. The first section, interpreting reference, aims to assist the students in interpreting reference. The purpose of the second stage is to help the students to work out the implied meaning. There are two types of input in Unit 5. They are short written texts and pictures. Purple is used for the layout design of this unit.

Table 11. The Description of the Tasks of Unit 5

No	Part of Unit	Description	Function
1	Unit's name	Unit 5 Interpreting Reference & Making Inference	Introducing the topic of learning in Unit 3.
2	Subtitle 1	Interpreting Reference	Giving the students a brief elaboration about interpreting references.
3	Task 1	In this task, the students are asked to unravel the reference of some words by noticing the clues around the words.	Assisting the students in practicing how to interpret references.
4	Task 2	The students must explain the reference of several words by noticing the hints around the words.	Giving the students a chance to practice how to interpret references.
5	Subtitle 2	Making Inference	Giving the students a brief explanation about makinginferences.
6	Task 3	The students are asked to infersome information from thepictures given.	Facilitating the students on practicing how to infer not explicitly stated ideas.
7	Task 4	In this task, the students are asked to infer some information from the text given by making a mental picture.	Giving the students a chance to infer ideas that are not explicitly stated.

3) Validating the Tasks

The researchers conducted the second questionnaire to verify the first outline of the activities upon constructing the first outline of the activities. The questionnaire was given to two experts to determine if the activities were suitable. The experts are English teachers at MTs.GUPPI Kresnomulyo and a lecturer of Master of English Education Study Program of Lampung University.

The validation questionnaire is rooted in Nunan's (2004) content assessment hypotheses and the detailed assessment list suggested by Ellis in Tomlison (1998). The questionnaire included 23 Likert-scale questions and four open-ended

questions. The experts were required to determine the validation remarks in five points of agreement. They could also make direct corrections or recommendations. The second questionnaire's outcomes were then evaluated both qualitatively and quantitatively. The results of all 23 Likert-scale items were calculated. The findings of the analysis are discussed below.

Unit 1: The Results of the Validators' Responses

The results of the validators' responses data of Unit 1 can be seen in Figure 2. The table of validators' responses data of Unit 1 is shown in Appendix 3. It shows that the means range of Unit 1 is from 4.19 to 4.57. The mean result or mean must be accepted at a minimal level of 3.0 and a highest of 5.0. It implies that no average meets the bare minimum of acceptance. As a result, the first outline of Unit 1 fulfills its suitability, and the validators accept. The results are presented below.
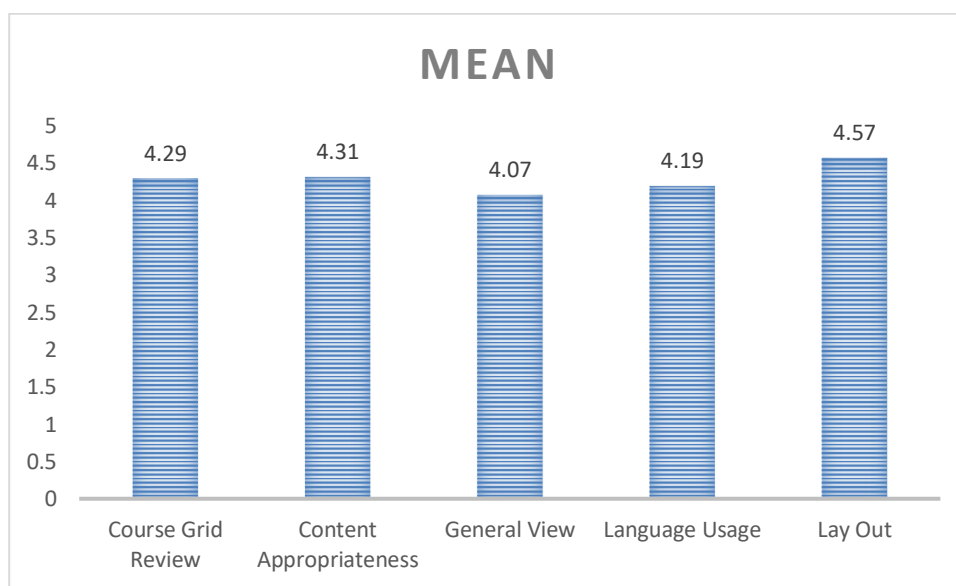

Figure 2. The Results of the Validators' Responses to Unit 1

Unit 2: The Results of the Validator' Responses

The results of the validators' responses data of Unit 2 showed in Figure 3. The table of validators' responses data of Unit 2 is presented in Appendix 3. It shows that the means range of Unit 2 is from 4.04 to 4.32. The mean result or mean must be accepted at a minimal level of 3.0 and a max value of 5.0. It indicates that no means meets the bare minimum of acceptance. The draft of Unit 2 is then said to fulfill its

suitability, and the validators agree. The results are presented below.

Figure 3. The Results of the Validators' Responses to Unit 2

Unit 3: The Results of the Validators' Responses

The results of the validators' responses data of Unit 3 are shown in Figure 4. The tabulation of validators' responses data of Unit 3 is put in Appendix 3. It shows that the means range of Unit 3 is from 3.3 to 4.07. The mean result or mean must be accepted at a minimal level of 3.0 and a max value of 5.0. It indicates that no means meets the bare minimum of acceptance. The draft of Unit 2 is then said to fulfill its suitability, and the validators agree. The results are presented below.
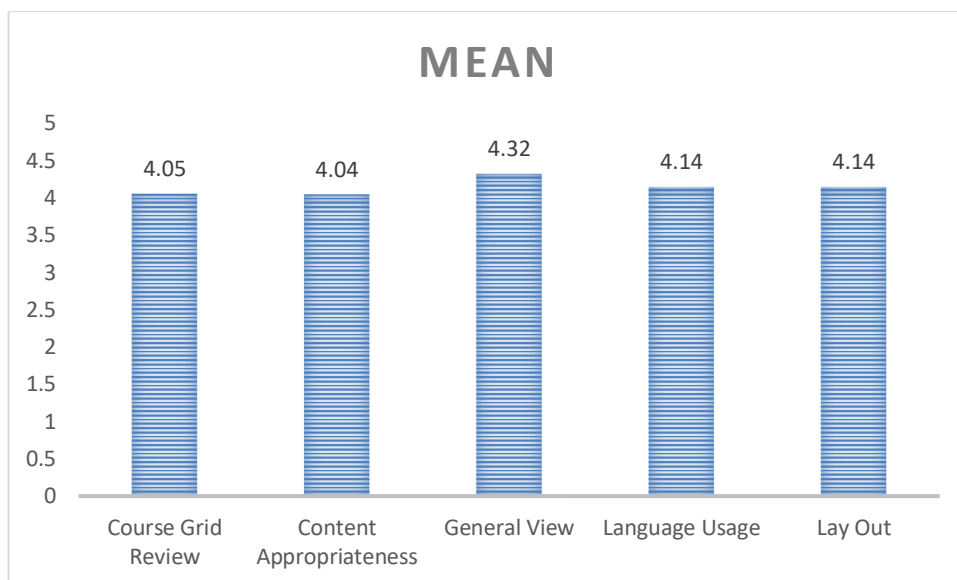

Figure 4. The Results of the Validators' Responses to Unit 3

Unit 4: The Results of the Validators' Responses

The results of the validators' responses data of Unit 4 are shown in Figure 5. The tabulation of validators' responses data of Unit 4 showed in Appendix 3. It shows that the means range of Unit 4 is from 3.91 to 4.32. The mean result or mean must be accepted at a minimal level of 3.0 and a max value of 5.0. It indicates that no means meets the bare minimum of acceptance. The draft of Unit 2 is then said to fulfill its suitability, and the validators agree. The results are presented below.
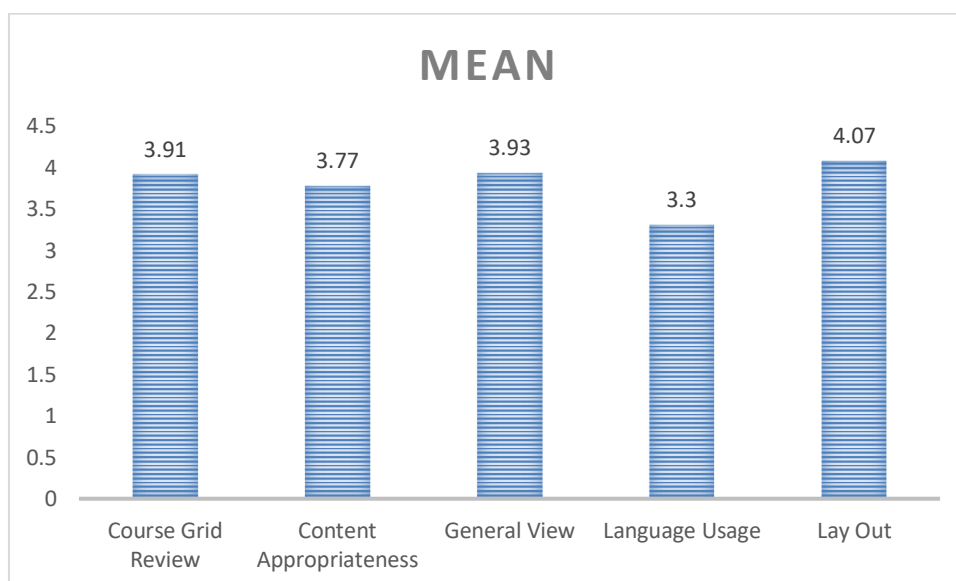

Figure 5. The Results of the Validators' Responses to Unit 4

Unit 5: The Results of the Validators' Responses

The results of the validators' responses data of Unit 5 showed in Figure 6. The table of validators' responses data of Unit 5 is presented in Appendix 3. It shows that the means range of Unit 5 is from 3.91 to 4.32. The mean result or mean must be accepted at a minimal level of 3.0 and a max value of 5.0. It indicates that no means meets the bare minimum of acceptance. The draft of Unit 2 is then said to fulfill its suitability, and the validators agree. The results are presented below.
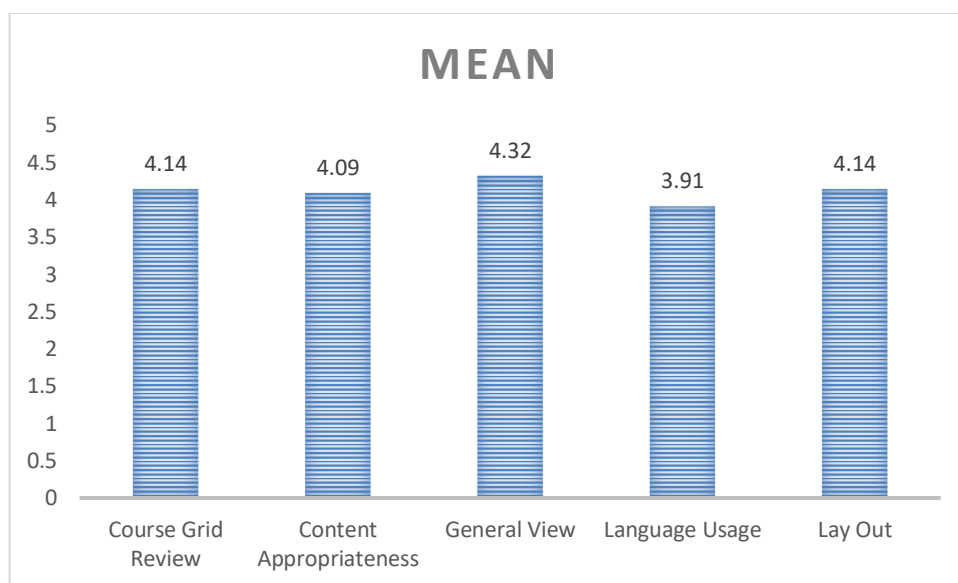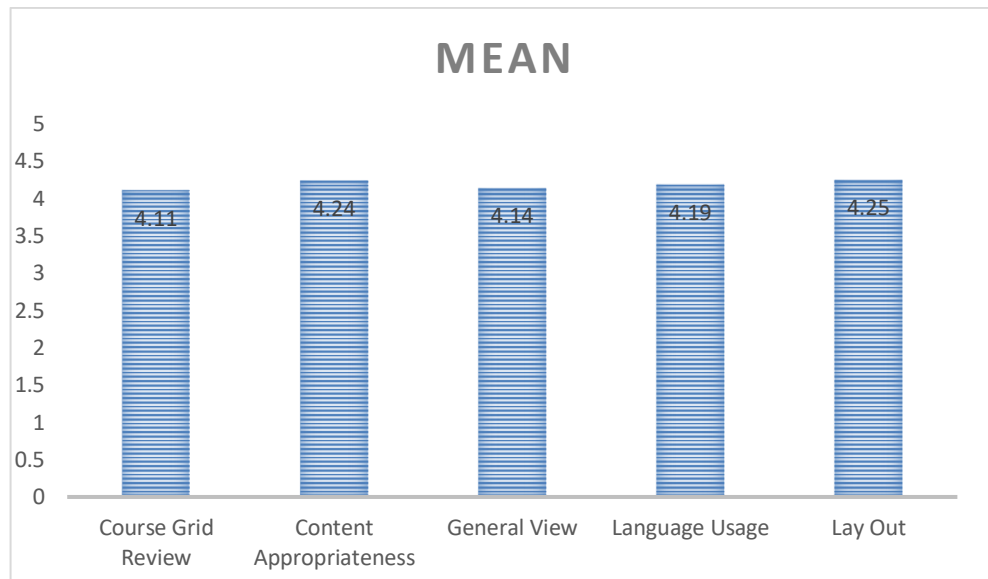
Figure 6. The Results of the Validators' Responses to Unit 5

4) The Result of Conducting tryout

To analyze the appropriateness of the tasks, the researcher applied the outline of the tasks. In this implementation phase, the researcher applied the tasks. There are three groups, class VIIIA, VIIIB, and VIIIC. In the application stage, the researcher played the role of an English instructor. Units 1, 2, and 5 were already being applied. Every unit is tested once. The researcher took three classes for the execution stage, as recommended by the English teacher. VIII A, VIII B, and VIII C are the three classes. These classes were selected concerning the research time constraints and their equal English proficiency.

Unit 1

Tryout Unit 1 had been conducted on March 15, 2021. In VIIIC class, there are 27 students, and all of them attended the class. The hereunder is an explanation of how the application works. The researcher warmly welcomed the students and began the class by introducing herself and explaining what they would do with her in that class. The researcher then assigned Unit 1 tasks to the students. The researcher, who acted as an English instructor, aided the students in completing the tasks in Unit 1. The students completed the tasks. The researcher attempted to create a

classroom atmosphere friendly by permitting students to interact about anything they did not understand.

Several students struggled to comprehend the elaboration of the first subtitle related to previewing and predicting in Task 1. The researcher then made transparently. Following this, most students were able to complete Task 1 without difficulty. They could use the previewing guide list to make accurate predictions. Shifting to Task 2, the researcher first described the second subtitle. The majority of the students complete Task 2 flawlessly. The researcher supported the students in applying what they already knew to the prediction practice of task 2.

The student appeared to become more focused on the final task since they had understood how to preview and predict a paragraph in previous tasks. There is no difficulty with task three. Finally, the researcher asked the students to respond to Unit 1 by completing the third questionnaire. Whereas the students were filling out the questionnaire, the researcher inquired some questions about their completed unit. Most of them said that it has an attractive, colorful layout. Some students stated that they did not comprehend new words such as guide list', map', entitled'. This made them did not understand what to do in the guidance. In the end, the researcher thanked the students.

Unit 2

Unit 2 was implemented on March 17, 2021, but in a different class. The VIIIB class had 26 students, and they all attended the class. Previously, the researcher took the role of an English instructor. The researcher did the same as what she did in the previous tryout. She is open to helping students with the Unit 2 tasks. Tasks 1, 2, and 3 were created to provide students with opportunities to practice scanning skills. Firstly, the researcher explicitly explained scanning skills and how to use them effectively. The majority of students quickly completed the scanning tasks. Even so, the researcher discovered that the deadline was insufficient for them. The students completed two skimming skills tasks in the following section of Unit 2. Next, the researcher explained to the students about skimming skills. They could do

all the tasks in this stage. The students were then asked to share their thoughts regarding the tasks in this unit. They were requested to complete the questionnaire too.

Unit 5

This unit is applied in VIIIA class on March 19, 2021. There are 27 students in this class. The researcher is still open to any questions and assists the students in completing the tasks. Section one of Unit 5 deals with defining references. Firstly, the references were identified by the researcher. Starting to move on to Task 2, a different perceiving reference task, the students appeared to become more focused on and capable of performing well. The students learned about making inferences in the following part of this unit. The researcher began by explaining how to make inferences. Task 3 could be completed flawlessly. The researcher must describe a visual image and use it while making inferences in Task 4. They were asked to complete fulfilling the questionnaire too. Finally, the researcher thanked the students.

Unit 3 and Unit 4

Due to the time limitation, Unit 3 and Unit 4 were not applied by the researcher.

5)The Result of Evaluating

The second outline of the tasks is reviewed once they have been implemented. The review seeks to determine if the tasks in every unit seem to be suitable for the students' needs and characteristics. Within that stage, the information was collected using the third questionnaire. It is given to the students immediately following the completion of the tasks. The third questionnaire included 17 Likert-scale items also four open-ended questions. The findings of the third questionnaire are as follows.

Unit 1: The Outcomes of Students' Responses

Figure 7 depicts the findings of the Unit 1 student response data. Appendix 4C contains a list of the students' answers data for Unit 1. According to the data from

the third questionnaire used to evaluate Unit 1, the mean outcome of the students' responses varies from 4.07 to 4.17. The score or mean must be accepted at a minimum of 3.0 and a highest of 5.0. It implies that no average meets the bare minimum of acceptance. The students appeared to consent to the task evaluation statements. Consequently, the tasks created are tailored to the needs and characteristics of the students. The results are presented below.

Figure 7. The Results of Students' Responses toward Unit 1

Unit 2: The Results of the Students' Responses

The results of the students' responses data of Unit 2 showed in Figure 8. Appendix 4 contains a list of the students' answers for Unit 2. According to the data from the third questionnaire used to evaluate Unit 2, the mean outcome of the students' responses varies from 3.98 to 4.27. There is no such thing as a minimally acceptable average. The students appear to agree with the task evaluation statements. Concerning this, the tasks created are tailored to the needs and characteristics of the students. The results are presented below.

Figure 8. The Results of Students' Responses toward Unit 2

Unit 5: The Results of the Students' Responses to Unit 5

The results of the students' responses data of Unit 5 are presented in Figure 9. Appendix 4 contains a chart of the students' answers statistical information for Unit 5. According to the outcome of the third questionnaire for Unit 5, the mean result of the students' reactions varies from 4.1 to 4.3. There is no such thing as a minimally acceptable average. The students concurred with the task evaluation statements. As a result, the tasks created are tailored to the needs and characteristics of the students. The results are presented below.
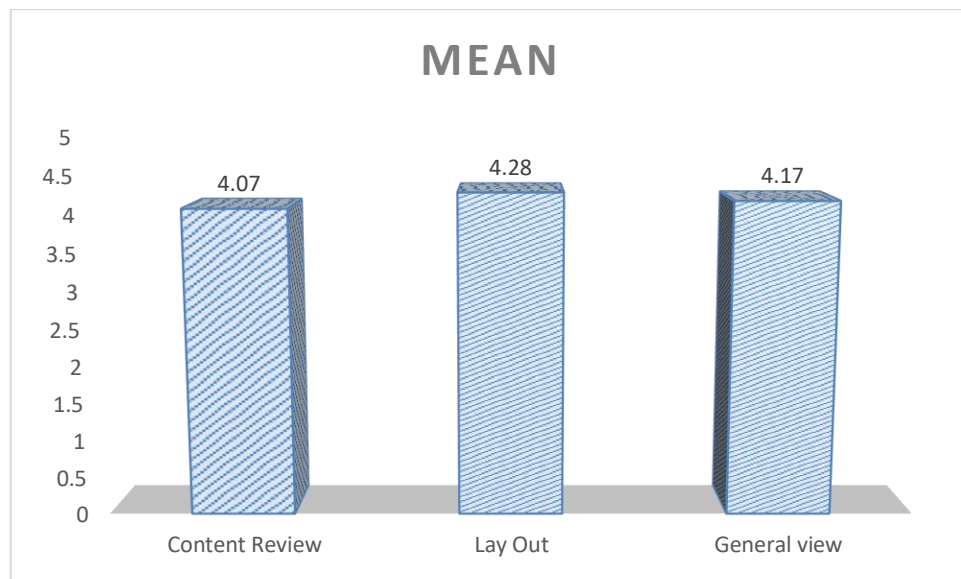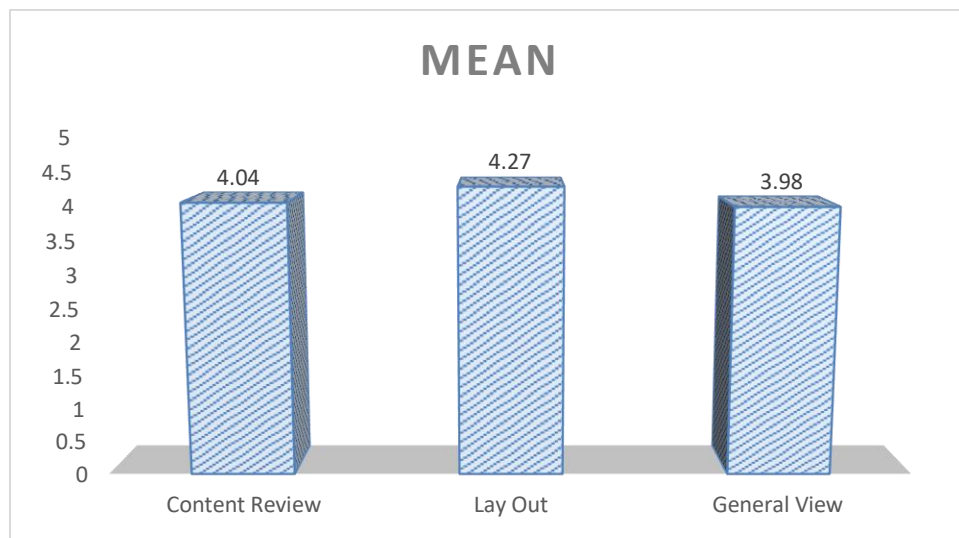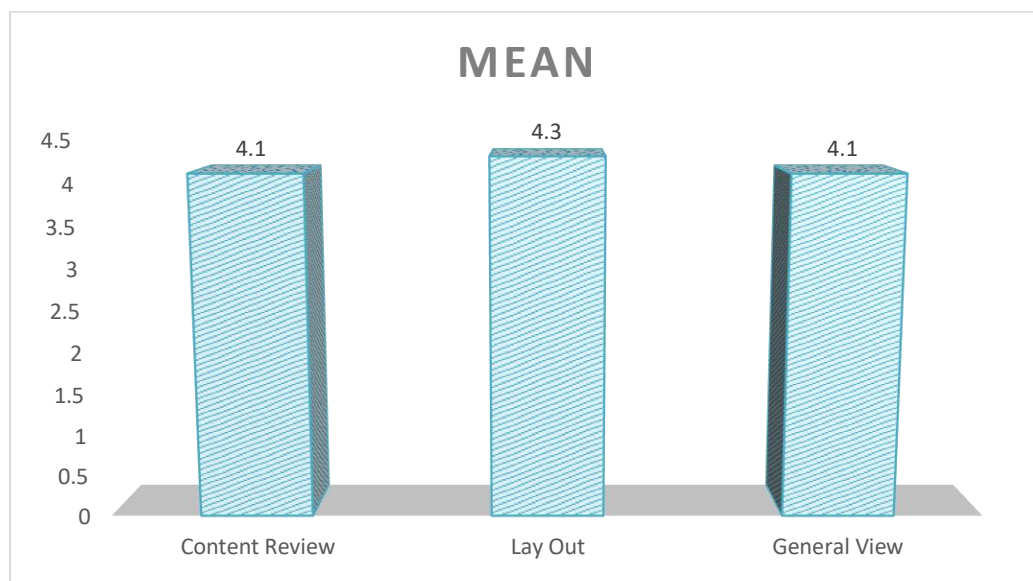

Figure 9. The Results of Students' Responses toward Unit 3

6) The Result of Revising

The responses to the multiple open-ended queries and the corrections/suggestions from the participants have been examined. They were then used to reevaluate the tasks' first outline. The experts were asked to give their corrections or suggestions for revising directly. The following concern some suggestions from the experts presented below.

Unit 1

The validators requested that the researcher reorganizes task 1 (the guide list and the task needs to be arranged before the passage). They are requested to rewrite Task 1 to become more evident. Points 4 and 5 from the guide list should be omitted since they do not fulfill the task's purposes. The subtitle had also been re-written in bigger fonts.

Unit 2

The validators made recommendations about the Unit 2 tasks that had been created. They requested that the researcher modify Task 1 to be more precise, add the input text, and add other kinds of invitations, such as circumcision invitation and the anniversary of Independence Day, to change the layout of the input text and evaluate some grammatical mistakes.

Unit 3

The preceding are several recommendations made by the validators for Unit 3. They inquired the researcher to eliminate several tasks so that the portion of vocabulary construction activities and guess meaning tasks was equal. The validators further requested that the researcher reevaluate the tasks requiring the utilization of dictionaries, optimize the textual data in Task 7, and modify several grammatical mistakes.

Unit 4

In Unit 4, the validators further made recommendations to the researcher. They requested that the narrative and recount texts be removed from the unit, that the input text be changed to become even more suitable for the students, that the resources be presented in a more exciting design, that the illustration provided on Task 4 should engage students in learning the guidance, and that several

grammatical mistakes be corrected.

Unit 5

The suggestions given by the validators to Unit 5 are to combine an illustration of how to perform the directions in Tasks 1 and 3, to replace the input text in Task 2 with descriptive or procedural text, and to re-arrange Tasks 3 and 4. Task 4 must be assigned before Task 3 to increase the input texts' font size and correct grammatical mistakes.

4.1.3 The result of the students' perception toward the implementation of multicultural-based reading tasks

The research results on the students' perception toward the implementation of multicultural-based reading tasks involved 80 respondents, and the third questionnaire is tasks evaluation, consisting of 17 items, with interval range 1 – 5. The following data is categorized into five categories: strongly agree, agree, undecided, disagree, and strongly disagree. In the implementation stage, the units being implemented are Unit 1, 2, and 5. Units 3 and 4 are not applied due to time constraints. Every unit is tested once. The researcher took three classes for the application step, as recommended by the English teacher. VIII A, VIII B, and VIII C are the three classes. These classes were selected concerning the research time constraints and their comparable Proficiency levels.

After implementing the multicultural-based reading tasks for three classes, the students were asked to fulfill the third questionnaire as tasks evaluation at the end of class. The findings on students' perception toward the implementation of multicultural based reading tasks at three units can be presented as follows:

1) **Content Review Aspect**

The results of the students' perception toward implementing multicultural-based reading tasks of content review aspect can be seen in Figure 10. It shows that for the first aspect of the content review of unit 1, there are eight students (27,63%) who choose strongly agree on category, 19 students (72,37%) who choose agree on category, and nobody (0%) who choose undecided, disagree, and strongly disagree category. Next, unit 2 presents that there are 12 students (44,44%) who choose

strongly agree on category, 15 students (55,56%) who choose agree on category, and nobody (0%) who chooses an undecided category, disagree category, and strongly disagree category. Last, unit 5 presents that there are ten students (34,46%) who choose strongly agree on category, 16 students (61,54%) who choose agree on category, and nobody (0%) who chooses an undecided category, disagree category, and strongly disagree. The results are presented below.

Figure 10. The Result of Students Responses to Content Review Aspect

2. Layout Aspect

The results of the students' perception toward the implementation of multicultural-based reading tasks of layout aspect can be seen in Figure 11. It shows that for the second aspect of the layout of unit 1, there are four students (14,81%) who choose for the strong category, 23 students (85,19%) who choose agree on category, and no one (0%) who chooses undecided, disagree and strongly disagree category. For unit 2, there are nine students (33, 33 %) who choose category strongly, 16 students (59,25 %) who choose agree on category, only one student (3,70%) who chooses an undecided category, and no student (0%) who chooses disagree and strongly disagree category. For unit 5, there are nine students (34,61%) who choose the strongly agree category, 17 students (65,39%) who choose agree on category, and only one student (3,70%) who chooses for an undecided category, and nobody

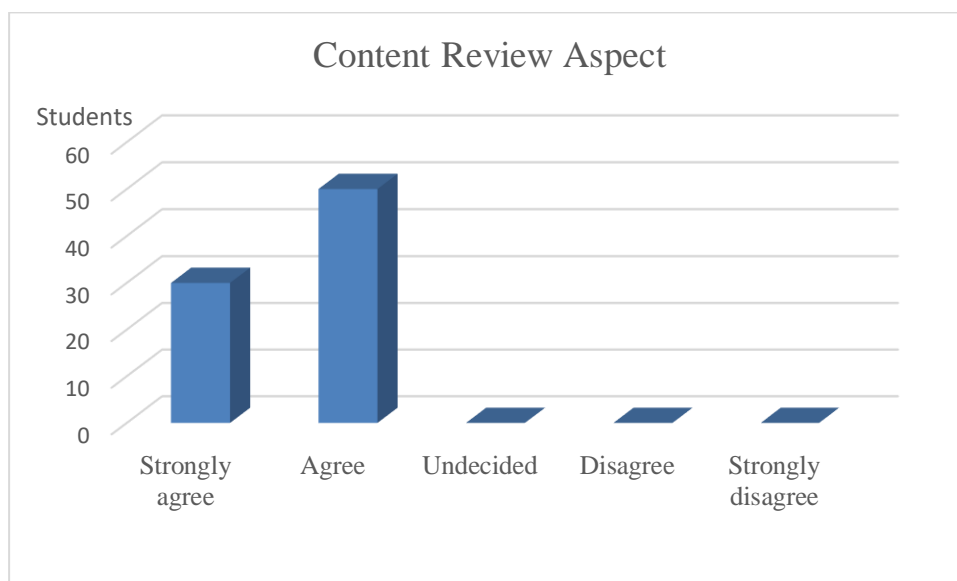(0%) who chooses disagree and strongly disagree. The results are presented below.

Figure 11. The Result of Students' Responses to Layout Aspect

3. General View Aspect

The results of the students' perception toward implementing multicultural-based reading tasks of the general view aspect can be seen in Figure 12. It shows that for the third aspect of the general view of unit 1, there are five students (18,51 %) who choose the strongly agree category, 18 students (66%) who choose agree on category, four students (14,81%) who choose an undecided category, and no student (0%) who chooses disagree and strongly disagree. For unit 2, there are 12 students (44,44%) who choose the strongly agree category, 18 students (40,74%) who choose agree on category, four students (14,81%) who choose an undecided category, and no student chooses to disagree and strongly disagree category. For unit 5, there are ten students (38,46%) who choose the strongly agree category, 11 students (42,31%) who choose agree on category, five students (19,23%) who choose an undecided category, and no student (0%) who chooses disagree and strongly disagree category. The results are presented in Figure 12 below.
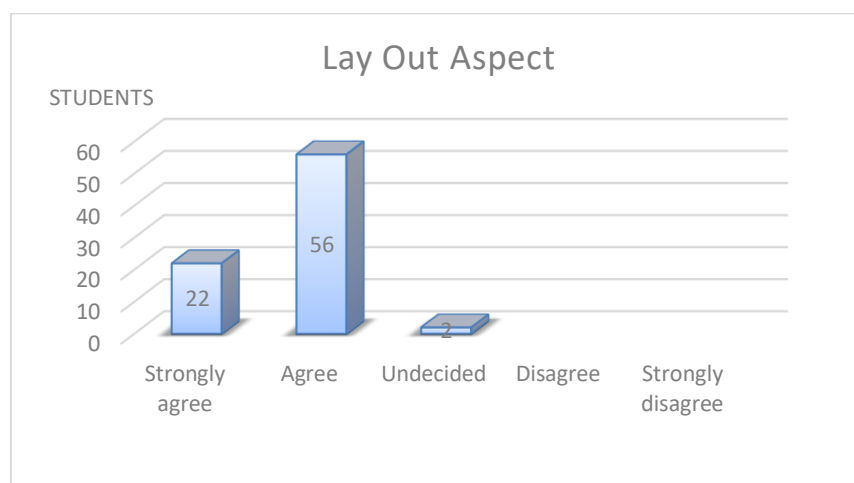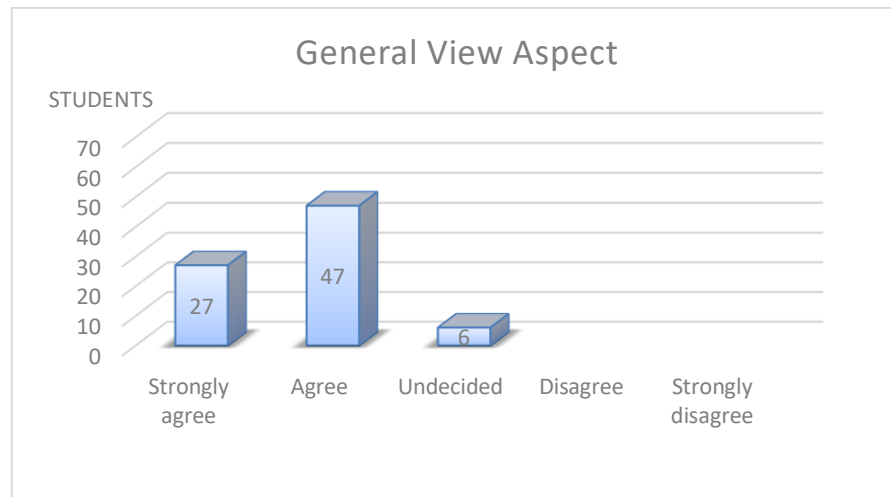
Figure 12. The Result of Students' Responses to General View Aspect

4.1.4 Result of Reliability of Questionnaire

Cronbach's Alpha reliability in Statistical Package for Social Science (SPPS) software has been used to assess the reliability. Based on the reliability criteria, the questionnaire should be considered reliable if the result reached the range of >0.59 (high reliability). The reliability of the questionnaire is presented below.

Table. 12 Reliability of Questionnaire

Cronbach's Alpha	N of Items
.860	17

The researcher had also analyzed the reliability score for each item. From the presented table, the reliability obtained is 0.860. Hence, it can be stated that the data from the questionnaire had already shown very high reliability.

4.2.Discussion

In this subchapter, the researcher would like to discuss several points such as; the condition and the potential of English reading tasks, the effectiveness of the multicultural-based reading tasks, and the student's perception toward the implementation of multicultural-based reading tasks.

4.2.1 The Condition and the Potential of English Reading Tasks

From the tabulated results of the first questionnaire, it can be said that the condition at MTs. GUPPI Kresnomulyo, Ambarawa Pringsewu showed that textbooks are not optimal in learning reading. Teachers in improving reading skills still face many obstacles or problems. In connection with this, the potential to develop products by using a syllabus of multicultural-based reading tasks is one of the efforts to design the teaching materials that greatly assist the learning process. Multicultural-based reading tasks are designed according to the needs required in reading skills. This is because besides being able to be implemented in class during teaching and learning activities, students can also use it as independent teaching material. This means that the primary function of the product produced in this development research is as supplementary material. The purpose of developing the product would be to allow students to learn independently. The product produced in this research development is very flexible and can be used at home, school, and other places to support the tasks.

It is in line with Fathurrokhman (2010), who stated that the language element is evolved by incorporating cultural knowledge familiar to the students. The language element and intercultural component are provided a balanced component with curriculum-based course content so that students could indeed discover the usable intercultural possibilities in modern society. Furthermore, the author can manage the four learning skills (reading, writing, speaking, and listening) or concentrate on each learning skill by relying on communicative approach concepts. In Indonesian education, students are guided in capturing the multicultural circumstance in their minds by information or models provided by teachers. The multicultural idea is applied in learning materials, relying on the curriculum's standard competency demand and basic competence. The educational materials can come from various references, including the online platform, broadcast media, and personal documents.

Related to developing the product, the reading activities have been created using methodological approaches modified from content development methods and stages

suggested by Nunan (1991), Borg and Gall (2003), and Sugiyono (2004). (2009). Initially, the researcher gathered initial data before constructing reading tasks with relevant content for eighth-grade students. She examined several theories relevant to the research at this step. The researcher further interviewed to obtain data on the needs and characteristics of the students. The initial data collected shows that reading skill plays a vital role in English classroom instruction. This is clear from the syllabus that the purpose of the English class is to improve one's reading comprehension skills. It can also be inferred from a literature framework. Several reading specialists believe that teachers should teach reading comprehension skills. As a result, the teacher must consider what competence to instruct and how to enlighten them during the teaching and learning process.

The plurality of students in language, culture, and ethnicity in this school can be a potential factor for the researcher in designing reading tasks. Learning a language entails discovering a culture as well. Because culture is so intimately connected with language, this is essential to use the language precisely and effectively. It is necessary to comprehend the culture of the language in question. The inclusion of essential language and culture according to the learners' needs, cultural background, and linguistic proficiency needs to be considered (Radic-Bojanic & Topalov, 2016). This research aims to develop reading tasks based on multicultural values. The practical way done by the teachers is finding multicultural-value texts. Students concentrate on reading comprehension and understanding by presenting multicultural-based reading tasks. It is in line with what some experts said that the language is an irreplaceable component of culture, so educational materials must consider students' traditions and culture. While teaching English as a Foreign Language, both the English language culture and the student's culture should be considered (Straub, 1999). In this case, the multicultural-based reading tasks which are appropriate to the student's reading development are reading tasks that relate to the students' needs. They need to get more multicultural reading materials on learning English reading skills.

Furthermore, the researcher found that the students still lack reading tasks and learning resources to develop their reading ability from the data obtained. The students state that they need reading skills and strategies, including skimming and scanning, previewing and predicting, making inferences, identifying the topic and main ideas, and building vocabulary. The students still have some difficulties understanding certain words and lack strategies in doing the tasks. For the reading topics, the students state that they like materials related to their daily lives, and entertainment, food/drinks, traditional ceremonies, heroes, and tourist places are the most liked reading materials.

In conclusion, The researcher discovered that the students hoped to establish multicultural-based reading tasks relying on their responses to the questionnaire queries for learning reading. Moreover, according to the students, the good characteristics of the goal for every reading task are the goals should be mentioned in the beginning and described clearly. They also state that they want the reading texts not too long, with many pictures and authentic. The students like reading skills, strategies, and vocabulary for the linguistic elements. They state that multicultural-based reading materials will motivate them to learn reading.

4.2.2   The Effectiveness of the Multicultural-Based Reading Tasks

This section discusses the stages to evaluate the multicultural–based reading tasks effectiveness. The researcher analyzed data from the steps in designing the tasks, including collecting information, developing the tasks, validating the tasks, conducting tryouts, evaluating and revising the tasks.

1)   Collecting Information

During the initial stages of data collection, the researcher was interviewed to gather relevant data about the students' characteristics and English classroom instruction. In 2020/2021, eighty students will be enrolled in the eighth grade at MTs. GUPPI Kresnomulyo Ambarawa. They are between 12 and 14 years old and mostly from middle-class families. They are from some ethnicities: Javanese, Sundanese, Lampungese, and Sumendo. Most of their parents are farmers. The researcher chose VIII A, VIII B, and VIII C classes.

From the interview results, it can be stated that the main difficulty is that students of the eighth-grade of MTs. GUPPI Kresnomulyo, Ambarawa lacked reading materials. The teacher only gave the reading materials from the textbook, When English Rings Bell. The English teacher never gave reading materials from other sources, such as magazines, songs, or internet articles. She also never tried to design reading materials by herself. Moreover, the English teacher struggled to choose an adequate sample for her students. The teacher simply read many passages in order to increase the students' vocabulary achievement.

The researcher concentrated on specific concerns connected to the previously collected data from the teachers, namely the teacher's teaching technique, student engagement, students' vocabulary knowledge, and students' participation. The teaching method is repetitive and overly focused on the teacher. The teacher went over the material with the students and then assigned them several passages to read. Students would become bored with reading if this technique were used. Furthermore, the students learn how to comprehend the passages on their own. The students demonstrated a lack of interest in reading the passages by participating in those exercises. Finally, there is no suitable reading technique to enhance the students' reading skills, and there is no supplementary material in reading class. It affected the teaching-learning process of reading, as well as classroom engagement.

In addition to interviewing the English instructor, the researcher gave the first questionnaire to acquire data on students' needs and interests in English, mainly focusing on reading skill exercises. The questionnaire was developed based on the requirements analysis theory presented by Hutchison and Waters (1987: 53–63) and Nunan's (2004: 40–72) notion of task elements. It was made up of 22 multiple-choice questions. Students might select one or more choices. They might also provide their thoughts on the assignments that had been created.

The researcher assessed the results of the students' answers upon giving the first questionnaire. For item number 1, from 27 students, the result shows that 25 students like English lessons and two students dislike them. Item number 2 shows that 22 students read written passages in English subject from the teacher and five students who read other learning sources. For items number 4, 15, students state that their purposes in reading written English text are doing the assignment from the teacher. Twelve students are improving their English language skills and getting information. For the fifth question, all students state that they want to improve their ability to read written English text,

Next, for questions number 6 until 9, most of the students answer that the exercise provided by the teacher is not enough to develop the ability/skill to read written English text. Therefore, most of them need to learn reading skills and strategies such as skimming and scanning, previewing and predicting, making inferences, analyzing the topic and the text's central idea, and learning vocabulary. This occurs because the students still face difficulties when given the task of reading skills in English subjects. Most of them state that they have difficulty understanding the meaning of certain words, understanding task instruction (word order), and lacking ability and strategy in answering certain types of questions.

Discussing the reading topics that the students like, most of them state that they prefer topics related to daily life and education and entertainment to the environment, health, economics, and politics. Suppose a text discusses a person, the students like the characters of heroes and artists better than the world leader. If a text discusses living or non-living things, the students prefer food/beverage and traditional ceremony to animals/plants and electronic equipment. Furthermore, if the text talks about favorite places, the students prefer tourist destinations and famous places to region/country.

According to the students, the characteristics of a good goal of every reading exercise/task are goals are mentioned before completing the exercise (early part), and purpose is implied. Next, the following are the characteristics of written

English text that they like, not too long (consisting of a maximum of 500 words), with pictures, and authentic.

The linguistics elements that the students want to learn include ability and strategy in reading, vocabulary, pronunciation, and grammar. The next is a list of exercises/tasks that will help improve their reading skill. They are exercises whose activities are arranged according to the objectives, exercises whose texts are arranged by level difficulty, exercises whose texts are arranged according to the purpose, and exercises whose activities are arranged by level difficulty. Meanwhile, the activities in the practice of reading written English that the students like are answering the text from the questions and learning new skills and strategies. The types of activities, the students want to practice reading text skills in English subjects are activities done in pairs, activities are done in groups, and activities that the teacher explains first. Moreover, when doing exercises/tasks to read written English texts, the students often encounter difficulties such as the purpose of the exercise/tasks is not clear, instructions (work orders) for exercise/task are not clear, and an attractive appearance.

Next, here are the types of instructions (orders to work on questions) that the students like. They like the instructions given clearly before doing the exercise /tasks, given step by step (one by one), and given an example of the solution. Furthermore, according to the students, an interesting display of exercises/tasks are a color display and pictorial display.

Based on the description of students' responses to the first questionnaire above, the researcher would like to do the next step that is developing the tasks.

2) Developing the Tasks

This section discusses five steps in developing the materials, including collecting information, developing the tasks, validating the tasks, conducting tryouts, and evaluating and revising the tasks.

Collecting information is the purpose of monitoring the teaching-learning process and current content in order to discover the shortcomings of the existing material. The weaknesses of the existing resources and the interviews and need assessment results were then used to write the tasks grids for the new material. The new material is written by analyzing the findings of the interviews with the English teacher and the needs assessment.

During the writing tasks grids, the current material was discovered to have three significant flaws. The first shortcoming is that the themes of the materials are deemed too unfamiliar by the students. The second flaw is the difficulty. The majority of the students thought the current material was complicated. It was discovered that the reading materials were overly lengthy and employed sophisticated language. The third flaw stems from the layout and presentation of the material. The students thought the subject was dull as it depended mainly on systemic activities and nothing else. Additionally, the content is printed in black and white with little illustrations.

To address the shortcomings of the current material, the researcher created new material based on an interview with the English instructor and the needs of the students. To accomplish this, the researcher chose contextually recognizable items for the students. Studying a language entails learning culture as well. Language and culture are so connected that to utilize the language appropriately and effectively, one should also comprehend the culture. Academics believe that the target language's culture must be taught to foster a scenario in which learners are conscious of and tolerate various cultures.

Many researchers additionally highlight the local culture or the learners' culture. According to these researchers, the local culture is equally significant as the target language culture. The pupils' native culture will serve as their character. This

character may allow students to develop their thoughts and remark on their own culture and the culture of the target language. Rezmi (2011), on the other contrary, argued that the local culture must be infused into the teaching of a target language, in this example, English. Rezmi (2011) contends that incorporating local culture into the teaching of English as a second language reduces the language's foreignness. Because of the incorporation of local culture into the teaching materials, students are taught English as if they were studying anything familiar because the materials engage with familiar topics (A. S. Sase. and N. M. Abdelal, 2014).

The development begins with the reading task. The researcher opted to employ primary reading texts from multiple resources to offer students contextually recognizable reading materials, reducing the impression of strangeness. The resources of the reading passages are internet articles and material from student textbooks. The passages were chosen based on students' cultural familiarity. The reading tasks are Unit 1 until Unit 5. All of these units discuss the aspects of students' cultural familiarity.

The reading text chosen was changed in complexity to guarantee that it was acceptable for students' level of English competence in the new content. The alteration does not just consist of reducing phrases or removing complex words, as these activities do not necessarily lessen the text's level of difficulty (A. Hetherington, 1985).

The passages' difficulty level is further decreased by giving additional help and leveraging the repetition of concepts. Additional assistance is presented in images that give knowledge regarding the reading's subject. The visuals supplement the text's description by offering a more physical portrayal of the text's concepts (C. P. Yi, and C.P. Yi. 2009). The images were utilized as a supporting tool to aid comprehension of the text. Images are crucial because rather than merely employing simple vocabulary, lessening the complexity of a reading passage must be accomplished by offering assistance resources (F.Yu.,2015; A.

Hetherington,1985). The step that has been done is to remove irrelevant information from the reading text. Such superfluous material inside reading texts was typically seen in media articles. These procedures verified that the reading materials were suitable for the students' grade level (E. Sheikhzadeh, 2017)

The teaching content must influence the students. The word "impact" refers to the ability of the information to pique students' attention and interest. This is accomplished through the use of enticing images and a color palette. According to, attractive colors and images in a material are crucial (B. Tomlinson, 1988). The visuals and colors may keep students bored while reading the book. The images and color combination can also serve as a form of landmark, assisting students in navigating the text. Students may utilize a particular image to conceptually highlight key sections, including the most recent section they read or focused on. As previously noted, one of several shortcomings of present materials is the tedious repeating of essential sorts of tasks in the content. The new material is being created through various tasks to compensate for this shortcoming. The new content included important graphics and colorful presentations, structural elements, speaking exercises, listening tasks, and writing assignments in addition to reading text.

Additional learning exercises are included in the new content to give students tasks that they may utilize when practicing individually at home. Every section of the new material begins with a structural point segment that includes grammatical discussion and illustrations, accompanied by grammar exercises. The listening portions have been expanded and provided with excellent exercises to assist students in learning individually at home. Students were given various writing assignments to complete, ranging from recounting a narrative to composing a whole story based on a sequence of photos. All of these exercises were added to allow students to practice all areas of English. Since understanding English includes the ability to read and the ability to speak, listen, write, and understand the structure of English (S. M. Ahmadi, 2016; F. Bano, 2017), it entails understanding a culture.

Furthermore, below are the descriptions of each unit of the developed reading tasks. Unit 1 is entitled "Previewing & Predicting". Unit 1 includes three previewing and predicting abilities problems. This unit aims to help students activate their underlying understanding and theoretical foundation by previewing and predicting a text. In Unit 1, there were four inputs. They include descriptive texts, a prediction map, images, and procedural text. The researcher chose the color orange for the layout design of Unit 1. Related to the culture, unit 1 presented Radin Intan, a national hero from Lampung Province, a recipe of Rendang from West Sumatera, two famous tourist destinations Maimoon Palace in North Sumatera, and Yogyakarta Palace in Yogyakarta.

Unit 2 is entitled "Scanning & Skimming". This unit provides five tasks on scanning and skimming skills. This unit aims to help students in scanning and skimming to search for particular ideas in a text. There were four inputs in Unit 2. They are invitations and descriptive and procedure texts. The researcher used blue color for the layout theme of Unit 2. In Unit 2, the researcher presented some different kinds of wedding invitations, the announcement of National Batik Day, and the history of Ampera Bridge in Palembang.

Unit 3, "Vocabulary Building & Guessing Meaning from the Context", provides five tasks. The vocabulary section of Unit 3 aims to assist students in enriching their understanding of vocabulary building. The second section's objective is to guide students in guessing the meanings of new words from the context. There were five inputs in Unit 3: parts of speech material, categories of words material, synonym and antonym material, and short written texts and descriptive text. In this unit, the researcher presented topics about blangkon, fried rice, traditional Javanese ceremonies in the wedding process, such as serah-serahan, siraman and midodareni, and ondel – ondel puppets from Betawi culture.

Unit 4 was named "Recognizing Text Organization" by the researcher. Unit 4 had three assignments focusing on text recognition and organizing abilities. This step aims to help students recognize the structure of a text. In Unit 4, there were two

types of input. They were the arrangement materials for some texts and other forms of brief texts. The researcher chose the purple color for the Unit 4 pattern concept. For Unit 4, the researcher presented traditional musical instrument from west java, Angklung, a story Malin Kundang from West Sumatera, the legend of Sangkuriang from West Java, an Indonesian National Hero, Ki Hadjar Dewantara, Borobudur Temple, traditional food Empek-empek Palembang and Nasi Rawon from East Java.

The title of Unit 5 is ''Interpreting Reference & Making Inference''. This unit had four exercises. The first component, understanding references, is designed to help students analyze references. The second segment's goal is to help students figure out indirect details in order to build conclusions. In Unit 5, there were two types of input. They consisted of brief written messages and images. The researcher chose the purple color for the Unit 5 pattern design. The reseacher presented a story Bawang Merah Bawang Putih, several pictures of traditional dances from Lampung Province, traditional food seruit from Lampung, pictures of Siger Tower in Lampung and Toba Lake in North Sumatera.

3) Validating the tasks

This part presents validation outcomes from experts in the construction of teaching resources for students' multicultural-based reading assignments, which suggests that the material is feasible with a mean value ranging from 3.5 to 5.0. The mean result must be accepted at least 3.0, and the highest is 5.0. It signifies that no means meets the bare minimum of approval. So it can be claimed that the drafts of Units 1 through 5 are suitable, and the validators concurred.

Next, Below are some broad recommendations for the draft of the validators' responsibilities. From unit 1 to unit 2, the validators were asked to rearrange the task in Task 1 (the guide list and its task should be put before the text), to revise the instruction in Task 1 to be more straightforward for the students, point 4 and 5 from the guide list need to be removed because they do not meet the objective of the task, to re-type the subtitle in bigger fonts, to revise the instruction in Task 1 to be more

precise, to add the input text to add other kinds of invitations such as circumcision invitation and the anniversary of Independence Day, to change the layout of the input text to be bigger, and to revise some grammatical errors.

Furthermore, from unit 3 to unit 5, they inquired the researcher to eliminate several activities in order to get the same proportion of vocabulary construction activities and guess meaning activities, to reevaluate the activities on dictionary usages, to ease the input text in Task 7, to reconsider some grammatical mistakes, to eliminate the narrative and recount texts from the unit, to modify the input text to become more suitable for students, to use a more entertaining design for displaying the materials, and to give an illustration on Task 4, to help students understand the instruction, and to revise some grammatical errors, to add an example on doing the instruction in Task 1 and Task 3, to change the input text in Task 2 with a descriptive or a procedural text, to re-sequence Task 3 and Task 4. Task 4 should be placed before Task 3 in order to increase the size of the font.

Finally, here are some broad ideas for the draft of the responsibilities done by the validators:

a. Increase the size of the subtitle font so that it has a balanced arrangement part

c. To make several of the input texts easier to understand

b. To provide more detailed instructions for every activity.

d. Revision of the course grid components, particularly the indications and objectives.

4) Conducting tryout

This section discusses the result of conducting a tryout. The researcher applied the draft of the tasks in three different classes to find out the appropriateness of the tasks. In the implementation stage, the researcher implemented three units of the draft tasks, they are Unit1, Unit 2, and Unit 5. Because of time limitations, Unit 3 and Unit 4 were not implemented. Here are the descriptions of conducting tryouts. First, in tryout Unit 1, conducted on March 15, 2021, in VIIIC class consisting of 27 students. Many students in this class struggled to grasp the

description on the first subtitle about previewing and predicting. The researcher, therefore, described it to them and supported the students in relating what they previously knew to the prediction techniques.

Next, the second tryout of Unit 2 was held on March 17, 2021, in class VIIIB. Twenty-six students attended the class. In Unit 2, the draft of the tasks presents scanning and skimming skills. The tasks were evaluated to give the students chances to practice scanning skills. Here, the researcher explicitly explained scanning skills and how to use them effectively. In the next section of Unit 2, the students did the tasks on skimming skills. Before doing the tasks, the researcher explained skimming skills to the students. The students can do all the tasks in this unit.

Last, Unit 5 was implemented in class VIIIA on March 19, 2021. There were 27 students in this class. This unit deals with interpreting references and making inferences. Before the students did the tasks, the researcher explained references and how to identify references. After that, the researcher described how to make inferences. The tasks of Unit 5 could be done well by the students.

In conclusion, the researcher implemented three units in conducting tryouts. These units present previewing and predicting, scanning and skimming, interpreting references, and making inferences. In this stage, the students seemed to get more tuned in and could the tasks well. Most of them said that the tasks have an appropriate content review, interesting, colorful layout, and suitable general view.

5) Evaluating

This section discusses the results from the students' responses towards three units of the draft. The students' responses towards Units 1, 2, and 5 can be seen in Appendix 4. The data obtained from the third questionnaire for the evaluation of Unit 1 shows that the average score of the students' responses ranges from 4.07 up to 4.28. The highest average score is 4.56 and lay in statement number 9. The statement on this number showed that the instructions for the developed tasks are

understandable for the students. The lowest average score, 3.56, is in statement number 10. It related to the language used in the tasks. Next, the data obtained from the third questionnaire for the evaluation of Unit 2 shows that the average score of the students' responses ranges from 3.98 up to 4.27. The highest average score is 4.48, in statement number 12. The statement on this number is related to the layout of Unit 2. The lowest average score is 3.41. It lay in statement number 10. Statement 10 related to the language used in the tasks.

Last, the data obtained from the third questionnaire for the evaluation of Unit 5 showed that the average score of the students' responses ranges from 4.1 up to 4.3. The highest average score is 4.59 and lay in statement number 13. The statement on this number shows clear the font used in this unit. The lowest average score, 3.52, is in statement number 10. It related to the language that used in the developed tasks.

In conclusion, the students' responses toward three units of the tasks indicate that the average score of the students' responses ranges from 3.41 up to 4.59. It can be concluded that the students agree with the task evaluation statements. In other words, the developed tasks match the students' needs and characteristics.

6) Revising

This section discusses the results of the validators' responses to 5 units of the first draft. It can be seen that the results of validators' responses for unit 1 show the mean range of Unit 1 is from 4.07 to 4.57, the mean range of Unit 2 is from 4.04 to 4.32, the mean range of Unit 3 is from 3.30 to 4.07, the range of the mean of Unit 4 is from 3.91 to 4.32. and the mean range of Unit 5 from 4.11 to 4.25. The validators' responses to 5 units of the first draft show that the mean range of 5 units is from 3.3 to 4.57. The minimum acceptance of the average core or mean is 3.0, and the maximum is 5.0. It means that there is no mean which is under the minimum acceptance. Hence, it could be said that the first draft of 5 Units met its appropriateness, and the validators agreed with that.

Next, the following concern some general suggestions to the first draft of the tasks performed by the validators. From unit 1 to unit 2, the validators were asked to rearrange the task in Task 1 (the guide list and its task should be put before the text), to revise the instruction in Task 1 to be clearer for the students, point 4 and 5 from the guide list need to be removed because they do not meet the objective of the task, to re-type the subtitle in bigger fonts, to revise the instruction in Task 1 to be more transparent, to add the input text to add other kinds of invitations such as circumcision invitation and the anniversary of Independence Day, to change the layout of the input text to be bigger, and to revise some grammatical errors.

Furthermore, from unit 3 to unit 5, they inquired the researcher to eliminate several activities in order to get the same proportion of vocabulary construction activities and guess meaning activities, to reevaluate the activities on dictionary usages, to ease the input text in Task 7, to reconsider some grammatical mistakes, to eliminate the narrative and recount texts from the unit, to modify the input text to become more suitable for students, to use a more entertaining design for displaying the materials, and to give an illustration on Task 4, to help students understand the instruction, and to revise some grammatical errors, to add an example on doing the instruction in Task 1 and Task 3, to change the input text in Task 2 with a descriptive or a procedural text, to re-sequence Task 3 and Task 4. Task 4 should be placed before Task 3 in order to increase the size of the font.

Finally, here are some broad ideas for the draft of the responsibilities done by the validators:
a. Increase the size of the subtitle font so that it has a balanced arrangement part
c. To make several of the input texts easier to understand
b. To provide more detailed instructions for every activity.
d. Revision of the course grid components, particularly the indications and objectives.

4.2.3 The students' perception toward the implementation of multicultural-based reading tasks

This section discusses the result of the third questionnaire to answer the third research question about the students' perception of implementing multicultural-based reading tasks. Since it is critical to consider the students' feelings and perspectives during and after implementing the materials, this questionnaire is required to support this research.

The questionnaire is a close-ended questionnaire in which the scale is given based on the Likert scale with responses ranging from 'Strongly Agree', 'Agree', 'Disagree', Undecided, and 'Strongly Disagree', each of which had one response category's score, that is 5, 4, 3, 2, and 1. There are 17 items of a questionnaire that were classified into three evaluation areas. In calculating the score, the researcher divided the gained score by the maximum score and presented the result in a percentage.

The result presented in the table proved a positive perception among the majority of students toward the implementation of multicultural-based reading tasks. It can be seen from the percentages of each indicator which show more than 70%, which means positive based on the criteria of perception. The students believe that the task is fun and enjoyable. Moreover, they think that the task is exciting and better to implement in learning reading. Furthermore, the reading task is advantageous for improving their reading comprehension.

In general, most students agreed that the reading task is beneficial to improve their reading achievement. In contrast, 13 students disagree with some statements of the general view aspect. The highest percentage for 'disagree' is in item number 16 with the statement about the tasks in the developed materials can improve reading skills. It occurred since each student had his preference in learning, mainly in learning reading. Still, most students chose 'agree' with the statement.

The finding of the third research question also supports the previous research conducted by Hasibuan, Hadi, and Sumarsih (2017), who investigated the students' response on the use of teaching materials of multiculturalism-based fast reading skills is more effective to improve the students' learning achievements. In his research, it is obtained that 78.12 % of students had positive responses toward using the developed material. It is shown from the results that the students learning using the developed teaching materials are higher than the results of the students who learned by using a textbook. In brief, based on the discussion of the finding, it can be summarized that the use of multicultural-based reading tasks positively affected reading achievement.

Similarly, Chen and Graves (1995) investigated previewing and providing preliminary information. Shen (2004) discovered a similar conclusion when she discovered that supplying background knowledge might assist learners in better grasp. According to Erten and Karakas (2007), several actions (for example, a mix of previewing, supplying keywords, scanning, skimming, clarifying, asking and answering questions, and reaching a conclusion) helped to read comprehension. In brief, based on the discussion of the findings, it can be summarized that the use of multicultural-based reading tasks positively affects reading achievement.

4.3 Research Limitations

This research and development have been carried out optimally. Passing through the systematic stages of study, however, the researcher found that there are several limitations, including the following:

1. Because of the limited time for the researcher to complete the study and cost, the research and development only did three tryouts at this stage of implementation, so the development results were far from perfect.

2. The school did not do health protocol before starting the teaching-learning process. The school did not check the temperature of students and the teachers in front of the school's gate. The students and the teachers were allowed to enter the classroom and the office directly.

3. The school did not divide the students into two shifts in one day. So they kept studying in one classroom together without keeping their distance.
4. Many students did not wear masks when they were in the school area.

Considering the limitation above, we can infer that when the teaching-learning process could be held offline in the pandemic era, the school had to obey the government regulation about the health protocol of the Covid 19. It must be a big concern for the school to hold it because the safety of the students and teachers is the most crucial.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusions of the research findings and the suggestions for the school, the English teachers, the students, and the further researchers who attempt to develop reading tasks.

5.1 Conclusions.

From this research which has been conducted, it can be concluded that:

1. The condition of English reading tasks, particularly for learning reading in MTs. GUPPI Kresnomulyo, the researcher, discovered that students considered English, particularly reading abilities, necessary yet hard to master. The majority of the students had little familiarity with written English outside the classroom. They exclusively read English from the materials provided by their English teacher.

2. The potential factor in designing reading tasks is the plurality of students in language, culture, and ethnicity in this school. Therefore, the students want to develop their English reading skills. Concerning the students' want, they stated that they needed to get more sources to learn English reading materials based on their daily lives and related to their own culture.

3. To find out the effectiveness of multicultural-based reading tasks, the researcher developed the tasks by doing five steps as follows: collecting information, developing the tasks, validating the tasks, conducting tryout, evaluating, and revising the tasks

4. The results show that the student's perception of implementing multicultural-based reading tasks is positive. The students have a positive perception because developed multicultural-based reading tasks have met appropriateness to be implemented.

The conclusions of this research are supported by numerous previous studies as those were cited in the discussion.

5.2 Suggestions

Based on the result of the research, the researcher offers some suggestions to the school, English teachers, the students, and others.

5.2.1 The school

Since this research is conducted in the pandemic era, the school should obey the government regulation about the health protocol of Covid 19. The headmaster must consider increasing access to hand hygiene infrastructure and the

facilities, such as sinks, face shields, hand sanitizers, hand soaps, and masks.

5.2.2 The English Teachers

Given the researcher's work on developing reading activities, the researcher recommends that teachers employ the developed tasks to complement learning for the eighth-grade students. The researcher also encourages the English teacher to create tasks on their own. They must first examine the students' needs and characteristics before constructing the activities. They can build the tasks using a variety of sources. Teachers are encouraged to create projects that may be supplemental resources for teaching-learning processes in the English classroom.

5.2.3 The Students

Students will have the opportunity to acquire and practice reading skills and techniques by completing the provided exercises. They can also practice interacting in English with their classmates and teacher. It is advised that the students actively participate in completing the activities. They should also encourage one another to build a better learning environment so that the task goals will be achieved.

5.2.4   The further Researchers

1. This research is conducted in the eighth-grade students of MTs. GUPPI Kresnomulyo, Ambarawa. Hence, further researchers are suggested to implement multicultural-based reading tasks in different grades or different settings.

2. This research aims to find out the students' reading skills. On the contrary, the further researcher should investigate different English skills such as students' listening skills, speaking skills, and writing skills.

3. Another objective of this research is to investigate the students' toward multicultural-based reading tasks through a close-ended questionnaire. Therefore, it is suggested that the further researcher uses the interview or open-ended questionnaire as the instrument to collect the data.

Having considered the suggestions above, the researcher infers that some things need to be concerned in conducting the research.

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