

**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

Dwi Hartatiningsih

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**

By

DWI HARTATININGSIH

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**MASTER OF ENGLISH EDUCATION STUDY PROGRAM
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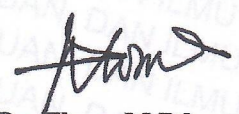
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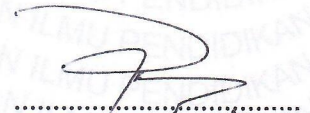
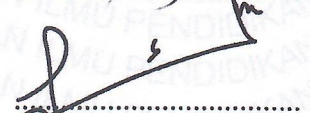
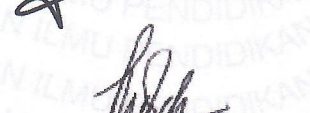
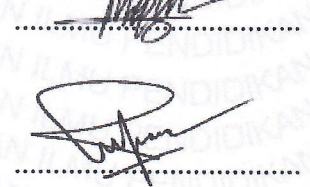
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CURRICULUM VITAE

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.

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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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Alhamdulillah *rabbi'l'alam*, 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 VIIC 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 multiculturalism, 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 Indonesian Teaching 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 (Arnold, 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.

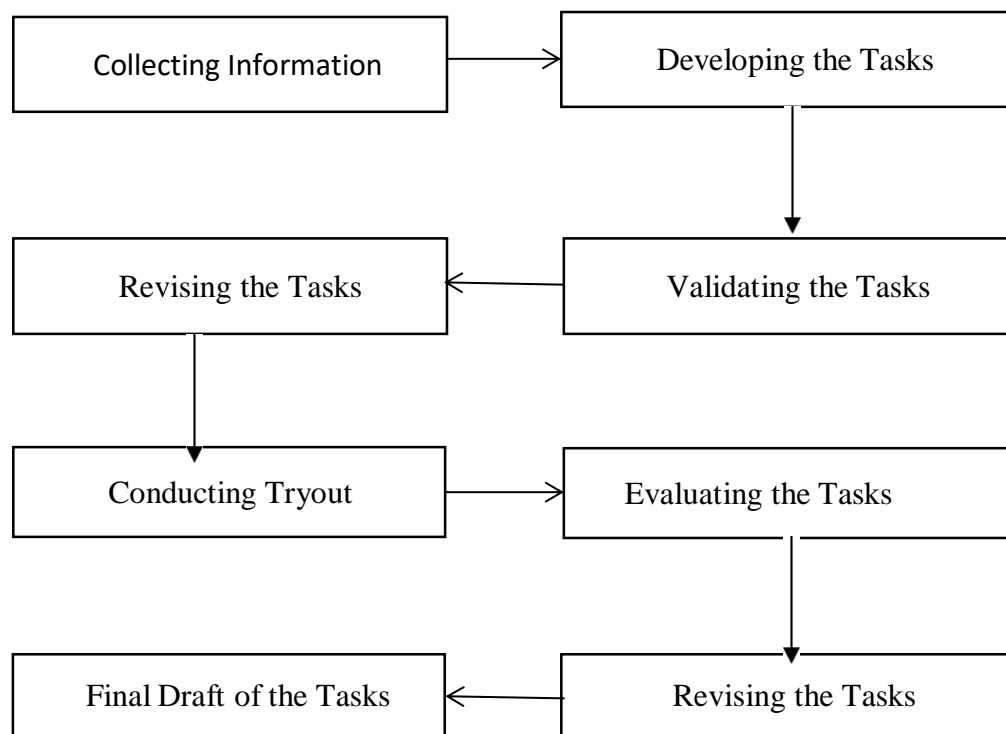


Figure 1. The diagram of the conceptual research framework

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 bacaan?*
7. *Apakah Ibu memeriksa pemahaman siswa setelah kegiatan reading?*
8. *Apakah siswa bertanya kepada guru jika menemui kesulitan dalam memahami bacaan?*
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 tulis Bahasa 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
Layout	Interesting illustration (the color, the pictures, and the shape)	20
	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:

$P(\%) = \frac{f}{N} \times 100$	P	: Percentage (%)
	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 (M_i) and ideal standard deviation (SD_i) to determine the level of the first draft of the reading tasks. The following formula can gain the computation of M_i and SD_i . $M_i = \frac{1}{2}$ (maximum score + minimum score) $SD_i = \frac{1}{6}$ (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	$> \text{Mi} + (1.8 \times \text{SDi})$	> 4.2
4	Good	$\text{Mi} + (0.6 \times \text{SDi}) < \leq \text{Mi} + (1.8 \times \text{SDi})$	$3.4 < \leq 4.2$
3	Fair	$\text{Mi} - (0.6 \times \text{SDi}) < \leq \text{Mi} + (0.6 \times \text{SDi})$	$2.6 < \leq 3.4$
2	Poor	$\text{Mi} - (1.8 \times \text{SDi}) < \leq \text{Mi} - (0.6 \times \text{SDi})$	$1.8 < \leq 2.6$
1	Very poor	$> \text{Mi} - (1.8 \times \text{SDi})$	≤ 1.8

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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