READING MATERIAL MODEL WITH MULTICULTURAL CONTENT AS AN EFFORT TO FOSTER READING SKILL IN ELEMENTARY SCHOOL

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Article Info	Abstract
	The background of this study is the importance of reading as one of the most important skills to be mastered by students. However, the reality shows that the reading skill of Indonesian students is still poor as compared to the other countries. The study also reveals that Indonesia still encounters the unavailability of reading material with appropriate multicultural content. Therefore, the study aims to produce reading materials with multicultural content. The study employed R & D approach to conduct research, develop, and test the product. The results of field tests using t-test shows that the part 1 mean score output of Paired Samples Statistics on reading before the treatment is 65.17, and after using the developed reading material is 82,85. The part 2 output of Paired Samples Correlations shows that correlation value of two variables is 0.564 and the significance value is 0.00. The significance value of 0.00 is less than 0.05. The section 3 output of Paired Samples Test shows the value of 0.00 which is less than 0.05. The Paired Samples Test 0.00 value is less than 0.05. The value suggests that reading scores before and after using the developed material is different. The conclusion of this study is that there is a very significant difference between students' reading skill before and after using the model of reading materials with multicultural content. Therefore, the model is able to effectively improve the students' reading skill. © 2015 Semarang State University

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INTRODUCTION

Reading is the most important skill that must be mastered by students. This statement appears to be true as the success of students in learning is highly determined by their skill in reading. Through reading, learners can also communicate with the text without having to interact directly with the author. Although it is believed that reading skill is developed through practice, the experts agree that effective reading can also be taught to students.

However, the reality shows that reading skill of Indonesian students is still cause for concern. In a study by the Progress in International Reading Literacy Study (PIRLS) in 2011 (Mullis, Nartin, Foy, & Drucker, 2012), reading skill of Indonesian students in Indonesia was in the 42nd position among 45 countries with the mean score of 428. The number depicts the low level of Indonesian students' reading skill.

On the other hand, reading material containing multicultural content has not been available yet in school. Whereas, Naim and Sauqi (2010: 195) have stated that teaching materials should be developed based on a multicultural approach. Therefore, the multiculturalism approach in the development of teaching materials is a necessity that cannot be ignored anymore. Teaching materials is an important part of curriculum and learning that must be prepared by teachers prior to the implementation of teaching and learning process. As educators, teachers are obliged to develop quality teaching materials. For all this time, teachers solely use the textbooks that are sold by the publisher. The text books' content does not necessarily correspond with the unique environmental conditions and needs of the students. Therefore, students are less able to understand teaching materials. According to Rokhman (2009: 4), teachers tend to use textbooks or utilize the existing teaching materials in the textbook for teaching and learning activities.

The initial observation result of the textbooks for Indonesian subject which become one of the source materials of reading activity for grade 1 to 6 in elementary school in Brebes Regency purchased in 2009 through BOS program reveals that the books contain less multicultural material. The lack of attention to accommodate multiculturalism content within textbooks for Indonesian subject is also expressed by Barjono (2005: 14-15). He states that teaching materials in Indonesian textbooks is very java-centric, so that students in outer islands sometimes encounter difficulties to understand the content of the material. Now, it is the time to consider the cultural diversity as a cornerstone in developing teaching materials.

This study is designed to produce a model of reading material with multicultural content for elementary school. Hence, the research will benefit the body of literature from both theoretical and practical aspects.

THEORETICAL FRAMEWORK

Definition of Teaching Materials

Teaching material is something that contains a message to be presented within teaching and learning activities. The development of teaching materials should be in accordance with the targeted indicators. Therefore, according Muslich (2010), teaching materials play significant role and function in teaching and learning. Tomlinson (1998: 2) also states that teaching materials refer to everything that is used by teachers or learners to facilitate learning and to improve the knowledge and/or language experience. An effective development of teaching materials must comply with the demands of indicators in optimally improving the achievement of students.

Idarwassid (2004: 165) argues that teaching materials can be divided into three types: (1) fact (2) concept, (3) principle, and (4) procedure is the systematic steps in doing an activity and chronology of a system. Meanwhile, according to Kemp in Prawiradilaga (2008: 81), the inter-personal abilities and attitudes belong to the realm of learning. Therefore, in categorizing teaching materials, Kemp divides them into (1) fact, (2) concept, (3) principle or rule, (4) inter-

personal ability, and (5) attitude. Further, Anderson and Krathwohl (2001: 27-34) state that teaching materials consist of (1) fact, (2) concept, (3) procedure, and (4) metacognition.

Ur (2009: 193) provides guidance for teachers who want to develop and write their own teaching materials. The teaching material guidance are; (1) the material should be written neatly; (2) the material begins with a brief and clear instructions, along with examples; (3) teaching material should use balanced layout, illustrations, and images; (4) the tasks must be presented clearly enough to be understood by learners.

Therefore, it can be concluded that teaching material is a set of systematically arranged materials both written and unwritten, used to assist teachers in implementing the learning activities and in creating an effective environment or atmosphere that allows students to learn.

Development of Teaching Materials Models

Quality teaching materials are developed through a series of teaching materials development activities. Setting up a good design teaching material as well as lesson plan outline are highly required. Step-by-step development of teaching materials according to Tomlinson (1998: 98-99) are (1) identification of the needs of teachers and students, (2) determination of exploration needs of teaching materials, (3) contextual realization of by proposing appropriate ideas, selection of text and context for teaching materials, (4) pedagogical realization through tasks and exercises in teaching materials, (5) production of teaching materials, (6) implementation of teaching materials, and (7) evaluation of teaching materials.

Richards (2002: 262) proposes the development of teaching material draft which includes (1) the development of goals, (2) the development of syllabus, (3) the organization of teaching materials into units of learning (4) the development of the structure per unit, and (5) the sorting of units. The development of teaching materials in this study combines two drafts from

Tomlinson and Richards, which are the design developments of teaching materials consisting of four main steps: (1) the identification of needs, (2) the development of syllabus, (3) the organization of teaching materials, and (4) the evaluation of teaching materials.

As an administrator, curriculum supervision serves as guidance for teachers in planning, implementing, and evaluating the learning process. Nunan (1997: 158) states that the curriculum is the principles and procedures for planning, implementing, evaluating, and managing the educational programs, while syllabus is defined more narrowly as a specification of what is taught and the contents order of a language teaching program. After the syllabus is arranged, the next step is to create a lesson plan.

Reading Teaching Materials

In language learning, teaching material is a means of learning for procedures, concepts, facts and language skills. Preparation of teaching materials should be associated with the function of language as a tool of communication. According to Brown and Yule (1996: 1), language also serves as a transactional function that will reveal the language contents and functions as an interactional language to expresses social relations.

The nature of teaching materials can be divided into several categories namely reading materials which are used to convey information, facts, principles and concepts. Usually, reading that contains information uses the types of discussion, reason, factual description and factual narrative through prose composition. And reading materials which contains creation uses fiction and narrative description through poetry composition.

Therefore, teaching materials require significant attention, given the strategic function that they have in teaching and learning process. Based on the above explanation, it can be concluded that there are three fundamental principles in regard to reading materials, namely (1) the component of language, (2) the

component of essay composition, and (3) the component of legibility.

Essentially, learning a language is learning to communicate with the language itself. A written language allows one to isolate the word clearly, manipulate the order, and develop reasoning. Communicating is a discourse, both spoken and written, that conveys the ideas expressed by the language unit based on certain context. According to Rustono (1998: 28), discourse is the most complete element of language unit composed both in spoken and written words, which form a harmonious and unified understanding, both in its understanding and phonetic manifestations. The development of teaching materials is related to the use of written language. At least there are fundamental principles in written language, namely the use of words and sentences.

The vocabulary in the receptive discourse learning means that reading helps learners to understand, while in the productive discourse, it means that writing helps learner to produce discourse themselves. Words with certain intonation are arranged into sentences. And sentences, in a form of idea units, are built into a discourse. Vocabulary is the amount of words owned by a person or a language (Kridalaksana, 2001: 122). The inaccuracy of diction will lead to a less valuable discourse.

In that regard, Keraf (2004: 124) suggests that the selection and utilization of words refer to the ability of that words to pose the right idea in the reader's or listener's imagination as what is thought or felt by the writer or the reader. The above requirements can be achieved through two rules of words usage, namely the accuracy and appropriateness rules. Accuracy is measured by the acceptance of the idea by the readers. Appropriateness is measured by the word suitability in the word context, both within or outside the sentence context.

A sentence is the basic unit of discourse. Therefore, the discourse will be formed if there are two or more sentences which are located sequentially and based on the discourse rules. Words with certain intonation are arranged into

sentences, while the sentences as a form of idea units are built to produce discourse. Words with a certain intonation would be composed into a sentence. The first sentence causes the formation of second sentence, the second sentence becomes the reference of the third sentence, the third sentence refers back to the first sentence, and so on (Alwi et al., 2000: 419). Some sentences that contain ideas in certain context will produce a paragraph or basic discourse, and some paragraphs in particular context will produce a composition. Essentially, a composition consists of a narrative, description, exposition, persuasion, and argumentation. In the development of teaching material, teachers can reduce and add the level of readability of discourse. Haryadi (2012: 159) states that the discourse is categorized as easy if it has a high readability level. This means that the discourse can be easily understood by most readers.

Multicultural Content

According to Andersen and Cusher (1994: 320), multicultural education can be defined as education about cultural diversity. This means that multicultural education is an internalization process of lifestyles which uphold mutual respect, sincerity, and tolerance on the diversity of cultures within a pluralistic society, and therefore can increase the cohesiveness, solidity, and intimacy among learners in the diversity of religion, ethnicity, culture, and various other differences.

Banks (1994: 3) argues that multicultural education has five interrelated dimensions: (1) content integration (2) knowledge construction process, (3) equity pedagogy, (4) prejudice reduction, and (5) training the group to participate in sports, interact with the entire staff and students of different ethnicities and races. Multicultural educational purpose related to the aspects of attitudes is to develop awareness and cultural sensitivity, cultural tolerance, respect for cultural identity, cultural responsiveness, and skills to avoid and solve the conflicts. Multicultural educational purpose related to the two aspects of knowledge (cognitive goals) and

learning (instructional goals) is to correct distortions, stereotypes, and misconceptions about the ethnic groups in the teaching materials

The themes that are accessible and relevant to be applied in the development of reading materials with multicultural content is (1) respecting the differences between friends in livelihood, ethnicity, religion, and culture, (2) creating social awareness (3) developing inter-ethnic and inter-religious tolerance, (4) developing mutual help to build a harmonious life, (5) respecting local and national cultures, and (6) maintaining and preserving the national culture.

RESEARCH METHOD

This study employed research and development approach. According to Samsudi (2006: 73), research and development is a method to conduct research, develop, and test a product. Meanwhile, according to Borg and Gall (2003: 772), the term of educational products is explained further, not only in a form of material such as textbooks, instructional films, but also associated with the development of learning processes and procedures.

Research and development method was generally implemented in three phases of activity: (1) the preliminary stage (2) the development stage, and (3) the final stage or report. The subject of the study in the model trial phase was developed and selected purposively, which means that the developer chose the subjects on the basis of development objectives and needs. There were two categories of research subjects, namely, (1) practitioners and (2) prospective users. Subject to the field test were 60 students in grade 5, derived from three elementary schools.

The types of data in this research and development were the (1) qualitative data, and (2) quantitative data. The sources of data in this study were grouped into two, namely: (1) primary data source, and (2) secondary data sources. The data analyzed in this study was (1) the results of the expert test, (2) limited test results, and (3) operational test results. Data (1) and (2) were collected through questionnaire and analyzed by descriptive qualitative procedure. Data (3) was analyzed by quantitative descriptive using t-test with the application of SPSS 16 (Statistical Product and Service Solutions) Windows.

RESULTS AND DISCUSSION

Expert Test Results

The test result from reading material expert, learning media expert, and education expert shows that the developed reading material model with multicultural content belongs to "good" categories. The experts' suggestions or comments on the teaching materials model with multicultural contents are: (1) improving the accuracy of spelling, (2) improving the use of terms and vocabulary, (3) extending the exercise sections to help learners to be active, (4) the selection of images and illustrations must be adapted to reading materials, and (5) the learning experience of students must be focused more on the activities of daily life in school environment. Based on these suggestions, revisions on the model have been conducted.

The improvements include (1) improving the use of spelling, (2) improving the use of appropriate terms and vocabulary, (3) extending the exercise to help readers to be active such as the creation of "let's read, let's learn, let's discuss" section, (4) giving images and illustrations that draw interest in reading, and (5) creating learning experience of students which are embedded within the learning assignment and exercise.

Limited Test Results

This limited test aims to determine the effectiveness of the reading material model with multicultural contents. The test result is limited on the content appropriateness, the indicator shows 93% of high correlation among teaching materials, competencies standard, and basic competencies. The feasibility aspect of language category shows 80% score from the indicators which assess that the selection of vocabulary material in reading model is good. The feasibility

aspect of presentation is on the "appropriate" criteria with score 90% and indicators rate the presented teaching materials as "very good". The feasibility of graphics is on the appropriate criteria, the 80% of indicators rate that the layout system and illustrations are in a "very appropriate" category. The limited test on multicultural contents is on the appropriate criteria as 93% of indicators rate the multicultural content on reading material as "very appropriate". This means that reading materials have displayed the cultural diversity of ethnic groups in Indonesia.

Based on the results of participants assessment in a limited test shows that the model of reading materials containing multiculturalism is in a "good category".

The field test is conducted to determine whether the product model of reading material is prepared to be used in field operations without the presence of the researcher. Therefore, the effectiveness test through t-test is then conducted. T-test is used to determine the model effectiveness of the reading materials with multicultural content in SD Negeri 01 Klampok, SD Negeri 02 Klampok, and SD Negeri 01 Sigentong. Data processing is performed in the t-test using a computer application with SPSS 16. The results of t-test on the reading material are as follows. Based on the three tables, the section 1 output of Paired Samples Statistics shows that the average conversation reading before the treatment is 65.17, while the after the treatment is 82.85.

Field Test or Operational Results

Table 1. Test T Reading Text Conversation

Paired Samples Statistics

	Mean	N	Std Deviation	Stad Error Mean
Pair 1 Before	65,17	60	5,493	,709
After	82,.85	60	5,538	,715

Paired Samples Correlations

	N	Correlations	Sig
Pair 1 Before and After	60	,564	,000

Paired Samples Test

	Paired Differences					
	Mean	Std Deviation	Stad Error Mean	95% Confidence Interval of the Difference		F
				Lower	Upper	
Pair 1 Before - After	-17,,683	5,150	,665	-19,014	-16,353	-26,596

Paired Samples Test

	Df	Sig (2-tailed)

Source: The processed primary data

Therefore, there is a difference in the average values between conversation reading before and after the treatment. The section 2 output of Paired Samples Correlations shows the correlation result of two variables with correlation value of 0.564 and significant value of 0.00. The score shows that the significant value (0.00) is less than 0.05. The value suggests that the correlation between conversation reading before and after treatment has a fairly close and significant relationship. The section 3 output of Paired Samples Test shows that the value of 0.00 is less than 0.05. The value means that reading material with multicultural content is effective and is able to improve students' reading skills.

Discussion of Test experts

The results of the assessment by teaching materials expert toward the reading material model with multicultural content for elementary school are as follows: (1) seven indicator statements on the instrument receive "very good" score, (2) twenty one indicator statements on the instrument receive "good" score. Based on the results of the assessment by teaching materials expert for reading materials with multicultural content for elementary school, it can be stated that the model of reading material with multicultural content is in "good" category. The results of the assessment by learning media experts on the model of reading materials with multicultural content for elementary schools are as follows: (1) Eight indicator statements on the instrument receive "very clear" score, (2) Six indicator statements on the instrument receive "clear" score, (3) two indicator statements on the instrument receive "enough" score. Based on the results of the assessment by learning media experts on reading materials with multicultural contents for elementary school, it can be stated that the model of reading materials with multicultural content is in "clear" or "appropriate" category. The results of assessment by educational experts on reading materials with multicultural content for elementary school are as follows: (1) sixteen indicator statements on the instrument receive "very good" score, (2) twelve indicator statements on the instrument receive "good" score, (3) two indicator statements on the instrument receive "enough" score. Based on the results of the assessment by educational experts on the model of reading materials with multicultural content for elementary school, it can be stated that the model is in a "good" category.

The Discussion on Limited Test

The result of limited test by the practitioners of education consisting of teachers, principals, school supervisors, and lecturers shows that the feasibility aspect of the content and indicators (1) shows that 93% of high correlation among reading material, competence standard, and basic competence, (2) the appropriateness aspects of language criteria is marked through the 88% of indicators assessing that the diction rules and sentence structure accuracy are in accordance with the level of learners' development, (3) the feasibility aspect of the presentation is in the appropriate criteria. It can be seen from the indicators of 90% which assess the presented teaching materials as an excellent reading material and is in accordance with the purpose of reading, (4) the feasibility aspect of graphic is in the "appropriate" criteria as 80% indicators rate the font location, font face, and font size on teaching materials are very appropriate and the layout and illustrations in teaching materials are very appropriate which helps the students to read, and (5) the content of multiculturalism is in the appropriate criteria which is marked by 93% of indicators that assess multicultural content as very appropriate in raising the theme of ethnic diversity in Indonesian culture.

The improvements and suggestions from educational practitioners, are (1) SK and KD should be written on each reading section, (2) the diction must be appropriate with the words/terms used in the topic of reading material, (3) sentence patterns in text reading must be varied, (4) the glossary must be provided on every subject, (5) the need to involve aspects on written language, (6) the tasks given to the learners must be added,

and (7) the customs and culture of ethnic groups that exist in reading text has already involved multicultural contents. Generally, it can be concluded that the model of reading materials with multicultural content using ICT-mediais already good so it can be used for grade 5 students of elementary school.

Discussion of Field Test

Field test is conducted to determine whether the product model of reading material resulted from the development process is ready for the operational use in the field without the presence of researcher or not. Regarding to the inquiry, Setyosari (2010: 218) states that t-test is used to determine the probability of the difference between the two average scores before and after treatment. Data processing is performed in the t-test using SPSS 16 computer application. T-test results of the reading material model are as follows. The section 1 output of Paired Samples statistics shows that the average value of conversation reading before the treatment is 65.17 while the value becomes 82.85 after using reading material with multicultural content. The section 2 output of Paired Samples Correlations shows the result of two variables with a correlation value of 0.564 and significance value of 0.00. The significance value of 0.00 is less than 0.05. The value suggests that the correlation between conversation reading before and after using the reading material with multicultural content is real and close. The section 3 output of Paired Samples Test shows the value of 0.00 which is less than 0.05. The values suggest that the conversation reading values before and after using the reading material with multicultural content obtained by learners are different. In other words, the model of reading material with multicultural content effectively fosters the value of conversation reading. This means that the model of reading materials developed in this study is effective to be used for fifth grade students of elementary school.

CONCLUSION

The conclusions of this study are as follows (1) the model of teaching material developed in this study contains multicultural tolerance, respect, and differences acceptance, (2) the limited test results state that the results are very good, (3) the result on the field test shows significant values because the section 3 output of Paired Samples Test shows that the results is 0.00, less than 0.05. This means that the values of conversation reading before and after the use of material are different. In other words, the model of reading material with multicultural content effectively fosters the students' reading skill.

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