DESIGNING CULTURE-BASED ENGLISH EXTENSIVE READING MATERIALS FOR GRADE VIII STUDENTS AT SMPN 2 SUSUKAN

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in the English Language Education

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

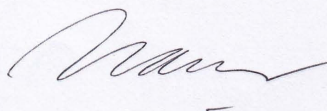**YOGYAKARTA STATE UNIVERSITY**

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APPROVAL SHEET

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Approved on November 2016

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RATIFICATION SHEET

**DESIGNING CULTURE-BASED ENGLISH EXTENSIVE READING
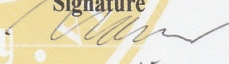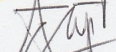MATERIALS FOR GRADE VIII STUDENTS AT SMPN 2 SUSUKAN**

A THESIS
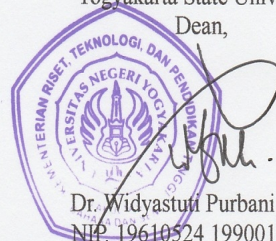
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Accepted by the board examiners of English Education Department, Faculty of
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Board of Examiners

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Yogyakarta,   November 2016
Faculty of Languages and Arts
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DEDICATIONS

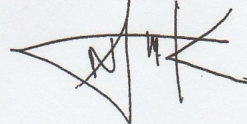This thesis is sincerely dedicated to:

My great father, Sudito, my great mother, Nurhayati

My beloved brothers, Mas Arief and De Ahza

I love you so much and I'm blessed to have you all in this world.

I know I don't tell you this often but Thank You.

MOTTOS

"My Lord, expand for me my breast [with assurance] and ease for me my task,
and untie the knot from my tongue that they may understand my speech."
Quran 20: 25-28

"Stand firm and remember Allah much that you may be successful"
Quran 8:45

ACKNOWLEDGMENTS

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DESIGNING CULTURE-BASED ENGLISH EXTENSIVE READING MATERIALS FOR GRADE VIII STUDENTS AT SMPN 2 SUSUKAN

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ABSTRACT

The objectives of this study were: (1) to find the target needs and reading needs of Grade VIII students at SMPN 2 Susukan, and (2) to design a culture-based English extensive reading material book for Grade VIII students at SMPN 2 Susukan.

This study was classified as Research and Development (R&D) study. The subjects of the study were Grade VIII students at SMPN 2 Susukan Classes VIII-A and VIII-H each of which consisted of 30 students. The research procedure was adapted from the ADDIE concept proposed by Branch (2009). The steps included analysing students' needs, designing a course grid, developing the first draft of culture-based English extensive reading materials, evaluating the first draft by an expert, and revising it based on the feedback obtained from the evaluation. The data collection instruments were a needs analysis questionnaire and an expert judgment questionnaire. The data obtained from the needs analysis were analysed quantitatively using frequencies and percentages and the data obtained from the expert judgments were analysed through descriptive analysis.

Based on the results of the needs analysis, it was found out that the students needed additional reading materials based on L2 culture since they thought learning L2 culture is important. The students expected to enhance their fluency in reading and enrichment for vocabulary. The students preferred daily life in L2 culture as the topic presented in additional reading materials and they preferred texts which contained a lot of new words to learn. This study intended to design extensive reading materials based on culture for Grade VIII students at SMPN 2 Susukan in order to provide additional reading materials that meet their reading needs The research findings showed that the developed culture-based extensive reading materials were appropriate. The mean score for the developed materials was 3.03, which was good.

CHAPTER I
INTRODUCTION

A. Background of the Study

Language is a means of communication. People convey their ideas through language. If speaking about language, culture tags along with it. Culture and language are intertwined. As people of different languages communicate, they also share cultures of their own. English language is one of the international languages and it is used as a lingua franca for persons who do not share a mother tongue. As English is now a global language, it has impact on educational system in Indonesia. Educational system expects the students to learn English to some extent. Since language and culture are entwined, teaching English language cannot be apart from culture.

In Indonesia, English is a foreign language and is taught as a compulsory subject in Junior High School. In the School-Based Curriculum, the purposes of English teaching presented in Ministerial Regulation No.22/2006 are: 1) to develop competences of spoken and written communication in functional level, 2) to grow awareness of the importance of English in order to increase competitiveness in global society, and 3) to develop students' understanding of the relationship between language and culture. The last purpose convinces that teaching English should be integrated with culture. In English teaching and learning in Indonesia, it is feasible for a teacher to teach L2 culture in a class inasmuch as many theories support teaching L2 in a foreign language classroom.

Nevertheless, teaching L2 culture appears to be still less common. Not many educators in Indonesia teach L2 culture in a class. There are no many media, teaching kits, and reading materials available for the teacher related to L2 culture. This may result to the teaching in class.

In accordance with English teaching and learning, there are four macroskills that should be taught in any level such as listening, speaking, reading, and writing. However, in some cases, the emphasis is mainly on reading. For instance, SMPN 2 Susukan, the school demands more on teaching reading. The reason is that the students must take National Examination in Grade IX and the examination questions will be in the form of a multiple choice test. It is of utmost importance that the students improve their reading comprehension. Therefore, the school prioritizes reading skills to be taught to the students.

Since the school demands the students to acquire more on reading, reading skill comes first and becomes the most significant macroskill should be taught in class. The teacher demands that the students read a lot, anytime and anywhere. On the contrary, the reading materials, books, and media are insufficient. The school only provides an *LKS (Lembar Kerja Siswa)* or worksheet. The problem is that most LKS do not contain abundant information needed by the students. Then, some students do not like to read, they only read if they are asked to read by the teacher. For this reason, interesting and rich reading materials are needed by them. The materials are expected to captivate and motivate the students to read and learn English. The materials should

arouse students' curiosity as well. Thus, interesting and rich reading materials can assist both students and the teacher in English teaching and learning.

The researcher, as a student teacher, obviously had experienced a classroom that only focused on reading; reading an *LKS*. This personal experience has inspired the researcher to design appropriate reading materials which interest students. Reading materials based on culture may be the answer. Culture is not always about customs, traditional clothes, tourism places, but also pop songs, movies, comic, novels, fan fiction, the things that most students like and have already known. Moreover, L2 learners are expected to master both linguistics skills and cultural awareness. To have good language proficiency will help them in conveying meaning, but to have knowledge in other culture can avoid misunderstanding between speakers who do not share a mother tongue. To be a competent intercultural communicator is helpful and important.

Based on the consideration mentioned above, the researcher is interested and motivated in designing appropriate reading materials which are worth reading for Grade VIII students and can arouse students' curiosity by implementing a culture-based approach. The researcher is conducting a study entitled "Designing Culture-Based English Extensive Reading Materials for Grade VIII Students at SMPN 2 Susukan".

B. Identification of the Problems

Based on the background of the study, the needs for reading are immense. The students' mastery in reading is a must. However, the reading materials provided for the students are limited as well as the time location in doing reading in the class. The students only gain knowledge form an *LKS*. The lack of reading materials and media gives impact to the students. They get bored and sleepy in the class while reading. It might be the reason why they are not interested in reading, especially reading for Grade VIII. This leads to the students' unwillingness and less motivation in learning English.

Even though the school has provided the students with an *LKS,* it does not trigger the students' motivation to learn English because the contents of the *LKS* are not interesting and it does not contain much information about L2 culture. Moreover, the *LKS* does not contain many pictures and is not colorful so that the students find it boring and unchallenging.

Culture-based reading materials can be the answer to all these problems. Culture is an integral part of language. It is necessary to take into account not only teaching language but also teaching culture. Culture is something familiar to students. If they watched a British movie, indeed they also had seen, heard and experienced British culture too. But, sometimes, they did not realize it that they learnt other's culture. Thus, a book based on culture will help them in comprehending texts since the books contain something that is familiar, interesting and new to the students. The

students will relate their own culture to the L2 culture and their linguistics competence will improve.

C. Limitation of the Problems

Based on the identification of the problems above, the problems of this research are limited to the endeavor in providing English extensive reading materials that are based on culture. The subject of the study is Grade VIII students of SMPN 2 Susukan, Banjarmegara, Jawa Tengah. Therefore, this study is entitled "Designing Culture-Based English Extensive Reading Material for Grade VIII Students of SMPN 2 Susukan". The researcher expects that the extensive reading materials can be helpful for the students in learning English for pleasure.

D. Formulation of the Problems

Based on the limitation of the problems, the formulation of the problems can be stated as follows.

1. What are the target needs and reading needs of Grade VIII students at SMPN 2 Susukan?

2. What are the appropriate extensive reading materials based on culture for Grade VIII students at SMPN 2 Susukan?

E. Objectives of the Study

      Based on the formulation of the problems, the objectives of this study are presented below:

1. Finding the target needs and reading needs of Grade VIII students at SMPN 2 Susukan.

2. Designing a culture-based English extensive reading material book for Grade VIII students at SMPN 2 Susukan.

F. Significances of the Study

      This study is expected to provide some contributions as follows.

1. For Grade VIII students at SMPN 2 Susukan, it will encourage them to learn English and it provides English extensive reading materials for the students. Besides, it can be the source to enrich their vocabulary.

2. For the English teacher at SMPN 2 Susukan, it can be her source to teach English both inside and outside the class.

3. For English materials developers, it can be their reference in developing materials regarding English reading materials, specifically English reading materials based on culture.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Reading

a. The Nature of Reading

English language teaching covers four macroskills needed to master by the students in order to be able to communicate effectively using English language. Reading is one of the four macroskills besides listening, speaking, and writing. There are some theories proposed by many experts regarding reading. Brown (2004) states that "in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire." It implies that reading skill is the most essential skill to be taught to students. Added to that, Carrel and Eskey (1988) ascertained that reading is the most important of the four skills for students of English as a second or foreign language.

Reading skill belongs to receptive skill alongside listening. It requires the interaction between the texts and the reader's thought (Goodman, 1988). It refers to the idea that meaning exists in the printed page and is interpreted by the readers. In this sense, the readers can build their own interpretation and perspective by reading the content of the printed media. In a nutshell, reading is the bridge between the reader and the text written or printed in printed media.

In line with Goodman's definition, Johnson (2008) defined reading as ways to construct meanings by means of texts. The readers use texts to construct meanings. He emphasized on two keywords; constructing and meaning. If there is

no meaning being construct so there never be reading. If someone is given a sentence like "Absuns moarhy lupig", he does not read because the sentence he reads does not have meanings. Therefore, he is not doing reading. It is clear that reading does not concern about articulating every word we read. It does concern about the meanings we create after doing reading. To conclude this, reading is a process to create meaning from the text by acquiring the information existed in the text. The readers build their own interpretation and perspective by reading the content of the text.

b. Micro- and Macroskills of Reading

Reading skill is also divided into macroskills and microskills. In class, teachers also teach some of the macroskills and microskills to the students in order to improve their reading skill. Some expert may have different perspective about macro- and microskills of reading. Brown (2004) provides macro- and microskills of reading. The microskills proposed by Brown are as follows. First, learners have familiarity to writing system. Second, learners are able to reproduce expression they have read. Third, learners are able to select appropriate writing technique. Fourth, learners have enough vocabulary mastery. Fifth, learners understand English grammar. Sixth, learners understand synonyms. The last, learners have familiarity to cohesive devices and their functions.

In addition, Brown (2004) also provided the macroskills of reading. First, learners understand many kinds of text types and their purposes. Second, learners understand the communicative functions of written texts. Third, learners use their

background knowledge for interpretation. Next, learners are able to infer, deduce and detect information from the text. Then, learners are able to identify connotative and denotative meanings. Lastly, learners also use their cultural schemata for interpretation, and finally learners are able to select appropriate reading strategies.

Davis in Alderson (2000) posits macroskills of reading into 8 skills. The macroskills suggested by Davis are presented as follows. First, learners have enough vocabulary mastery. Second, learners are able to guess meaning from a context. Third, learners are able to paraphrase. Fourth, learners are able to put ideas into one in a text. Fifth, learners are able to make a conclusion from the text. Sixth, learners are able to identify the writing purpose, attitude, tone, and mood of the writer. Seventh, learners recognise the writing technique of the writer. The last, learners understand the generic structure of a text.

Meanwhile Munby in Alderson (2000) distinguishes microskills of reading as follows. First, learners understand English writing systems. Second learners figure out the meaning of difficult new words. Third, learners understand explicit and implicit information. Fourth, learners understand connotative meanings. Fifth, learners understand the communicative functions of a sentence, for instance, statements aim to convey meanings, etc. Sixth, learners are able to detect relations among sentences and learners understand relation within sentences from cohesive devices. Seventh, learners are also able to interpret text beyond the written information stated in the text. Eighth, learners are able to identify discourse marker. Ninth, learners get the main point or the most important information in

the text. Tenth, learners are able to identify main ideas and supporting details. Next, learners are able to summarize the text. Other than that, learners identify relevant information. Besides, learners employ basic reference skill and they adjust reading strategies depending on the purpose of reading such as skimming, for example in finding main ideas of the text, and scanning, for example in finding phone number in a phonebook. The last, learners have a clear idea of information/object in texts.

Macro and microskills of reading may differ from one expert to another. Some distinguish macro and microskills, and some distinguish strategies and skills. Such category may overlap one to another. Thus, to avoid the overlap, the researcher limits the macro and microskills by using theory proposed by Brown (2004).

2. Teaching Reading at the Junior High School

a. Teaching Reading for Grade VIII Students in Indonesia

In Indonesia, the teaching and learning process at school is regulated by the Ministry of Education and Culture. Indonesia government sets standard curriculum as the guidelines on how to carry out the teaching and learning. According to the Law No. 20/2003, Curriculum is a set of plans and arrangements regarding the objectives, contents, learning materials, and methods as guidelines in the implementation of teaching and learning activities in order to achieve some specific educational purposes. In 2013, Indonesia government has released the latest curriculum which later known as the 2013 Curriculum. It is official that

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schools in Indonesia should implement the 2013 Curriculum in conducting teaching and learning process. However, the government also allows any schools to still implement the previous curriculum that is the School-Based Curriculum. SMPN 2 Susukan is one of the schools which decision is to still set the School-Based Curriculum in conducting teaching and learning in class.

In English teaching and learning context, there are four macroskills that should be learned by the students in order to develop their mastery in English language. Reading is one of the macroskills that should be developed and it is mostly taught in many schools. To teach reading skills at the Junior High School, the English teacher should consider the materials that meet the standard National Curriculum. In order to develop students' reading skills, according to Ministerial Regulation No. 22/2006 regarding the Curriculum structure of SMP/MTS, the government has formulated the Standard of Competence and the Basic Competences that have to be achieved by junior high school students. For Grade VIII students in the first semester, there are three basic competences for reading. The following table shows the Standard of Competence and the Basic Competences of reading skills for Grade VIII students of Junior High School in the first semester according to School-Based Curriculum.

Table 1: **Standard of Competence and Basic Competences of Reading Skills for Grade VIII Students**

Standard of Competence	Basic Competences
5. Understanding the meaning of written functional texts and short and simple essays in the form of descriptive and recount texts related to students' surroundings.	5.1 Reading aloud meaningfully written functional texts and essays in the form of descriptive and recount texts using correct pronunciation and intonation. 5.2 Responding to the meaning from simple and short written functional texts

	related to students' surroundings accurately, fluently, and appropriately. 5.3 Responding to the meanings and rhetoric steps from simple essays related to students' surroundings in form of descriptive and recount texts accurately, fluently and appropriately.

Therefore, the students of Grade VIII in the first semester are supposed to learn text types like descriptive and recount texts. They are expected to be able to describe something and to tell past events.

The Standard of Competence and the Basic Competences are the basis and foundation in developing materials, learning activities, and learning objectives. In developing learning activities and evaluation, it should be concerned to Standard of Process. In School-Based Curriculum, the Standard of Process for primary shool and secondary school is stated in Ministerial Regulation No. 41/2007. The stages/process in the implementation of teaching and learning will be discussed in the next subchapter.

b. The Characteristics of Grade VIII Students

Teachers play an important role in teaching and learning process. They determine the success of learning in class. The teachers should know the development of their students in order to know whether the students are capable of doing the next level of the task or not. To know the development of their students, they shall know the age and stage of students' development and their characteristics.

Junior High School students belong to secondary school students which

are categorized as adolescent learners. They are within the age range of 12-15 years old. The Grade VIII students of junior high school belong to adolescent learners as well since their age are commonly about 13-14 years old. On their age, adolescent learners only learn something that can captivate their attention and can trigger their curiosity. Therefore, the teachers should teach them in a way that can arouse their curiosity. According to Harmer (2001), the characteristics of adolescent learners are mentioned as follows.

1. They seem less lively and humorous than adults.

2. They are less motivated.

3. They are in search of individual identity.

4. They may be disruptive in class.

5. They can cause discipline problem.

6. They have a great capacity to learn, a great potential to creativity, and a passionate commitment to things which interest them.

Teaching adolescent learners (Teens) may seem difficult since they are "an age of transition, confusion, self-conscious, growing and changing" (Brown, 2000: 92). He, therefore, suggested some considerations to teach them.

1. Adolescent learners may be given difficult tasks as their intellectual capacities are increasing.

2. Their attention span may be longer from children, but teachers still have to present interesting topics to draw their attention since they may lose their attention gradually during the class.

3. There must be equality for sensory input and capacities for abstraction.

4. Teachers learn that the students at this age are sensitive when it comes to their changing physical, emotional and mental abilities.

Based on the statements above, we can conclude that adolescent learners are learners who have great capacity to learn but they should be taught in a way that can make them interest to the materials given to them. The teachers should find creative learning materials that can help the learners to unleash their creativity and to motivate the learners in finding their own hidden talent through the learning process.

Thus, to teach reading, teachers should know the characteristics of the students. By knowing their characteristics, it can help the teachers to know their level, for instance, if at their age, 13-14, what competence should they already master and what competence they must cope with. Furthermore, Grade VIII students are categorized as adolescent learners. They may act disruptive. To distract their attention, the materials they acquire should be challenging. And as Harmer (2001) suggested that the teachers must encourage students to read text and respond to content of the text using their own opinion, rather than only read and answer text without relating to their experience. In addition, the teacher must give them tasks which they can solve yet are still challenging and interesting.

c. Reading Activities for Grade VIII Students

In the School-Based Curriculum, the stages/phases are all the same for every subject as mentioned in Ministerial Regulation No.41/2007 in accordance

with the Standard of Process. The stages encompass beginning activity, main activity, and closing activity.

1. Beginning activity

    In this beginning activity, the teacher should:

    a. make sure that the students are ready for the class, physically and mentally.

    b. pose questions to students regarding the previous materials learned in the class.

    c. explain the learning objectives that should be achieved.

    d. explain the materials that they are going to learn.

2. Main activity

    The main activity is conducted to achieve Basic Competences mentioned in the course grid. This activity should be carried out in a fun, inspirational and interactive way so that can motivate students to learn and to be active learners.

    This activity employs a method based on students' characteristics and the subjects which consists of exploration, elaboration and confirmation.

    a. Exploration

        In exploration stage, the teacher should:

        1) engage students in finding information related to the topics being learned.

        2) employ many kinds of learning approaches, learning media, and learning sources.

    3) facilitate the interaction between students and teacher, students and students, students and surroundings, etc.

    4) facilitate students to practice.

b. Elaboration

In elaboration stage, the teacher should:

    1) encourage students to read and write through many different tasks.

    2) trigger students to think innovatively and creatively.

    3) give students opportunities to think, analyze, solve problems, and act confidently.

    4) facilitate students in a cooperative and collaborative learning.

    5) facilitate students to write a report in spoken or written, individually or in groups.

    6) facilitate students to be competitive learners.

    7) facilitate students to present their works.

    8) facilitate students in doing activity that can grow their confidence.

c. Confirmation

In this confirmation stage, teacher should:

    1) give feedback or reward to students.

    2) give confirmation toward the work during the exploration or elaboration stage.

    3) ask the students to reflect what have they learned .

    4) facilitate students to get meaningful experience in order to achieve the basic competences.

3. Closing activity

In this closing activity, the teacher should:

    a.   wrap today's lesson.

    b.   assess the activity.

    c.   give feedback.

    d.   plan for the follow-up activities.

    e.   explain the lesson plan for the next meeting.

From the brief explanation of the stages, the method employed in main activity is the Exploration, Elaboration and Confirmation method or the EEK (*Eksplorasi, Elaborasi, dan Konfirmasi*) method. In teaching English language, the method offered is not one but many. One of the methods employed is a three-phase sequence, known as P-P-P cycles: Presentation, Practice, Production. The teacher starts the class by introducing grammar explicitly to students as PPP uses a classic deductive approach with grammar being explicitly introduced (Maftoon & Sarem, 2012). According to Richards and Renandya (2002), grammar and activities including introduction of new language item, practice of the item under controlled conditions, and a production phase in which students attempt to try out communicative context form had been the focus in many traditional approaches to language teaching. Richards (2006) stated a lesson plan based on P-P-P cycles should have three phases as follows.

Table 2: **P-P-P Lesson or Teaching Format**

Phase	Activity
Presentation	The teacher begins the lesson by presenting new grammar structure in the form of dialogues or short text. The teacher also checks students' comprehension of the new grammar

	structure being introduced.
Practice	Students drill using the new grammar structure in a controlled way. They drill sentences or dialogues by repeating after the teacher or a tape until they correctly say the sentences.
Production	Students are encouraged to use the new language in a freer way, in different context, either the students bring the context or the context presented by the teacher. The activities can be in a role play, a simulation activity, or a communication task.

Meanwhile in main activity, many teachers usually advocate a three-phase approach in reading activity which consists of pre-reading, whilst-reading, and post-reading.

The Pre-/Before Reading Stage

In pre-reading stage, the teacher begins the reading lesson by presenting a topic to students and makes sure that the students have little knowledge of the topic being introduced to help them understanding the text. The teacher should consider the students' language proficiency when introducing new vocabulary and unfamiliar grammar since not all students have the same language proficiency.

In this stage, the teacher elicits what students have already known about the topic. The teacher triggers the students to make use of their knowledge by posing some questions regarding the topic. The activities commonly conducted in this stage are predicting from words/phrases, title/first sentences/key illustrations, general telling, sharing existing knowledge.

The During/Whilst Reading Stage

In during/whilst reading stage, the students are asked to identify main ideas, predict information, relate one idea to another, guess meaning of new words in text or decide to skip unfamiliar words (Wahjudi, 2010). The activities

commonly conducted in this stage are skimming, scanning, re-reading, pause-'n-predicting, asking and answering questions, summarizing, jigsaw reading-writing, reading aloud by the teacher or from cassette recording.

The Post Reading Stage

This stage expects students to have obtained some information from the two activities before. At this stage, students are expected to be able to express their perspectives towards the text. They should be able to express their ideas, whether they agree to the author of the text or not, relate the content of the text to their own experience, express feelings, share ideas, review text, etc. The activities commonly conducted in this stage are discussion, making stories, reconstructing texts, criticizing the author's point of view, etc.

Apart from the methods mentioned earlier, there are a great number of methods used in language teaching. However, methods in language teaching have changed over years. Jack C. Richards, in his book entitled Communicative Language Teaching Today, divided trends in language teaching into three phases:

Phase 1: traditional approaches

Phase 2: classic communicative language teaching

Phase 3: current communicative language teaching

Current communicative language teaching indeed has been the trend since late 1990s to the present. Then, one of the approaches employed in this phase is text-based instruction also known as genre-based approach. Text-Based Instruction (TBI) requires the mastery of different genre of text (Richards, 2006). Text here refers to structured sequences of language used in a specific context in

specific ways. According to Feez and Joyce (1998, cited in Richards, 2006), TBI encompasses:

1) Teaching explicitly about the structures and grammatical features of spoken and written texts

2) Linking spoken and written texts to the cultural context of their use

3) Designing units of work which focus on developing skills in relation to whole texts

4) Providing students with guided practice as they develop language skills for meaningful communication through whole texts

Through this explanation, students have to master the use of text types that frequently used in students' real life (Richards, 2006). This stresses the previous statements that TBI focuses on mastery of various genres of text. In Indonesia context, referring to Ministerial Regulation No. 61/2014 regarding the Curriculum structure of SMP/MTS, the students of Junior High School are expected to master text types such as short functional text, report text, narrative text, descriptive text, recount text, and procedure text. For Grade VIII students of Junior High School in the first semester, they only need to master recount and descriptive texts.

For the purpose of this study, the materials developed consist of descriptive and recount texts. The materials are designed based on certain topics under the theme of UK culture, which is likely to be of interest and relevance to Grade VIII students. It is important to engage students in something they find interesting to build their intrinsic motivation in reading.

In addition, time allocation for English class is 160 minutes per week,

while the competences demanded for the students are many. The limited time and less reading materials for enrichment cannot help the students achieving the Competences. The students require extensive reading materials that can be read anytime and anywhere. Plus, the materials should consist of contents that might captivate the students' interest so that they can appeal the students to read voluntarily, on their own.

d. Assessing Reading for Grade VIII Students

In educational setting, teaching and assessing are two integrated parts. Language assessment appears unavoidable in language teaching. Language assessment is a continuous way to measure students' proficiency and to assess students' progress of whether the students have gained knowledge of what has been taught. This definition is derived from Brown (2004) who also said that assessment in class can be done by observing students' performance, for instance, in reading class, students' responses to a question, students' comments to articles, etc.

The students should not be confused with language assessment and language test. As mentioned earlier, language assessment is an ongoing process of much wider domain rather than encompassed only testing, while language testing is "prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated" (Brown, 2004).

Here, the diagram below shows the relationship among, teaching, assessment, and testing.
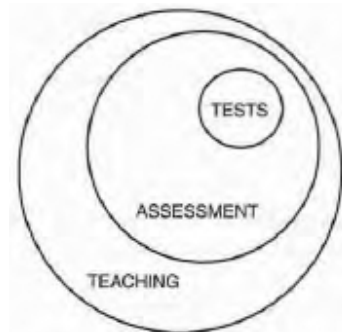
Figure 1: **Tests, assessment, and teaching (Brown, 2004: 5)**

In accordance with assessment, there is another useful distinction regarding the function of an assessment: formative and summative assessment. When a teacher evaluates students in the process of acquiring language competences and skills and help them to progress (Brown, 2004), it is called formative assessment. On the other hand, summative assessment is carried out after completing one basic competence or at the end of a course and aims to measure what students have gained from English learning. Daily tests, midterm test, and final test are examples of summative assessment.

Another term in assessment to take into consideration is the distinction between norm-referenced and criterion-referenced testing, which refers to the different way of scoring test-takers depending on the purpose of taking tests. In norm-referenced testing, test-takers' scores are calculated in relation to mean, median, and standard deviation. This type of scoring is used in standardized tests like SAT and TOEFL. The test-taker's score is interpreted with reference of other test-takers' scores and put in rank order. In criterion-referenced testing, the

test-takers received feedback with grades. The tests are done only by involving one class and then the scores are connected to the standardized curriculum. In Indonesia, scoring technique is standardized by *Kriteria Ketuntasan Minimal* (*KKM*). By using this scoring, a teacher can identify students' achievements. This type of scoring can be seen in the student's report at the end of the semester.

Nation (2009) suggested 4 reasons for the needs of assessing reading. First is that assessing to encourage learning. Second is assessing to monitor progress and provide feedback. Third is assessing to diagnose problems. And the last is assessing to measure proficiency. The assessment includes the skills and knowledge within reading. He summarizes the goals, purposes and ways of assessing on the table below:

Table 3: **Goals, Purposes and Ways of Assessing Reading**

Goals of assessment	Purposes	Ways of assessing
Motivate	Encourage learning	Reading logs Book reports Comprehension tests Speed reading graph
Measure achievement	Monitor progress Guide teaching Provide feedback to the learner Award a grade	Comprehension tests Speed reading graph
Diagnose problems	Isolate reading difficulties Provide focused help	Reading aloud Vocabulary tests Receptive grammar tests Translation Speed reading tests
Measure proficiency	Award a grade See if standards are achieved	Comprehension tests Cloze tests Speed reading tests

Grabe (2009), on the other hand, proposed the purposes of reading

assessment as follows: 1) Reading-proficiency assessment (standardized testing), 2) Assessment of classroom learning, 3) Assessment for learning (supporting students for learning is the purpose), 4) Assessment of curricular effectiveness, 5) Assessment for research purpose.

Assessment is categorized a good assessment if it encompasses the criteria for good assessment such as validity, reliability and practicality. To support this, Nation (2008, 75) expresses his ideas of reliability, validity, and practicality as:

> "Reliability is helped by having a high number of points of measurement, by using a test format that the learners are familiar with, and by using consistent delivery and marking procedures. Validity is helped by using reliable measures, and by being clear about what is being measured and why. The practicality of a test can be helped by giving very careful thought to how the learners will answer the test and how it will be marked. The ease of making a test is also part of its practicality."

According to Brown (2004), what has been called practicality is that the assessment must be cheap, stays within appropriate time constraints, is easy to administer, and has specific and time-efficient evaluation. Meanwhile Nation (2009) defines that practicality is to make the test easy when it comes to marking the answers. For instance, if the test is a true/false test, it is the best if the answer is set besides the statement not set on another sheet. Nation and Macalister (2010), then, added that practicality of a test should consider time, cost, test-marking, the number of test-takers, and the ease in interpreting and applying the results of the test. A test is reliable if it is consistent and dependable (Brown, 2004). If an examiner give a test to test-takers, the results must be similar even though the test is conducted in two different occasions by the same or different examiner. This idea is supported by Nation (2009). He also provides the ideas of reliability that

the test-takers must get same or close enough to the same previous result if they take test twice. A test should be valid as well. A reading assessment should measure test-takers' reading ability not measure their vision, hearing or writing ability.

In assessing reading, it is important to consider the types of task that should be used in a standardized reading test. Assessment tasks aim primarily to collect information about the students' language proficiency and progress. General information of component reading abilities and reading comprehension is obtained despite using different tasks. Consider the following list of tasks, the researcher has summarized many kinds of tasks which can be used in assessing extensive reading. These are types of reading tasks for assessing extensive reading summarized from Brown (2004):

Short-answer tasks: it is an alternative to multiple choice. Students are asked to answer questions based on passages they read.

Editing: students are asked to edit or correct part in the passage that is wrong.

Summarizing: students are asked to summarize main ideas either the whole text or specific parts.

Skimming: it is a rapid way to identify main ideas. Students are asked to read a text and then answer several questions referring to the text.

Scanning: students are presented with a text and asked to identify relevant information in a rapid way.

Note-taking and outlining: students are asked to highlight important information obtained from the texts.

Speaking about classroom assessment, a teacher is the one who is in charge for assessing the learning outcomes. Based on the Standard of Process stated in Ministerial Regulation No. 41/ 2007, the result of the assessment is used as the report of students' progress. The assessment is done in a consistent, systematic, and programmatic way by conducting test or non-test in written or oral form, observation, attitude assessment, assignments, projects or products, portfolio, and self-assessment. The assessment is carried out based on the Standard of Education Assessment and the Guidelines of Subjects Assessment.

In previous explanation, there is a great variety of techniques for assessing extensive reading which can be utilized by the teachers. In Indonesia context, assessing techniques and instruments are presented in Ministerial Regulation No. 20/2007 regarding the Standard of Assessment. It stated the techniques for assessing as follows.

1. Test, observation, and assignments for individual or groups,

2. Written test,

3. Observation technique during the class, and

4. Assignments for individual or group; the assignments can be in the form of homework or project.

Further, the instruments used for assessing students must meet three requirements. The requirements are: (1) substance; represents competences being assessed/evaluated, (2) construction; meets the technical requirements based on the instruments used to assess, (3) language; makes use of appropriate, proper and communicative language agreed on the students' development level.

3. Reading Materials

In teaching and learning, it is inevitable that both students and teacher need books to support teaching and learning process. The teacher needs books as the guide and teaching kit and the students require materials that can enrich their knowledge. In teaching reading, there are macro and microskills for reading comprehension proposed by Brown mentioned in previous subchapter.

Based on the macroskills of reading that should be learned and mastered by the students, the reading materials will be designed according to those aspects mentioned in previous subchapter. In line with the macroskills and microskills, reading materials will be designed according to the purposes of reading. When we read for a particular purpose, we deal with types of reading, specifically in academic setting. According to Grabe (2009), one of the major purposes is reading for general comprehension. When we read a novel, magazine, or newspaper, reading for general comprehension is carried out. Reading for general comprehension, in many cases reading for interest or reading for pleasure, is reading that includes a complex set of process when carried out by fluent readers. This is the most common purpose for reading among fluent readers. As fluent readers, they also might be doing reading to search for information. Therefore, they engage skimming and scanning, for instance, if they read Khaled Hosseini' Kite Runner novel and they want to know when Amir and his Baba, the main characters, move from Afghanistan to USA, first they might guess in what chapter that part occurs, then they skim through chapters and scan in what lines the story tells about Amir and his Baba move to USA. Skimming is also used for reading

for quick understanding.

Furthermore, in designing reading materials, the materials developers should take into account their beliefs in developing materials for classroom use. According to Crawford (2002), effective reading materials should underpin the following statements:

1. Language is functional and must be contextualized;

2. Language development requires learner engagement in purposeful use of language;

3. The language should be realistic and authentic;

4. Classroom materials will usually seek to include a visual component;

5. In our modern, technologically complex world, second language learners need to develop the ability to deal with written and spoken genres;

6. Effective teaching materials foster learner autonomy;

7. Materials need to be flexible enough to cater to individual and contextual differences;

8. Learning needs to engage learners both affectively and cognitively.

In addition, the reading materials should address the students' reading needs. Hutchinson and Waters (1987) divided needs into two categories; target needs and learning needs. Target needs include what the learners need to do in the target situation in terms of necessities, wants, wants and lacks. Meanwhile learning needs include what the learners need to do in order to learn. Thus, recognising students' reading needs will be helpful in designing the materials in order to provide the reading materials that meet the students' needs.

And the previous explanation will be the underlying principles in designing reading materials for this study.

4. Extensive reading

Extensive reading is reading for pleasure and takes place not only in a class. Extensive reading is where students read longer texts than usual texts used in a classroom and often read for pleasure (Harmer, 2007). A person who is actively doing extensive reading is a person who reads a wide range of topics and themes, from any sources and in a great quantity. Bamford and Day (1997) credited Harold Palmer (Britain) and Michael West (India) as the pioneers who worked out the theory and practice of extensive reading in foreign language teaching in general and specific. The term extensive reading was coined by Palmer to differentiate it from intensive reading. Intensive reading is limited reading only for short passages and the purposes are to translate and to answer questions while extensive reading is reading a wide range of topics and a lot of books and the purposes are to get the information and reading for enjoyment.

Bamford and Day (2002) point out some characteristics of extensive reading.

1. The reading materials are easy.

2. A variety of reading material on a wide range of topics must be available.

3. Learners choose what they want to read.

4. Learners read as much as possible.

5. The purpose of reading is for pleasure, information, and general

understanding.

6. Reading is its own reward.

7. Reading speed is faster.

8. Reading is usually individual and silent.

9. Teachers orient and guide their students.

10. The teacher is a role model of a reader.

Thus, extensive reading is reading in great quantity. The students choose what they want to read and they read faster than usual. The purposes are reading for pleasure, information, and general understanding.

Davis in Harmer (2001) argued that extensive reading allows students to improve their reading understanding and vocabulary mastery and it enables students' motivation to reading. Hedgcock and Ferris (2009) assumed reading a large amount of comprehensible is the best way for students to learn to read. Harmer (2007) and Day (2004) also ascertained that the more students read the better readers they become. Harmer, then, added that reading many texts facilitate students to acquire new vocabulary, grammar, and the way to construct sentences, paragraph and texts with proper punctuation.

Another addition regarding the definition of extensive reading is connected to *student choice* and *pleasure* in reading (Hedgcock and Ferris, 2009:206). Hedgcock and Ferris highlighted student choice and pleasure as extensive reading does not only mean reading in pleasure but also reading by student choice. The students must have willingness to read on their own choices. They read because they want to read as their willingness to read may improve

their ability to read. The students may choose and select what they need to read and what they want to know further through reading.

Davis claims that extensive reading benefits for students as follows (Harmer, 2001).

1. Students' positive attitude toward reading

2. Students' overall comprehension skill improved

3. Students' passive and active vocabulary widened

Hedgcock and Ferris (2009) also stated the benefit of extensive reading as follows.

1. To improve comprehension skills

Reading comprehension does not appear to be simple processing. It does involve the interaction of a number of psychology processes so that make reading comprehension a complex construct. Other than that, comprehension concerns with the simultaneous and primarily subconscious application of various types of background knowledge and reading skills to certain texts. Extensive reading is reading a large amount of books and assists readers in applying background knowledge and strategies. Therefore, extensive reading can improve comprehension skills.

2. To develop automaticity

To L2 learners, becoming a fluent L2 reader is difficult, even for the L1 readers. L2 learners should master linguistics aspects like vocabulary, morphology, and syntax that are unfamiliar with them. Bamford and Day (cited in Hedgcock and Ferris, 2009) argued that reading in a great number will help L2 learners to

accomplish this task; mastering unfamiliar linguistics aspects. Extensive reading develops students' automaticity in the best way that the students are aware of the words they see (Harmer, 2001).

3. To enhance background knowledge

A student attached to extensive reading obtains background knowledge "for free" (Smith in Hedgcock and Ferris, 2009). In extensive reading, the reader might read a famous novel or fiction from UK like Harry Potter, Sherlock Holmes, The Chronicle of Narnia, etc. The reader will develop the knowledge about the culture of UK from reading the novels. For instance, the reader who reads a Sherlock Holmes novel could perceive the people, the issues and many other things during Victorian era. Either way, if the reader reads some Tolkien's novels, he might gain much knowledge about archaic language. He also has developed background knowledge that is available when he later will be studying English literature in university.

4. To build vocabulary and grammar knowledge

Extensive reading offers readers to naturally learn about vocabulary, spelling, punctuation and many other grammatical aspects. Particular aspects can only be gained through extensive reading and authentic exposure to the L2. And the L2 readers are likely to improve in the language mostly happen because of natural exposure not classroom instruction. In addition, Stanovich and his colleagues proved that extensive reading gains considerable amount of vocabulary growth (Grabe, 2009).

5. To improve production skills

Good writers are good readers. Writing and reading go hand in hand. To think logically, good writers absorb much information from reading since reading provides much information, knowledge, and inspiration for writers to write. For speaking skills, formal speeches and informal interactions are certainly facilitated by having access to an extensive vocabulary and a grasp of varied syntactic and morphological structures even though reading does not directly address pronunciation, accent, or formal speaking skills.

6. To promote confidence and motivation

Extensive reading is reading for pleasure so that it can trigger students' motivation since reading can give joy. As the students enjoy reading large quantities of materials, they are confident to read larger quantities of materials. Extensive reading also can build reader's confidence to use the language inside or outside the classroom. Grabe (2009) said that extensive reading brings positive experience for students and leads positive motivation for reading.

In conclusion, extensive reading is the best way to improve students' reading skills. It also improves students' linguistics skills, vocabulary and many others. Extensive reading also can motivate students to learn English since the nature of extensive reading is reading for pleasure and by students' own choices. Further, a study of book-flooded curriculum in Singapore conducted by Elley in 1991 reported that the group who read a lot of books outperfomed group who read less in many aspects like reading comprehension, vocabulary, grammar, listening comprehension, and writing.

5. Extensive Reading Materials

Based on the theory of extensive reading explained above, the extensive reading materials should contain many texts that can motivate students to read extensively. The extensive reading materials should be engaging so that the students will be involved in joyful reading, the materials should allow students to express their idea towards the texts they have read, and the materials allow students to predict what they are going to read by looking at the book cover or the cover per unit (Harmer, 2007).

Extensive reading is reading a lot of comprehensible materials. The reading materials also should be easy and consist a wide range of topics (Bamford and Day, 2002; Harmer, 2001). The materials are within the language competence of the students. Therefore, the materials developed were derived from the Standard of Competence and Basic Competences in the Curriculum used in the school; School-Based Curriculum.

The materials should also cover the contents that students might enjoy reading since the nature of extensive reading is reading for pleasure and by student choice. Then, the topics of the reading materials must be varied as each learner might like different kind of topics so the materials can cover all the reading preferences of the students. The reading materials can be either materials chosen by students or the teachers.

The purpose of reading is usually related to pleasure, information and general comprehension. The materials, therefore, should contain some up-to-date information. The extensive reading materials can be taken from magazines, comic

books, newspapers, online news, tabloids, brochures, posters, and many others since there is no limitation for extensive reading source.

6. Culture-Based Reading Materials

It is inevitably that mastering language is not sufficient (Neff &Rucynski). In particular, Peterson & Coltrane (2013) argue that language learners need to know the significances of knowing how to address people, express gratitude, make a request, and agree or disagree with someone in appropriate cultural ways as target language speech community might perceived differently intonation patterns and specific behaviour than their own speech community. Some people may find it trouble to answer question "What's up?" since there is no fixed expression to answer such question because it is merely a conversation starter (Neff & Rucynski). Therefore, integrating language and culture is important. Byram and Grundy (2003) address the definition of culture in language teaching context as a culture related to the language that the students learn. As quoted by Byram et all in Aquilar (2007), integrating language and culture can give insight into the culture and civilization where the L2 is spoken. It also helps students to have better understanding of L2 culture and builds positive attitude to L2. Furthermore, the highlight of learning culture and language is to help students to understand more and better of their own culture. Another importance of learning modern FLs is that L2 learners understand and appreciate many countries with different cultures, people, and communications through learning a foreign language. This also leads them to think as part of citizens of the world and part of

UK citizens. In addition, other aspects are gained including knowledge and understanding of the foreign language, language skills and cultural awareness (Aguilar: 2007).

Culture-based reading materials are materials which designed by considering some cultural aspects. Nowadays, UK culture is familiar to Indonesians as technology like the internet help citizens of the world to explore the world without traveling. However, In English teaching and learning, L2 culture is something that is not really familiar to introduce to students so that the students probably obtain insight of L2 culture outside the class. L2 learners may not be familiar with the L2 culture so some particulars aspects of texts may be unfamiliar to them (Hedgcock and Ferris, 2009). Hence, the students should be reinforced to understand L2 culture in order to understand the text at ease.

As mentioned earlier, culture can enhance students' language skills as well as students' understanding of L2 culture. The materials that contain culture, first of all, should be challenging yet easy to understand. Then, the materials should introduce L2 culture and students' own culture. It is intended for the students to be open-minded towards other cultures and to offer students to think which elements of the culture they can foster in real life. And the last, the materials should develop discovery skills that will allow students to get the information necessary in each situation, not only during the learning period but also in future. In real life communication, people who do not share a mother tongue, they might have misunderstanding in perceiving the intended meaning among the speakers, thus the materials should give insight about being cooperative in lingua franca

communication so that it helps students to avoid and resolve misunderstanding in real life communication (Hua, 2014).

According to Peterson and Coltrane (2003), cultural activities and objectives need to be well-arranged and incorporated since they will be used to improve the teaching content. They also claim that authentic materials may engage students into L2 culture experience. The materials can be drawn from photographs, magazines, newspaper, restaurant menu, travel brochures and other printed text. In addition, the sources can be from the internet since it provides much information in it.

7. Autonomous Learning

English teaching and learning encourages students to actively learn on their own both inside and outside the classroom so they are not dependent to their teachers. This may the results from the time allocation provided, 80 minutes/meeting, is not sufficient and cannot accommodate the four-skills teaching. Hence, autonomous learning is pushed. Autonomous learning is "the ability to take charge of one's own learning" (Holec, 1991, cited by Little). It implies that the students are aware of what they learn and how to assess their learning progress. Based on Benson & Voller (1997, cited by Thanasoulas, 2000) the characteristics of autonomous learning are; the students learn on their own, the students set goals of learning, the students select the materials on their own, they choose the task and ways of assessing, and they advocate the learning strategies they prefer.

Even though autonomous learning refers to students' independence in learning, it does not mean that the learning is absolutely free of teacher's guidance (Little, 1994). Inasmuch as autonomous learning simply helps the students to control and unveil their learning strategies (Holmes & Ramos, 1991). Therefore, the teachers do not just abdicate their control over their students' learning progress. They must help the students to achieve the goals that have been set by the students and make sure that the materials chosen by the students are appropriate and can help them in achieving the goals. Besides, the teacher should encourage their students to read extensively as well as intensively so that the students will acquire maximum benefits of reading.

Promoting autonomy in a language classroom will benefit both students and teachers. As if the students learn in class, it is likely they get the same treatment from the teachers yet it is in fact each student may have different learning strategy, needs, learning preference, and motivation. Autonomous learning allows students to employ certain learning strategy that they feel comfort. For the teachers, it helps them to assist students in achieving the competences demanded for the students. Autonomous learning is beneficial for both students and teachers.

8. R&D Research Models

To conduct Research and Development study, there are many research models that can be followed. Many researchers followed the research model proposed by Gall, Gall, and Borg (2003). Some adapted the research model

proposed by Jolly and Bolitho in Tomlinson (1998). Some employ the ADDIE research model proposed by Branch (2009). And many others use different research models other than the three mentioned earlier. These are the reviews of the three research models:

a) Gall, Gall, and Borg Research Model
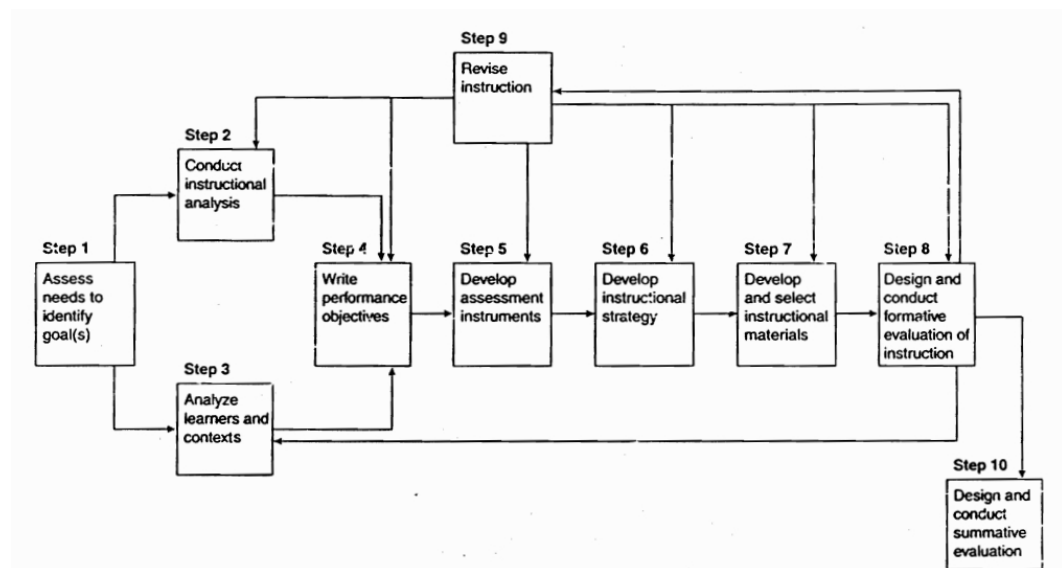
Figure 2: **Gall, Gall, and Borg Research Model**

This research model consists of 10 steps. The steps are:

1) Assess needs to identify goals

This step involves collecting information or needs analysis.

2) Conduct instructional analysis

This step aims at identifying the skills, the tasks, and the language should be learned by the students in order to achieve the learning objectives.

3) Analyze learners and contexts

This step aims at identifying students' knowledge and students' skills.

4) Write performance objectives

In this step, the researcher determines the learning objectives.

5) Develop assessment instruments

In this step, the instrument is used to validate the materials with the learning objectives.

6) Develop instructional strategies

In this step, the researcher selects some learning strategies to be employed by the students in order to help the students achieving the learning objectives.

7) Develop and select instructional materials

This step is also a part of step 6.

8) Design and conduct formative evaluation of instruction

In this step, the formative evaluation is conducted in order to get revision so that the materials developed can be revised.

9) Revise instruction

The revision is conducted.

10) Design and conduct summative evaluation.

The summative evaluation is conducted to determine the effectiveness of the final draft.

b) Jolly and Bolitho research model
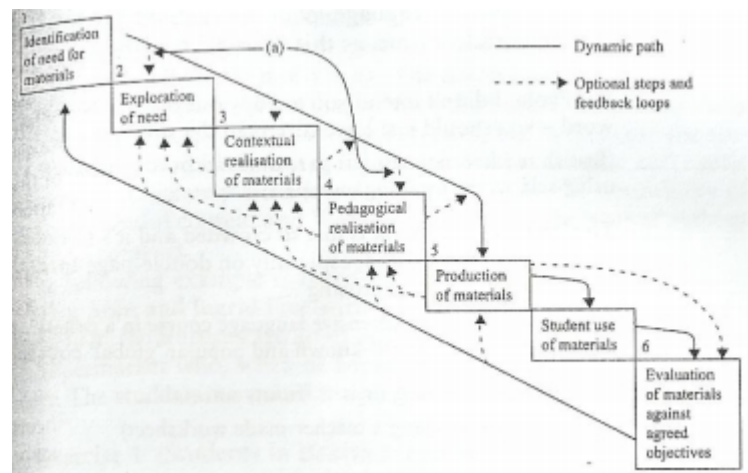
Figure 3: **Jolly and Bolitho research model**

This research model consists of six steps. The steps are:

1) Identification of the needs for materials

In this step, the needs analysis is conducted to find out the students' learning needs, wants, and lacks.

2) Exploration of need

In this step, the researcher decides the language focus that the students need to learn.

3) Contextual realisation of materials

In this step, the researcher seeks materials that match with the previous step.

4) Pedagogical realisation of materials

In this step, the researcher develops the materials based on step 1, 2 and 3.

5) Production and students use of materials

In this step, the researcher distributes the materials developed to be implemented in the class.

6) Evaluation of materials against agreed objectives.

    The evaluation is done to find out the quality of the materials.

c) The ADDIE Research Model
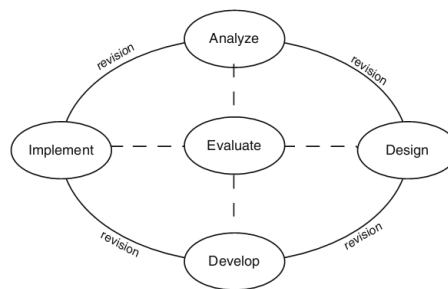
Figure 4: **The ADDIE Research Model (Branch, 2009)**

The ADDIE research model consists of 5 phases. These are:

1. Analyze

    In this phase, the researcher identifies the problems and the needs and poses solutions.

2. Design

    In this phase, the researcher uses the information from analysis phase to design the lesson plan and plan a strategy.

3. Develop

    In this phase, the researcher develops materials from the results of analyze and design phases.

4. Implement

    In this phase, the researcher implements the materials developed in the class.

5. Evaluate

In this phase, the researcher conducts the evaluation to measure the efficiency, effectiveness, and worth of the materials developed.

Research models proposed by Borg and Gall, Jolly and Bolitho, or Branch are all good to implement. However, the latter is employed by the researcher. Because of the time constraints and the researcher's ability, the researcher employs the ADDDIE research model proposed by Branch. The steps to conduct in the ADDIE research models consists of 5 steps that the researcher are capable of doing. The steps are modified. The researcher excludes the implement stage so that the research ends at the evaluation stage, which evaluation done by the expert.

B. Review of Related Studies

There are several studies related to developing reading materials for Grade VIII students at Junior High School. The first was a study conducted by Gustaf (2015) which focused on providing extensive reading materials using comic. The book is in the form of comic. The materials met the students' needs and interests. The comic book was designed according to the 2013 Curriculum. The comic book is interesting since most teenagers love reading comic.

There is previous study about developing culture-based reading materials for Grade VIII students. The study was conducted by Hita (2015). The study focused on providing supplementary reading materials based on local culture of the students. This study was conducted using the 2013 Curriculum.

However, in this study, the researcher intended to provide culture-based

extensive reading materials. The researcher designed the reading materials based on the School-Based Curriculum (*KTSP*). The researcher planed to make a book for one semester, which is the first semester for Grade VIII students at SMPN 2 Susukan. The designed materials focus on genre of texts such as descriptive text and recount text. The reason why the researcher is interested in designing culture-based reading materials is that learning a language and its culture will benefit the students. A document published in 2000 (*The National Curriculum for Modern Foreign Languages*) which emphasizes the importance of learning modern FLs said that L2 learners understand and appreciate many countries with different cultures, people and communications through learning a foreign language, they also begin to think as citizens of the world and part of UK citizens and other aspects are gained including knowledge and understanding of the foreign language, language skills and cultural awareness (Aguilar: 2007).

C. Conceptual Framework

The researcher attempted to design culture-based reading materials in order to facilitate and provide interesting additional reading materials for Grade VIII students at SMPN 2 Susukan. As stated before, in SMPN 2 Susukan, the students are expected to read a lot since the demand for students' comprehension is inevitable. However, the reading materials are insufficient. The time allocation is limited. Therefore, the researcher's endeavor is to design extensive reading materials to help the students by providing reading materials for both inside and outside the classroom and for enjoyment.

Extensive reading is a reading approach which demands the learners to read a large number of reading materials within their linguistic competence. Extensive reading can take place anywhere. The students can read the materials outside the class. Extensive reading also benefits many for the learners as the nature of extensive reading is to read a lot of book; quantity over quality. Day assumed that reading a great deal of comprehensible material is the best way for students to learn (Hedgcock & Ferris, 2009:206). There is good evidence that proves practice with extended reading give important gains in reading comprehension (Grabe, 2009: 313).

The researcher also attempted to design extensive reading materials using culture-based approach. By learning foreign language, students gain understanding of other countries' cultures and communities. They also begin to think as citizens of the world and part of UK citizens. In addition, other aspects are gained including knowledge and understanding of the foreign language, language skills and cultural awareness (Aguilar: 2007).

It is also important to put culture in English teaching and learning as integrating English language and culture affects cultural awareness of the learners in real life communication. It says that language proficiency matters in communication, but to be a competent intercultural communicator ones also need to master other non-linguistics aspects for instance, nonverbal communication, schemata, other culture, and so on. Hua (2014) stated: "Cultural awareness attitude and the ability to use knowledge, attitudes and skills under the constraints of real time communication and interaction play important roles." It means to use

knowledge and have cultural awareness will help us in real communication and interaction among people from different cultural background.

In Denmark, Spain and Poland, each education law supports L2 teaching integrated with L2 culture (Aguilar, 2007). The integration gives insight to students about English culture and social condition and this can strengthen their international understanding even understanding of their own culture. In this case, Indonesian teachers can also equip her students linguistically and culturally to be international citizens. In conclusion, the researcher has this intention to provide extensive reading materials with culture-based approach.

CHAPTER III
RESEARCH METHOD

A. Type of the Research

This research is categorized as Research and Development since this research aims to design extensive materials for the Grade VIII students at SMPN 2 Susukan. Educational research and development (R&D) is a process used to design, develop and validate educational products that meet specified criteria of effectiveness, quality, or similar standards (Gall, Gall & Borg, 2003: 569). The term educational products refers to any materials, for instance, books, software, learning media, videos, audios, enrichment materials, supplementary materials, extensive materials, etc. The educational product of this research is an extensive reading materials book for Grade VIII students of SMPN 2 Susukan.

B. Research Setting

This research was conducted in SMPN 2 Susukan, Grade VIII students, second semester. The school is located in Susukan, Banjarnegara, Jawa Tengah. The research was conducted on 21 May 2016.

C. Research Subjects

The subjects of the research were Grade VIII students at SMPN 2 Susukan. The research subjects were limited to two classes; Class A and Class H.

D. Research Procedures

       This research is classified as Research and Development. The research procedure was adapted from the ADDIE concept in Branch (2009). The adaptation was done by excluding implement stage so that the research ends at the expert judgment. The research procedure of the ADDIE concept is illustrated as follows:
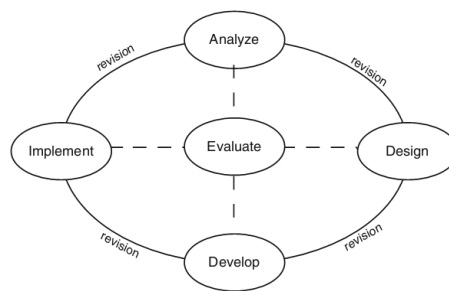
Figure 5: **The ADDIE concept (Branch, 2009)**

Here is the research procedures adapted from the ADDIE concept:
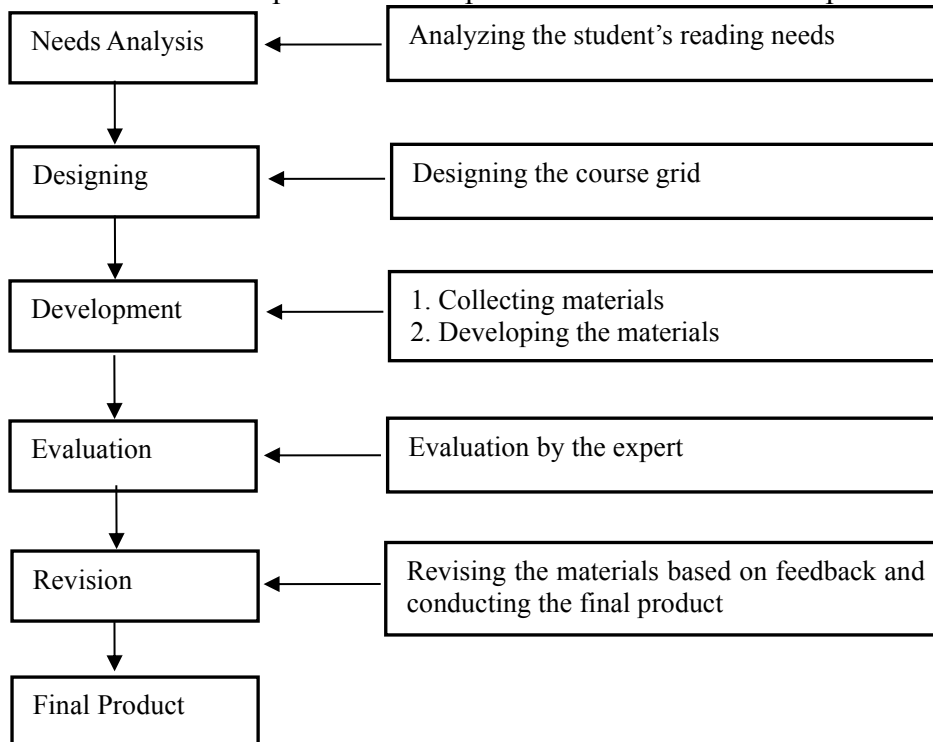
Figure 6: **The ADDIE concept with adaptation (Branch, 2009)**

1. Needs Analysis

Conducting the needs analysis aimed at obtaining the important information related to developing materials for Grade VIII students at SMP N 2 Susukan: target needs and reading needs. The information was obtained by giving questionnaire to students of Class A and Class H.

2. Design

The information obtained through the needs analysis was used to design the course grid. The course grid was derived from the Standard of Competence and Basic Competence of Reading in the School-Based Curriculum or *KTSP*.

3. Development

The materials were developed based on the course grid. The materials included descriptive and recount texts.

4. Evaluation

The materials developed were assessed by the expert whether the materials had met requirements of content, language, presentation, and graphic design appropriateness.

5. Revision

The final draft will be developed based on the result of the evaluation questionnaire. The final draft will be considered as the final product of this research.

E. Data Collection and Research Instruments

The data collected in this research were obtained from the questionnaires.

The first questionnaire was aimed for the students and it contained a few questions regarding their level of English, their interest in learning English, and what was their expectation from the culture-based book to learn English. The questionnaire also contained questions regarding the topic of culture they would like to learn. The second questionnaire was aimed for the expert judgment about the materials. The questionnaire was the instrument used to evaluate the materials developed.

Table 4: **The Organization of the First Questionnaire**

Aspects		Number of items	The purpose of the questions	References
Students' profile		Part A	To find the information about the students' profile	Graves (2000:103)
Target needs	Goals	Part B 1	To find out the students' goal in learning English	Nunan (2004: 41)
	Necessities	2, 3, 4	To find out the students' opinions of reading activities in classroom	Hutchinson and Waters (1987: 63)
	Lacks	7	To find out the students' level of English proficiency	Hutchinson and Waters (1987: 55-56) Graves (2000: 103)
	Wants	5, 8, 9	To find out the students' desire in learning English especially in reading	Hutchinson and Waters (1987: 56-58) Graves (2000: 103)
Input		6	To find the information about the kind of input the students want to read	Nunan (2004: 47-48) Graves (2000: 103)
The involvement of culture		10, 11	To find the information of using culture in L2 learning	Cortazzi and Jin(1999)

Table 5: **The Organization of the Second Questionnaire**

Aspects	Number of Items	The purpose of the questions	References

Content	1-10	To evaluate the first draft in terms of the appropriateness of the developed materials	Hutchinson and Waters (1987: 99) BSNP Cortazzi and Jin (1999)
Language	11-15	To evaluate the first draft in terms of the appropriateness of the language in the developed materials	Hutchinson and Waters (1987: 99) BSNP
Presentation	16-24	To evaluate the first draft in terms of the ways materials are presented	Hutchinson and Waters (1987: 99) BSNP
Graphic Design	25-31	To evaluate the first draft in terms of the graphic design	BSNP

F. Data Analysis Techniques

1) First questionnaire (Needs Analysis)

Data from the needs analysis questionnaire were analyzed through calculating the percentage of each answer on the questionnaire by following this formula (Sudjana, 2009: 130-131):

Percentage (%) = f/N (100)

f   : Frequency
N   : Number of the respondents
100 : Fixed number

2) Second questionnaire (Expert Judgment)

The results of the second questionnaire were calculated by using mean and analyzed by using the formula proposed by Suharto (2008: 14) as follows.

$$Mn = \frac{\sum fx}{N}$$

Mn : Mean
∑fx : Total Score
N   : Total number of data

In classifying the category of mean, theory proposed by Suharto (2006) about

quantitative data conversion was used.

$$R= \frac{(Xt-Xr)}{4}$$

R   : Range
Xh : The Highest score
Xt   : The lowest score
4   : Range of *Likert-Scale* (four-point scale)

The range obtained from calculating the formula was 0.75. Hence the conversion

data was presented below.

Table 6: **Data Conversion Table (Suharto, 2006: 52 - 53)**

Scales	Interval	Categories
4	$3.25 \leq X \leq 4.00$	Very Good
3	$2.5 \leq X \leq 3.24$	Good
2	$1.75 \leq X \leq 2.49$	Fair
1	$1.00 \leq X \leq 1.74$	Poor

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The Results of the Needs Analysis

For the purpose of data collection, the needs analysis was conducted. It was conducted on 21 May 2016. The instrument used in collecting the data was the needs analysis questionnaire. The questionnaire was distributed to students at SMPN 2 Susukan Grade VIII Class A and Class H. The questionnaire contained 11 questions in the form of multiple choice questions. However, the students were allowed to choose more than one answer or write down their answers for particular questions. The highest answer was considered to represent their needs. The results of the needs analysis are discussed below.

a. The characteristics of the respondents

There were 60 students who filled the questionnaire. They were asked to write down their age and sex. This aimed to find their personal information. The data below is the information about the respondents.

Table 7: **Data of the Respondents in the Needs Analysis**

Group of Respondents	Age				Sex	
	13	14	15	16	Male	Female
Students of Class VIII A	10	12	8	0	15	15
Students of Class VIII H	6	17	4	3	15	15

b. Target Needs

1) Goals

Goals are defined as students' general intention behind any learning task (Nunan, 2004). Question 1 aimed to find out the students' goals in learning English.

a. The students' goals in learning English

Table 8: **The Result of Question 1**

Statement	The Number of Students	Percentage
The student's goal in learning English is		
a. to get good marks in English.	28	46.67%
b. to be able to read English books at ease.	12	20%
c. to communicate using English language fluently.	20	33.33%
d. others	0	0%

The table showed that 46.67% of the students said that their top goal in learning English is to get good mark. Therefore, the materials that suit their goal best are reading materials since the school only demands students' proficiency in reading skills. The school prepares the students to readily face the national examination. Furthermore, the teachers there hardly teach and test other three macroskills.

2) Necessities

Necessities refer to what students need to know in order to function effectively in the target situation (Hutchinson & Waters, 1987). Questions 2, 3, and 4 aimed to find out students' views regarding reading.

a. The students' views on reading activities in the classroom

Table 9: **The Result of Question 2**

Statement	The Number of Students	Percentage
The reading activities in class are		
a. very fun	4	6.67%
b. fun	39	65%
c. less fun	17	28.33%
d. not fun	0	0%

The majority of the students said that the reading activities in the classroom are fun. Only few of them said that the reading activities in the classroom are less fun.

b. The students' views on the media used in reading class

Table 10: **The Result of Question 3**

Statement	The Number of Students	Percentage
The media currently used in reading class are		
a. very helpful	17	28.33%
b. helpful	36	60%
c. less helpful	7	11.67%
d. not helpful	0	0%

The table showed that the highest percentage said that the media currently used in reading class are helpful. 28.33% of the students said that the media are very helpful and 11.67% of the students said that the media are less helpful. Even though most students said that the media used in the classroom are helpful, they still need additional reading materials to help them in reading. The next table proved so.

c. The students' views on additional reading materials

Table 11: **The Result of Question 4**

Statement	The Number of Students	Percentage
The students think that additional reading materials are		
a. much needed	36	60%
b. needed	22	36.67%
c. less needed	1	1.67%
d. not needed	1	1.67%

The table showed that 60% of the students think that the additional reading materials are much needed. Therefore, the researcher attempted to provide additional reading materials by designing extensive reading materials in order to meet their reading needs and help them to achieve the goal they have set.

3) Lacks

According to Hutchinson and Waters (1987), lacks is the gap between the target needs and the language proficiency of the learners. To find out the gap or the lacks of the students, the researcher must know the students' English proficiency level.

Table 12: **The Result of Question 7**

Statements	The Number of Students	Percentage
The students' English proficiency level is		
a. beginner	60	100%
b. intermediate	0	0%
c. advanced	0	0%

It was found out that all students' English proficiency level belong to beginners in English language. By looking at it, the students must be treated as beginners. The materials included should be easy and within their language competence. Therefore, the materials developed will be based on the Standard of Competence and Basic Competences stated in the School-Based Curriculum; the curriculum that is currently implemented in SMPN 2 Susukan.

4) Wants

Questions 5, 8, and 9 aimed to find out students' desire in learning English especially reading. These questions were about students' preferences of topic, learning subject, and their expectation of enhancement in reading.

a. Students' preference of topic in additional reading materials

Table 13: **The Result of Question 5**

Statement	The Number of Students	Percentage
If there is additional reading materials, the students prefer topic presented is		
a. British culture	43	71.67%
b. education	11	18.33%
c. health	5	8.33%
d. politics	2	1.67%

For this question, the students were allowed to choose more than one answer. From the table above, 71.67% of the students chose British culture as the topic to be presented in the additional reading materials while others chose education (18.33%) and health (8.33%). Therefore, the topic that they chose

matches to the intention of the study, which intends to design extensive reading materials based on culture.

b. Students' preference of learning subject from additional reading materials

Table 14: **Result of Question 8**

Statement	The Number of Students	Percentage
The students' learning subject preference from English reading material is		
a. grammar	32	53.33%
b. English expressions	25	41.67%
c. genre of texts	25	41.67%
d. vocabulary	46	76.67%
d. others	0	0%

The students were also allowed to choose more than one option. The result showed that 76.67% of the students prefer to learn vocabulary from the additional reading materials. This is also in line with the benefit of extensive reading that stated in chapter II; students' passive and active vocabulary widened. Therefore, the materials developed included vocabulary activity that aimed to enrich students' vocabulary and to improve their vocabulary mastery.

c. Students' expectation of the enhancement of reading

Table 15: **The Result of Question 9**

Statement	The Number of Students	Percentage
The students' expectation of the enhancement of reading class is		
a. to enrich vocabulary	13	21.67%
b. to be able to read English texts fluently.	45	75%
c. to be able to use English language in daily life context.	27	45%

d. to be able to comprehend the texts so they can answer the questions from the texts correctly.	38	63.33%
e. others	0	0%

For this question, the students were also allowed to pick more than one answer. Based on the table, the result showed that 75% of the students expected that the enhancement led them to be fluent readers. To be fluent readers, they should improve their automaticity in English language. Therefore, the materials developed provide many texts that give opportunity to students to read as much as possible and allow student to read aloud. Skimming and scanning tasks will help the students to be fluent readers.

c. Reading needs

1) Input

This question aimed to find out students' preference in choosing reading materials.

Table 16: **The Result of Question 6**

Statement	The Number of Students	Percentage
If there is additional reading materials, the students prefer materials presented contain		
a. a lot of new words	31	51.67%
b. a lot of pictures	15	25%
c. a lot of texts	1	1.67%
d. lot of latest news	13	21.67%
e. others	0	0%

The table showed that 51.67% of the students preferred reading materials that contain a lot of new words. This result supported the previous results for

questions 8 and 9. The materials developed assured the students many new words to learn. The materials also featured lists of difficult new words, which later known as a Word Bank. The Word Bank contains meaning and the phonetic transcription so that the students know how to pronounce the words and help them in reading aloud.

2) The Involvement of Culture

The questions 10 and 11 aimed to find information about using culture in English language learning.

Table 17: **The Result of Question 10**

Statement	The Number of Students	Percentage
The students think that that learning L2 culture is		
a. very important and helpful	39	65%
b. important and helpful	19	31.67%
c. less important and helpful	2	3.33%
d. not important and helpful	0	0%

The table showed that 65% of the students thought that learning L2 culture is very important and helpful for them to learn English language. Therefore, the materials developed were based on certain topics related to L2 cultures. The materials developed will improve students' reading comprehension as well as student's understanding of other country's culture.

Table 18: **The Result of Question 11**

Statement	The Number of Students	Percentage
If there is English reading materials based on culture, the students prefer to learn		
a. daily life	34	56.67%
b. music and entertainment	28	46.67%
c. British famous people	8	13.33%

d. British tourist attractions	33	55%
e. others	0	0%

Regarding the topic to be included in the extensive reading materials, the table showed that 56.67% of students chose daily life to be the topic presented in the materials developed. However, other topics related to the target language cultures will be added alongside other up-to-date information and topics in order to cover student's different topic preferences and to enrich students' knowledge of target language cultures.

2. The Course Grid

After analysing the data from the needs analysis, the researcher wrote the course grid. The course grid was developed based on the Standard of Competence and Basic Competences stated in the School-Based Curriculum. The Standard of Competence of reading for Junior High School Students Grade VIII in the first semester is understanding the meaning of written functional texts and short and simple essays in the form of descriptive and recount texts related to students' surroundings. The Basic Competences are: 5.1 Reading aloud meaningfully written functional texts and essays in the form of descriptive and recount texts using correct pronunciation and intonation, 5.2 Responding to the meanings from simple and short written functional texts related to students' surroundings accurately, fluently, and appropriately., 5.3 Responding to the meanings and rhetoric steps from simple essays related to students' surroundings in form of descriptive and recount texts accurately, fluently and appropriately.

The course grid was developed based on topics. The topics were under British culture. The data from the previous table showed that the students wanted to have additional reading materials based on British culture. As British culture contains broad issues, the researcher limits the culture into 6 topics that later be developed into 6 units. Table 8.11 showed that 56.67% of the students said that they wanted British daily life to be presented in the additional reading materials. Other five topics are the basic topics the students might want to know and understand about British cultures such as the geography and location of UK's four countries, what British people do in their leisure time and the popular sport there, the political system run in Britain, the past events happened in Britain, and British literature.

The course grid contains text types written on the basic competences of the curriculum. There are 2 text types for Grade VIII students in the first semester; descriptive text and recount text. The activities in the materials developed advocate three-phase approach; pre-reading activity, whilst-reading activity, and post-reading activity.

The course grid covers five components. Those are unit, basic competences, learning objectives, learning materials, and learning activities. The components of the course grid can be seen below.

Table 19: **The Components of the Course Grid**

Unit	Basic Competences	Learning Objectives	Learning Materials	Learning Activities
			Input Texts	
				1. **Before you read:** 2. **Reading:**

				3. **Vocabulary:** 4. **Grammar:** 5. **Discussion**

According to the table above, the first component is unit. There are six units written in the course grid and each unit is developed based on the types of the texts from the basic competences. Unit 1 to unit 3 focus on descriptive text while unit 4 to unit 6 focus on recount text.

The second component of the course grid is basic competences. The basic competences are taken from the School-Based Curriculum for Junior High School students Grade VIII in the first semester. There are three basic competences in the first semester. Those are basic competences number 5.1, 5.2, and 5.3. All those three basic competences mention descriptive text and recount text. Hence, those two text types are used as the basis in designing course grid and developing materials.

The third component is learning objectives. The learning objectives were listed and derived from the basic competences. They show things to be achieved by the students at the end of the lesson. The learning objectives for basic competences number 5.1, 5.2, 5.3 are: 1) Students are able to read aloud the texts using correct pronunciation.; 2) Students are able to identify varied information in descriptive text and recount text.; 3) Students are able to identify the language features of descriptive text and recount text.; 4) Students are able to identify ideas in the text.; and; 5) Students are able to recognize conceptual meanings in descriptive text.

The fifth component is learning activities. Learning activities include before-you-read activity, vocabulary activity, reading activity, grammar activity, and discussion. The before-you-read activity aims at activating students' background knowledge. The vocabulary activity contains vocabulary which is directly related to the topic of the text so it can be used to activate schema. The reading activity aims at checking students' comprehension of the texts they have read. Grammar activity aims to refresh students' memories of grammar they have learnt in the class. Each unit emphasizes different grammatical aspect related to language features of descriptive and recount texts. The discussion leads the students to open up and speak up their minds and allows the students to relate what they have got from reading to their experience and surroundings.

The tasks for each text in reading activity are presented in the form of short-answer tasks, editing, summarizing, skimming, scanning, and the like. Since the materials in all units are extensive reading materials in nature, the tasks given to the students are tasks for assessing extensive reading.

3. Developing Culture-Based Extensive Reading Materials

Based on the course grid, the materials were developed into six units. Each unit contains a wide range of topics to accommodate students' topic preferences so the students may select topics they prefer. The first three units are about descriptive texts and the other three units are about recount texts. Old topics, such as UK geography and government, are fully covered alongside the most up-to-date topics and information such as new movie reviews, Brexit, and movie

soundtrack. Other topics in the materials developed include British daily life, sport and leisure, British events happened in the past, and the last is about literature. The descriptions of each unit are described below.

1) Unit 1: "Homelands"

Unit 1 was developed based on the course grid and was derived from basic competences number 5.1, 5.2, and 5.3. The title of unit 1 is 'Homelands'. The title of this unit embodies the topic of the unit and is the umbrella of the subtopics that follow. This unit focuses on descriptive text. The learning objectives of this unit are 1) Students are able to read aloud the texts using correct pronunciation., 2) Students are able to identify varied information in descriptive text., 3) Students are able to identify the language features of descriptive text; present tense, present tense: final *–s* and *–es,* adjectives, linking verbs, and compound adjectives., 4) Students are able to identify ideas in the text., and 5) Students are able to recognize conceptual meanings in descriptive text.

In this unit, the students will learn mostly about the four countries which incorporate the United Kingdom. They will also learn about the Union Jack, a flag that represents the UK. Besides, they will learn about the people. And other interesting part to learn is the British landmarks.

The materials presented in this unit are The United Kingdom, England, Northern Ireland, Scotland, and Wales, The Union Jack, Who are the British?, and A BT Phone Booth, The London Eye, The Red Double-Decker Bus, The Victoria and Albert Museum.

This unit aims to introduce the UK to the students. Many students did not know that the UK is not only England. They usually referred the UK as England. They also did not know that the UK is integrated by four nations. Hence, this unit can help the students to understand the UK better by being able to distinguish England and other 3 nations in the UK.

In this unit, the students are also expected to understand that the Union Jack is not the flag of "Inggris". Some students there do not know that the Union Jack is not the flag only for England. It is a flag that incorporate the national symbols of three distinct nations; England, Scotland, and Northern Ireland. This information gives insight to students that England has its own flag; it is a flag that has St. George's Cross.

The materials also contain information about tourist attractions there and give students insight of tourist attractions and landmarks other than Big Ben. In addition, the materials also tell the readers about the people of the UK so they can distinguish who is English, Scottish, Welsh, and Irish even though it is understandable when people mistake Scottish as English or vice versa since the UK is a confused nation when it come to national identity. As what George Mikes says in his book entitled How to be an alien, "When people say England, they sometimes mean Great Britain, sometimes the United Kingdom, sometimes the British Isles- but never England." However, it would be better if the students know the differences among British, English, Scottish, Welsh, and Irish.

The follow-up activities after reading compromise reading; referring to reading comprehension activity, vocabulary; activity that aims to enrich students'

vocabulary, grammar; activity that allows students to study linguistic aspects highlighted from the text, and discussion; the last activity in the subunit that leads the students to relate the content of the text to their experience and surroundings.

2) Unit 2 : "Everyday life"

Unit 2 was developed based on the course grid and was derived from basic competences number 5.1, 5.2, and 5.3. The title of unit 2 is 'Everyday life'. The title of this unit embodies the topic of the unit and is the umbrella of the subtopics that follow. This topic is chosen by most students. This unit also focuses on descriptive text. The learning objectives of this unit are 1) Students are able to read aloud the texts using correct pronunciation., 2) Students are able to identify varied information in descriptive text., 3) Students are able to identify the language features of descriptive text; a/an, the, and zero articles, countable nouns, uncountable nouns, verb + infinitive, and verb +-ing., 4) Students are able to identify ideas in the text., and 5) Students are able to recognize conceptual meanings in descriptive text.

In this unit, the students will learn about tea time; a famous British tradition until today. They will also learn about the British food, the British house, the British family, and online shopping that is popular among British people.

The materials presented in this unit are Afternoon Tea Today and High Tea, Fish&Chips, Flapjack, Cream Tea, and Cornish Pasty, Inside An English House, British Family Life, and 29% of UK online grocery shoppers are shopping for groceries more online now than a year ago.

In this unit, the students are expected to gain knowledge about UK everyday life like a famous British tradition; tea time. This unit also tells about the specialty of each country in UK. This unit also contains information about British house; tell us what commonly inside British house is. The students will get insight about British family life. And the last they will learn that Britain has the biggest online shoppers in the world.

The follow-up activities after reading compromise reading; referring to reading comprehension activity, vocabulary; activity that aims to enrich students' vocabulary, grammar; activity that allows students to study linguistic aspects highlighted from the text, and discussion; the last activity in the subunit that leads the students to relate the content of the text to their experience and surroundings.

3) Unit 3: "Sport and leisure"

Unit 3 was developed based on the course grid and was derived from basic competences number 5.1, 5.2, and 5.3. The title of unit 3 is 'Sport and leisure'. The title of this unit embodies the topic of the unit and is the umbrella of the subtopics that follow. This unit still focuses on descriptive text. The learning objectives of this unit are 1) Students are able to read aloud the texts using correct pronunciation., 2) Students are able to identify varied information in descriptive text., 3) Students are able to identify the language features of descriptive text; simple present, comparative adjectives, simple present, superlative adjectives, and adverb of manner., 4) Students are able to identify ideas in the text., and 5) Students are able to recognize conceptual meanings in descriptive text.

In this unit, the students will learn about England football teams and things British people do in their pastime. They will also get to know about one of the famous British TV series that is Sherlock Holmes. In this unit, the students will also find out about the new movies released soon. The movies chosen in this unit are the movies that based on novels from famous British authors that their biographies will be featured in the last unit of the book. The last is about songlyrics of a movie soundtrack.

The materials presented in this unit are Liverpool, United fined by UEFA over fans' misconduct, Soap Opera and Sherlock Holmes cast 4: Toby Jones joins Benedict Cumberbatch and Martin Freeman, Holidays, 'Fantastic Beasts and Where to Find Them' and 'Alice Through The Looking Glass', and Kung Fu Fighting songlyrics.

The article of MU and Liverpool being fined set in the first subunit. This tells the students about the two biggest England football teams. Both are famous for their rivalry. They are also often being compared one to another. This can help students to study comparison.

The students will also read about soap operas and Sherlock Holmes TV series. British are indeed very popular for its TV programmes so the soap operas and TV series should be included in the materials developed. Sherlock Holmes is a BBC TV series that launched once in two years. Sherlock Season 4 is predicted to be released in 2017 as the final run for Holmes (Benedict Cumberbatch). The students should know about one of the greatest TV series in the world.

The students will also learn about types of holiday. The students might know about what British people do when they have spare time. Many British people shared their leisure time by travelling. They uploaded their videos and photos in social media like blog, Instagram, and many others. They also uploaded their daily lives on Youtube. By giving the students this information, it is expected that the students will be captivated to reading in English. They may be interested in browsing more information on how British people spend their leisure.

The last is about movies reviews and movie soundtrack. The movies reviews featured in this unit are 'Fantastic Beasts and Where to Find Them' and 'Alice Through The Looking Glass'. Both movies are based on novels. Fantastic Beasts is a movie based on J.K. Rowling's novel. And the Alice Through The Looking Glass is a sequel movie of Alice in Wonderland. The movie soundtrack featured in this unit is a song by the Vamps; a new British band. This subunit attempts to introduce a new British band so that the students get to know other British musicians besides One Direction, Coldplay, the Beatles, Queen, and David Bowie.

The follow-up activities after reading compromise reading; referring to reading comprehension activity, vocabulary; activity that aims to enrich students' vocabulary, grammar; activity that allows students to study linguistic aspects highlighted from the text, and discussion; the last activity in the subunit that leads the students to relate the content of the text to their experience and surroundings.

4) Unit 4: "UK government"

Unit 4 was developed based on the course grid and was derived from basic competences number 5.1, 5.2, and 5.3. The title of unit 4 is 'UK government'. The title of this unit embodies the topic of the unit and is the umbrella of the subtopics that follow. This unit focuses on recount text. The learning objectives of this unit are 1) Students are able to read aloud the texts using correct pronunciation., 2) Students are able to identify varied information in recount text., 3) Students are able to identify the language features of recount text; past tense (regular verbs and irregular verbs), pronouns, active sentence, passive sentences, and relative clause., 4) Students are able to identify ideas in the text., and 5) Students are able to recognize conceptual meanings in recount text.

In this unit, the students will learn about UK parliament, Queen Elizabeth II, Queen's homes, and Guy Fawkes Day. The students will also get to know about David Cameroon, the former British Prime Minister, who has been a trending topic in twitter as he resigned as a prime minister after he held EU referendum.

The materials presented in this unit are UK Parliament, David Cameron officially resigns as the UK Prime Minister, Queen Elizabeth II, Buckingham Palace and Windsor Castle, and Guy Fawkes Day.

The materials in this unit are fully covered from the old topics to the most up-to-date topics. The materials covered in this unit intend to give insight to students about political system in UK and the ruler there. UK political system is different from Indonesia. It is important to introduce it to students. David Cameron has been a trending topic since he resigned as the UK Prime Minister.

The decision to leave EU will go down in history so the students should know about this. All the materials in this unit are relatable to the students' surroundings.

The follow-up activities after reading compromise reading; referring to reading comprehension activity, vocabulary; activity that aims to enrich students' vocabulary, grammar; activity that allows students to study linguistic aspects highlighted from the text, and discussion; the last activity in the subunit that leads the students to relate the content of the text to their experience and surroundings.

5) Unit 5: "Travelling to the past"

Unit 5 was developed based on the course grid and was derived from basic competences number 5.1, 5.2, and 5.3. The title of unit 5 is 'Travelling to the past'. The title of this unit embodies the topic of the unit and is the umbrella of the subtopics that follow. This unit also focuses on recount text. The learning objectives of this unit are 1) Students are able to read aloud the texts using correct pronunciation., 2) Students are able to identify varied information in recount text., 3) Students are able to identify the language features of recount text; proper nouns, adjectives, action verbs, and past tense (regular and irregular verbs), time conjunction, and expressing obligation and prohibition: *must* and *mustn't*., 4) Students are able to identify ideas in the text., and 5) Students are able to recognize conceptual meanings in recount text.

In this unit, the students will learn about British events happened in the past. The history and past events must be included and introduced to students since the past events happened in UK explained what makes UK today.

The materials presented in this unit are The First World War and The Second World War, The Great Fire of London, The Night *Titanic* Sunk, The Wars of the Roses, and King John and Magna Charta.

The students are expected to know the British history at a glance. The knowledge being shared in this unit is expected to bring more much information required for the students when they will be learning international history in senior high school year. The discussion activity is included so the students can express a different perspective of a particular history in the texts if they want to. The reason to include British history in this materials developed is to help students understand why Britain and the British are like they are today.

The follow-up activities after reading compromise reading; referring to reading comprehension activity, vocabulary; activity that aims to enrich students' vocabulary, grammar; activity that allows students to study linguistic aspects highlighted from the text, and discussion; the last activity in the subunit that leads the students to relate the content of the text to their experience and surroundings.

6) Unit 6: "Links to literature"

Unit 6 was developed based on the course grid and was derived from basic competences number 5.1, 5.2, and 5.3. The title of unit 6 is 'Links to literature'. The title of this unit embodies the topic of the unit and is the umbrella of the subtopics that follow. This unit still focuses on recount text. The learning objectives of this unit are 1) Students are able to read aloud the texts using correct pronunciation., 2) Students are able to identify varied information in recount text.,

3) Students are able to identify the language features of recount text; adverbial of time, past simple (regular and irregular), preposition of time in, at, on, adverbial of place, past simple (regular and irregular), *-ed and –ing,* and **used to** + infinitive., 4) Students are able to identify ideas in the text., and 5) Students are able to recognize conceptual meanings in recount text.

In this unit, the students will learn about some biographies of famous authors from UK. The materials collected were biographies of Jane Austen, Sir Arthur Conan Doyle, Shakespeare, Lewis Carroll, and J.K. Rowling. All the materials were under the topic of literature. Many works of literature come from UK. The students should know a few of authors or poets from UK. The main reasons in selecting those authors; they are famous, their works are appropriate for all ages, their works are remarkable. All of the five authors are world-wide famous.

Jane Austen is the author of Pride and Prejudice. This novel is very famous and has been adapted to movie. Conan Doyle is well-known for Sherlock Holmes. His Sherlock Holmes has inspired many TV and film adaptations. Shakespeare's plays are broadly known. His plays might be too difficult for students of Junior High School but, at least, they should know who is Shakespeare and his works. However, many of his plays have been adapted into modern setting so that they are still relatable to today. Lewis Carroll is famous for Alice in Wonderland, the children book that has been adapted to movie. And J.K. Rowling might be very familiar to students since Harry Potter films remain popular until today. These materials intended to trigger students interests so that the students will be likely

encouraged to read.

The follow-up activities after reading compromise reading; referring to reading comprehension activity, vocabulary; activity that aims to enrich students' vocabulary, grammar; activity that allows students to study linguistic aspects highlighted from the text, and discussion; the last activity in the subunit that leads the students to relate the content of the text to their experience and surroundings.
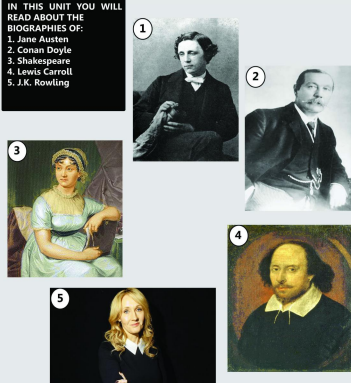
Based on the course grid, there are five main activities featured in each unit; before-you-read activity, reading activity, vocabulary activity, grammar activity, and discussion. The materials, however, feature activity in the beginning of each unit which is opening-pictures activity. There is also a Word Bank that helps the readers to understand particular difficult words and to practice pronouncing words to help them to be fluent readers. All the learning activities developed in the materials developed attempted to cover the benefits of extensive reading stated in Chapter II. Here are the descriptions of the tasks.

a) Opening-pictures Activity

Figure 7: **The Opening Pictures**

The pictures in the beginning of each unit act as the introduction to the topic of the unit; they present the subtopics that will be featured in the subunits that follow. It includes warm-up activities to help the students discover and express what they already know about the subject.

Each text will feature some pictures. The pictures aim to give students images of topic being discussed in the text. Most pictures presented in the units are real pictures. Only few pictures are cartoon since it was not possible to find the real ones, for instance, a picture depicted the tragedy of Great Fire of London.

The researcher sought appropriate pictures for each text and took pictures on www.pixabay.com, www.pexels.com, and www.unsplash.com which take no royalty. The pictures provided are released free of copyrights and no attribute required.

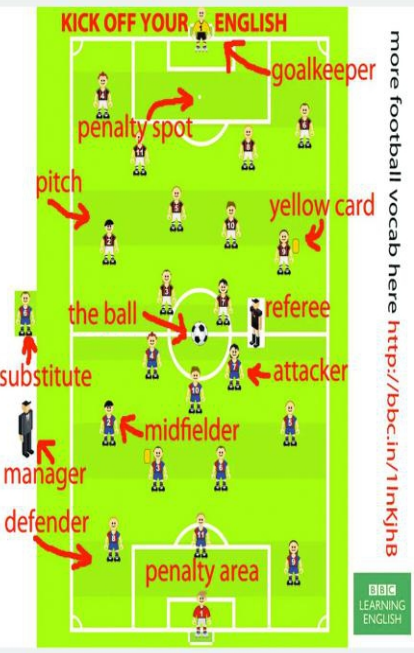**b) Before-you-read activity**

Figure 8: **Before-you-read Activity**

The before-you-read activity aims at activating students' background knowledge. This makes sure that the students have little knowledge about the

topic being introduced. The activity is mainly presented in the form of questioning.

c) Vocabulary activity

Figure 9: **Vocabulary Activity**

The vocabulary activity contains vocabulary which is directly related to the topic of the text so it can be used to activate schema. The language used is natural and appropriate for Grade VIII students. The vocabulary varies from unit 1 to unit 6 depending on each text of the unit.

d) Reading activity

Reading:

After you read the text about UK Parliament, answer these questions below.

1. What is Parliament?
2. What does British colonies mean?
3. What is the meaning of 'head' in Parliament head?
4. Where is the House of Parliament located?
5. In how many years is an election in the House of Common held?
6. Does the word house in paragraph two have the same meaning with house as a home?

Figure 10: **Reading Activity**

The reading activity aims to check students' comprehension of the texts they have read. It also aims at improving students' reading comprehension. The reading activities employed some tasks for assessing extensive reading such as short-answer tasks, editing, summarizing, skimming, scanning, and the like.

e) Grammar activity

Grammar:

Then, after that, soon after, following that are called **time conjunctions**. They are used to show the order of events.
Other examples:

at first	next	at this time
when	now	after a while
at this point	lastly	meanwhile
at this moment	before that	afterward

Figure 11: **Grammar Activity**

Grammar activity aims to refresh students' memories of grammar aspects they have learnt in class. Each unit emphasizes different grammatical aspect related to language features of descriptive and recount texts.

f) Discussion

Figure 12: **Discussion**

The discussion leads the students to speak up their minds and allows the students to relate what they have got from reading to their experience and surroundings. This activity also leads students to think critically.

g) Word Bank

Figure 13: **Word Bank**

In this module, you will find a WORD BANK feature in each subunit. The Word Bank tells the students the meanings of difficult words in the texts. The Word Bank contains difficult words with meaning and its phonetic transcription so it can help the readers to pronounce the words.

4. Culture-Based English Extensive Reading Materials Evaluation

After developing the culture-based English extensive reading materials, the researcher went to the next step that is expert judgment. Expert judgment aimed to

evaluate the materials that have been developed. The instrument to evaluate the materials was in the form of questionnaire. The questionnaire was divided into four aspects; content, language, presentation, and graphic design.

a.   The Results of the Expert Judgment and the Revision for Unit 1

1)   The Results of the Expert Judgment Questionnaire

Table 20: **The Results of the Expert Judgment Questionnaire for Unit 1**

No	Statements	Score	Criteria
	CONTENT APPROPRIATENESS		
1.	The materials developed are in accordance with the Standard of Competence and Basic Competences in School-Based Curriculum for Grade VIII students of Junior High School.	3	Good
2.	The materials developed are based on the course grid.	3	Good
3.	The materials developed contain text types which are relevant to the students' daily life.	3	Good
4.	The materials developed match the learning objectives stated in the course grid.	3	Good
5.	The materials developed contain topics which are interesting and relevant to Grade VIII students.	4	Good
6.	The materials developed cover texts and pictures that are relevant to the topics.	4	Good
7.	The designed materials contain language features mentioned in the syllabus.	3	Good
8.	The materials developed include vocabulary activity that is relevant for Grade VIII students.	3	Good
9.	The culture-based extensive reading materials are interesting and effective.	3	Good
10.	The culture-based extensive reading materials are appropriate for Grade VIII students.	3	Good
	LANGUAGE APPROPRIATENESS		
11.	The materials are developed in a good grammar.	3	Good

12.	The instructions are clear, easy to understand, and use correct spelling.	3	Good
13.	The materials use good diction.	3	Good
14.	The grammar explanations are easily understood by the students.	3	Good
15.	The grammar explanations are suitable for the Grade VIII students.	3	Good
PRESENTATION APPROPRIATENESS			
16.	The materials developed are systematically presented.	3	Good
17.	The materials are developed based on pre-reading, whilst-reading, and post-reading activities.	3	Good
18.	There is a balance on the total number of activities (task) in each unit of the developed materials.	3	Good
19.	The activities in the materials developed enrich students' knowledge and improve their reading skills.	3	Good
20.	The activities in the materials developed encourage critical thinking and creative thinking of the students.	3	Good
21.	The texts and pictures are equally presented.	3	Good
22.	The materials developed motivate the students to read English books on their own.	3	Good
23.	The materials developed include texts and pictures references.	3	Good
24.	The materials developed cover a Word Bank.	3	Good
GRAPHIC DESIGN APPROPRIATENESS			
25.	The developed materials are printed using the ISO standard paper size (A4, A5, B5).	3	Good
26.	The layout (title, subtitle, texts, and pages) in each unit is consistent.	3	Good
27.	The use of font variation and font type is readable.	2	Good
28.	The developed materials are not using too many types of fonts.	3	Good
29.	The line spacing is normal.	3	Good
30.	The graphic of the materials are aesthetic and functional.	3	Good
31.	The designs are totally interesting.	3	Good
Total Score		94	
Mean		3.03	
Category		Good	

Based on the table 20, the total mean from the expert judgment for unit 1 is 4. According to the data conversion, the mean value belongs to category "Good" because the mean is in the interval $2.5 \leq x \leq 3.24$. The expert considers the unit developed appropriate to be implemented as additional reading materials for Grade VIII students at SMPN 2 Susukan.

2) The Revision for Unit 1

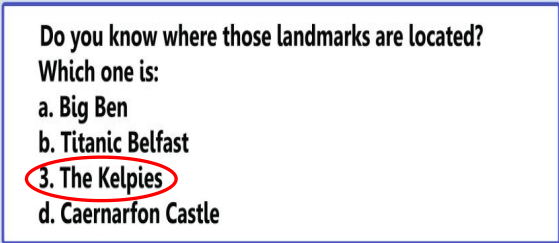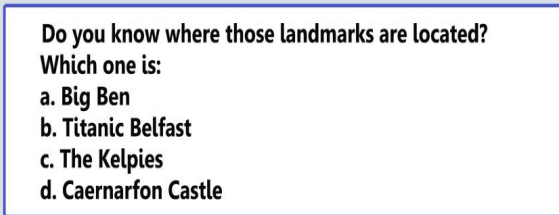Table 21: **The Revision for Unit 1 The Opening Pictures Activity**

The Figure	Revision
Do you know where those landmarks are located? Which one is: a. Big Ben b. Titanic Belfast 3. The Kelpies d. Caernarfon Castle	The numbering has been changed into a,b,c format.
Do you know where those landmarks are located? Which one is: a. Big Ben b. Titanic Belfast c. The Kelpies d. Caernarfon Castle	

Table 22: **The Revision for Unit 1c Vocabulary Activity**

The Figure	Revision
Vocabulary: Which country has these following descriptions of its flag. 1. The flag consists of red and white colours. It consists of the red cross of Saint George. 2. The flag consists of blue and white colours. It consists of Saint Andrew's Cross. 3. The flag consists of red and white colours. It consists of Saint Patrick's Cross. 4. The flag consists of a red dragon passant on a white and green field.	The words "consist of" have been replaced into "depict".

Table 23: **The Revision for Unit 1d Vocabulary Activity**

The Figure	Revision
	The picture has been changed into a decent one.

Table 24: **The Revision for Unit 1b Reading Activity**

The Figure	Revision
	The reading activity has been changed from answering questions into summarizing.

b.   The Results of the Expert Judgment and the Revision for Unit 2

1)   The Results of the Expert Judgment Questionnaire

Table 25: **The Results of the Expert Judgment Questionnaire for Unit 2**

No	Statements	Score	Criteria
	CONTENT APPROPRIATENESS		
1.	The materials developed are in accordance with the Standard of Competence and Basic Competences in School-Based Curriculum for Grade VIII students of Junior High School.	3	Good
2.	The materials developed are based on the course grid.	3	Good
3.	The materials developed contain text types which are relevant to the students' daily life.	3	Good
4.	The materials developed match the learning objectives stated in the course grid.	3	Good
5.	The materials developed contain topics which are interesting and relevant to Grade VIII students.	3	Good
6.	The materials developed cover texts and pictures that are relevant to the topics.	3	Good
7.	The designed materials contain language features	3	Good

	mentioned in the syllabus.		
8.	The materials developed include vocabulary activity that is relevant for Grade VIII students.	3	Good
9.	The culture-based extensive reading materials are interesting and effective.	3	Good
10.	The culture-based extensive reading materials are appropriate for Grade VIII students.	3	Good
LANGUAGE APPROPRIATENESS			
11.	The materials are developed in a good grammar.	3	Good
12.	The instructions are clear, easy to understand, and use correct spelling.	3	Good
13.	The materials use good diction.	3	Good
14.	The grammar explanations are easily understood by the students.	3	Good
15.	The grammar explanations are suitable for the Grade VIII students.	3	Good
PRESENTATION APPROPRIATENESS			
16.	The materials developed are systematically presented.	3	Good
17.	The materials are developed based on pre-reading, whilst-reading, and post-reading activities.	3	Good
18.	There is a balance on the total number of activities (task) in each unit of the developed materials.	3	Good
19.	The activities in the materials developed enrich students' knowledge and improve their reading skills.	3	Good
20.	The activities in the materials developed encourage critical thinking and creative thinking of the students.	3	Good
21.	The texts and pictures are equally presented.	3	Good
22.	The materials developed motivate the students to read English books on their own.	3	Good
23.	The materials developed include texts and pictures references.	3	Good
24.	The materials developed cover a Word Bank.	3	Good
GRAPHIC DESIGN APPROPRIATENESS			
25.	The developed materials are printed using the ISO standard paper size (A4, A5, B5).	3	Good
26.	The layout (title, subtitle, texts, and pages) in each unit is consistent.	3	Good
27.	The use of font variation and font type is readable.	3	Good

28.	The developed materials are not using too many types of fonts.	3	Good
29.	The line spacing is normal.	3	Good
30.	The graphic of the materials are aesthetic and functional.	3	Good
31.	The designs are totally interesting.	3	Good
Total Score		93	
Mean		3	
Category		Good	

Based on the table 25, the total mean from the expert judgment for unit 2 is 3. According to the data conversion, the mean value belongs to category "Good" because mean is in the interval $2.5 \leq x \leq 3.24$. The expert considers the unit developed appropriate to be implemented as additional reading materials for Grade VIII students at SMPN 2 Susukan.

2) The Revision for Unit 2

Table 26: **The Revision for Unit 2**

The Figure	Revision
	The revision has been made by changing the font from Arial 12 into Arial 13 for the whole unit 2.

Afternoon Tea Today

Afternoon Tea is not common these days because most adults go out to work. However, you can still have Afternoon Tea at the many tea rooms around England.

Afternoon Tea became popular about one hundred and fifty years ago, when rich ladies invited their friends to their houses for an afternoon cup of tea. They started offering their visitors sandwiches and cakes too. Soon everyone was enjoying Afternoon Tea.

(Text taken from and copyright of projectbritain.com)

High Tea (The traditional 6 o'clock tea)

The British working population do not not have Afternoon Tea. They have a meal about midday, and a meal after work, between five and seven o'clock. This meal is called 'High Tea' or just 'tea'.

Traditionally eaten early evening, High Tea was a substantial meal that combined delicious sweet foods, such as scones, cakes, buns or tea breads, with tempting savouries, such as cheese on toast, toasted crumpets, cold meats and pickles or poached eggs on toast. This meal is now often replaced with a supper due to people eating their main meal in the evenings rather than at midday.

(Text taken from and copyright of projectbritain.com)

c. The Results of the Expert Judgment and the Revision for Unit 3

1) The Results of the Expert Judgment Questionnaire

Table 27: **The Results of the Expert Judgment Questionnaire for Unit 3**

No	Statements	Score	Criteria
	CONTENT APPROPRIATENESS		
1.	The materials developed are in accordance with the Standard of Competence and Basic Competences in School-Based Curriculum for Grade VIII students of Junior High School.	3	Good
2.	The materials developed are based on the course grid.	3	Good
3.	The materials developed contain text types which are relevant to the students' daily life.	3	Good
4.	The materials developed match the learning objectives stated in the course grid.	3	Good
5.	The materials developed contain topics which are interesting and relevant to Grade VIII students.	3	Good
6.	The materials developed cover texts and pictures that are relevant to the topics.	3	Good

7.	The designed materials contain language features mentioned in the syllabus.	3	Good
8.	The materials developed include vocabulary activity that is relevant for Grade VIII students.	3	Good
9.	The culture-based extensive reading materials are interesting and effective.	3	Good
10.	The culture-based extensive reading materials are appropriate for Grade VIII students.	3	Good
LANGUAGE APPROPRIATENESS			
11.	The materials are developed in a good grammar.	3	Good
12.	The instructions are clear, easy to understand, and use correct spelling.	3	Good
13.	The materials use good diction.	3	Good
14.	The grammar explanations are easily understood by the students.	3	Good
15.	The grammar explanations are suitable for the Grade VIII students.	3	Good
PRESENTATION APPROPRIATENESS			
16.	The materials developed are systematically presented.	3	Good
17.	The materials are developed based on pre-reading, whilst-reading, and post-reading activities.	3	Good
18.	There is a balance on the total number of activities (task) in each unit of the developed materials.	3	Good
19.	The activities in the materials developed enrich students' knowledge and improve their reading skills.	3	Good
20.	The activities in the materials developed encourage critical thinking and creative thinking of the students.	3	Good
21.	The texts and pictures are equally presented.	3	Good
22.	The materials developed motivate the students to read English books on their own.	3	Good
23.	The materials developed include texts and pictures references.	3	Good
24.	The materials developed cover a Word Bank.	3	Good
GRAPHIC DESIGN APPROPRIATENESS			
25.	The developed materials are printed using the ISO standard paper size (A4, A5, B5).	3	Good
26.	The layout (title, subtitle, texts, and pages) in each unit is consistent.	3	Good
27.	The use of font variation and font type is readable.	3	Good
28.	The developed materials are not using too many types of fonts.	3	Good
29.	The line spacing is normal.	3	Good

30.	The graphic of the materials are aesthetic and functional.	3	Good
31.	The designs are totally interesting.	3	Good
	Total Score		93
	Mean		3
	Category		Good

Based on the table 27, the total mean from the expert judgment for unit 3 is 3. According to the data conversion, the mean value belongs to category "Good" because mean is in the interval $2.5 \leq x \leq 3.24$. The expert considers the unit developed appropriate to be implemented as additional reading materials for Grade VIII students at SMPN 2 Susukan.

2) The Revision for Unit 3

Table 28: **The Revision for Unit 3d**

The Figure	Revision
	The font has been changed into Arial 12 so the font in all units is consistent.

d. The Results of the Expert Judgment and Revision for Unit 4

1) The Results of the Expert Judgment Questionnaire

Table 29: **The Results of the Expert Judgment Questionnaire for Unit 4**

No	Statements	Score	Criteria
	CONTENT APPROPRIATENESS		
1.	The materials developed are in accordance with the Standard of Competence and Basic Competences in School-Based Curriculum for Grade VIII students of Junior High School.	3	Good
2.	The materials developed are based on the course grid.	3	Good
3.	The materials developed contain text types which are relevant to the students' daily life.	3	Good
4.	The materials developed match the learning objectives stated in the course grid.	3	Good
5.	The materials developed contain topics which are interesting and relevant to Grade VIII students.	3	Good
6.	The materials developed cover texts and pictures that are relevant to the topics.	3	Good
7.	The designed materials contain language features mentioned in the syllabus.	3	Good
8.	The materials developed include vocabulary activity that is relevant for Grade VIII students.	3	Good
9.	The culture-based extensive reading materials are interesting and effective.	3	Good
10.	The culture-based extensive reading materials are appropriate for Grade VIII students.	3	Good
	LANGUAGE APPROPRIATENESS		
11.	The materials are developed in a good grammar.		
12.	The instructions are clear, easy to understand, and use correct spelling.	3	Good
13.	The materials use good diction.	3	Good
14.	The grammar explanations are easily understood by the students.	3	Good
15.	The grammar explanations are suitable for the Grade VIII students.	3	Good
	PRESENTATION APPROPRIATENESS		
16.	The materials developed are systematically presented.	3	Good
17.	The materials are developed based on pre-reading, whilst-reading, and post-reading activities.	3	Good
18.	There is a balance on the total number of activities (task) in each unit of the developed materials.	3	Good
19.	The activities in the materials developed enrich	3	Good

	students' knowledge and improve their reading skills.		
20.	The activities in the materials developed encourage critical thinking and creative thinking of the students.	3	Good
21.	The texts and pictures are equally presented.	3	Good
22.	The materials developed motivate the students to read English books on their own.	3	Good
23.	The materials developed include texts and pictures references.	3	Good
24.	The materials developed cover a Word Bank.	3	Good
GRAPHIC DESIGN APPROPRIATENESS			
25.	The developed materials are printed using the ISO standard paper size (A4, A5, B5).	3	Good
26.	The layout (title, subtitle, texts, and pages) in each unit is consistent.	3	Good
27.	The use of font variation and font type is readable.	3	Good
28.	The developed materials are not using too many types of fonts.	3	Good
29.	The line spacing is normal.	3	Good
30.	The graphic of the materials are aesthetic and functional.	3	Good
31.	The designs are totally interesting.	3	Good
Total Score		93	
Mean		3	
Category		Good	

Based on the table 29, the total mean from the expert judgment for unit 4 is 3. According to the data conversion, the mean value belongs to category "Good" because mean is in the interval $2.5 \leq x \leq 3.24$. The expert considers the unit developed appropriate to be implemented as additional reading materials for Grade VIII students at SMPN 2 Susukan.

2) The Revision for Unit 4

There is no further revision.

e. The Results of the Expert Judgment and The Revision for Unit 5

1) The Results of the Expert Judgment Questionnaire

Table 30: **The Results of the Expert Judgment Questionnaire for Unit 5**

No	Statements	Score	Criteria
	CONTENT APPROPRIATENESS		
1.	The materials developed are in accordance with the Standard of Competence and Basic Competences in School-Based Curriculum for Grade VIII students of Junior High School.	3	Good
2.	The materials developed are based on the course grid.	3	Good
3.	The materials developed contain text types which are relevant to the students' daily life.	3	Good
4.	The materials developed match the learning objectives stated in the course grid.	3	Good
5.	The materials developed contain topics which are interesting and relevant to Grade VIII students.	3	Good
6.	The materials developed cover texts and pictures that are relevant to the topics.	3	Good
7.	The designed materials contain language features mentioned in the syllabus.	3	Good
8.	The materials developed include vocabulary activity that is relevant for Grade VIII students.	3	Good
9.	The culture-based extensive reading materials are interesting and effective.	3	Good
10.	The culture-based extensive reading materials are appropriate for Grade VIII students.	3	Good
	LANGUAGE APPROPRIATENESS		
11.	The materials are developed in a good grammar.	3	Good
12.	The instructions are clear, easy to understand, and use correct spelling.	3	Good
13.	The materials use good diction.	3	Good
14.	The grammar explanations are easily understood by the students.	3	Good
15.	The grammar explanations are suitable for the Grade VIII students.	3	Good
	PRESENTATION APPROPRIATENESS		
16.	The materials developed are systematically presented.	3	Good
17.	The materials are developed based on pre-reading, whilst-reading, and post-reading activities.	3	Good
18.	There is a balance on the total number of activities (task) in each unit of the developed materials.	3	Good
19.	The activities in the materials developed enrich	3	Good

	students' knowledge and improve their reading skills.		
20.	The activities in the materials developed encourage critical thinking and creative thinking of the students.	3	Good
21.	The texts and pictures are equally presented.	3	Good
22.	The materials developed motivate the students to read English books on their own.	3	Good
23.	The materials developed include texts and pictures references.	3	Good
24.	The materials developed cover a Word Bank.	3	Good
GRAPHIC DESIGN APPROPRIATENESS			
25.	The developed materials are printed using the ISO standard paper size (A4, A5, B5).	3	Good
26.	The layout (title, subtitle, texts, and pages) in each unit is consistent.	3	Good
27.	The use of font variation and font type is readable.	3	Good
28.	The developed materials are not using too many types of fonts.	3	Good
29.	The line spacing is normal.	3	Good
30.	The graphic of the materials are aesthetic and functional.	3	Good
31.	The designs are totally interesting.	3	Good
Total Score		93	
Mean		3	
Category		Good	

Based on the table 30, the total mean from the expert judgment for unit 5 is 3. According to the data conversion, the mean value belongs to category "Good" because mean is in the interval $2.5 \leq x \leq 3.24$. The expert considers the unit developed appropriate to be implemented as additional reading materials for Grade VIII students at SMPN 2 Susukan.

2) The Revision for Unit 5

There is no further revision.

f. The Results of the Expert Judgment and the Revision for Unit 6

1) The Results of the Expert Judgment Questionnaire

Table 31: **The Results of the Expert Judgment Questionnaire for Unit 6**

No	Statements	Score	Criteria
	CONTENT APPROPRIATENESS		
1.	The materials developed are in accordance with the Standard of Competence and Basic Competences in School-Based Curriculum for Grade VIII students of Junior High School.	3	Good
2.	The materials developed are based on the course grid.	3	Good
3.	The materials developed contain text types which are relevant to the students' daily life.	3	Good
4.	The materials developed match the learning objectives stated in the course grid.	3	Good
5.	The materials developed contain topics which are interesting and relevant to Grade VIII students.	3	Good
6.	The materials developed cover texts and pictures that are relevant to the topics.	3	Good
7.	The designed materials contain language features mentioned in the syllabus.	3	Good
8.	The materials developed include vocabulary activity that is relevant for Grade VIII students.	3	Good
9.	The culture-based extensive reading materials are interesting and effective.	3	Good
10.	The culture-based extensive reading materials are appropriate for Grade VIII students.	3	Good
	LANGUAGE APPROPRIATENESS		
11.	The materials are developed in a good grammar.	3	Good
12.	The instructions are clear, easy to understand, and use correct spelling.	3	Good
13.	The materials use good diction.	3	Good
14.	The grammar explanations are easily understood by the students.	3	Good
15.	The grammar explanations are suitable for the Grade VIII students.	3	Good
	PRESENTATION APPROPRIATENESS		
16.	The materials developed are systematically presented.	3	Good
17.	The materials are developed based on pre-reading, whilst-reading, and post-reading activities.	3	Good
18.	There is a balance on the total number of activities (task) in each unit of the developed materials.	3	Good
19.	The activities in the materials developed enrich	3	Good

	students' knowledge and improve their reading skills.		
20.	The activities in the materials developed encourage critical thinking and creative thinking of the students.	3	Good
21.	The texts and pictures are equally presented.	3	Good
22.	The materials developed motivate the students to read English books on their own.	3	Good
23.	The materials developed include texts and pictures references.	3	Good
24.	The materials developed cover a Word Bank.	3	Good
GRAPHIC DESIGN APPROPRIATENESS			
25.	The developed materials are printed using the ISO standard paper size (A4, A5, B5).	3	Good
26.	The layout (title, subtitle, texts, and pages) in each unit is consistent.	3	Good
27.	The use of font variation and font type is readable.	3	Good
28.	The developed materials are not using too many types of fonts.	3	Good
29.	The line spacing is normal.	3	Good
30.	The graphic of the materials are aesthetic and functional.	3	Good
31.	The designs are totally interesting.	3	Good
Total Score		93	
Mean		3	
Category		Good	

Based on the table 31, the total mean from the expert judgment for unit 6 is 3. According to the data conversion, the mean value belongs to category "Good" because mean is in the interval $2.5 \leq x \leq 3.24$. The expert considers the unit developed appropriate to be implemented as additional reading materials for Grade VIII students at SMPN 2 Susukan.

2) The Revision for Unit 6

There is no further revision.

B. Discussion

The goal of this study was to design extensive reading materials based on culture for Grade VIII students at SMPN 2 Susukan. The first step in this research was conducting needs analysis in order to find the information regarding the target needs and the reading needs of Grade VIII students at SMPN 2 Susukan. The needs analysis was conducted on 21 May 2016. The instrument to collect the data was a needs analysis questionnaire. The questionnaire was developed based on theories proposed by Hutchinson and Waters (1987), Nunan (2004), Graves (2000), and Cortazzi and Jin (1999). The questionnaire consisted of eleven questions concerning the students' goals, wants, lacks, necessities, and students' opinion about the input and the involvement of culture in learning English.

In conducting the research, the researcher followed the research procedure adapted from Branch (2009) which consisted of analysing students' reading needs, designing a course grid, developing the first draft of the reading materials, evaluation the first draft of the reading materials, and revising the reading materials based on the feedback obtained from the materials evaluation.

The first step in this research was analysing students' reading needs. Based on the needs analysis questionnaire, the researcher took the highest answers as the considerations in designing the extensive reading materials. From the eleven questions distributed to the students, it was found out that the students needed additional reading materials. The students also thought that the reading materials based on L2 culture were very important and helpful. It was also found out that all students belong to beginner level in English language.

Regarding the theme they wanted to read in additional reading materials, they preferred British culture. The topic they preferred to read was British daily life. The table also showed that the additional materials should contain a lot of new words to learn since their subject learning preference was learning vocabulary. It was also found out that the students' expectation of enhancement of reading class was to be able to read text fluently. Then the students' goal in learning English was to get good marks in English class. The results underpin the extensive reading materials alongside the theories proposed in chapter II.

After conducting the needs analysis, the researcher wrote the course grid based on the results of the needs analysis and the Standard of Competence and Basic Competences of reading for Junior High School Students Grade VIII in the first semester stated in the School-Based Curriculum. The materials were developed into six units. The first three units focused on descriptive text and the other three units focused on recount text. The activities in the materials developed advocate three-phase approach; pre-reading activity, whilst-reading activity, and post-reading activity.

The materials developed consist of six units dealing with different topics for all units. The materials developed cover topics such as UK geography, daily life, sport and leisure, UK government, British events happened in the past, and literature. There are five main activities in the materials developed for each unit; before-you-read activity, vocabulary activity, reading activity, grammar activity, and discussion. These activities were developed based on the advantages of extensive reading posited by Davis in Harmer (2001) and Hedgcock and Ferris

(2009) who claimed that extensive reading can improve students' comprehension, vocabulary, and grammar.

The before-you-read activity aims at activating students' background knowledge. The vocabulary activity contains vocabulary which is directly related to the topic of the text so it can be used to activate schema. The language used is natural and appropriate for Grade VIII students. The vocabulary varies from unit 1 to unit 6 depending on each text of the unit. The reading activity aims at checking students' comprehension of the texts they have read. It also aims at improving students' reading comprehension. Grammar activity aims to refresh students' memories of grammar they have learnt in class. Each unit emphasizes different grammatical aspect related to language features of descriptive and recount texts. The discussion leads the students to speak up their minds and allows the students to relate what they have got from reading to their experience and surroundings.

After the first draft of the culture-based English extensive reading materials was developed, the expert judgment was conducted to evaluate the materials in terms of content, language, presentation, and graphic design appropriateness. The instrument used in the expert judgment was a *Likert Scale* questionnaire. The results of the expert judgment questionnaire were analysed through descriptive statistics (Suharto, 2006). The questionnaire was developed in accordance with the materials evaluation proposed by Hutchinson and Waters (1987), Cortazzi and Jin (1999), and BSNP.

The results of the expert judgment showed that the materials developed are appropriate to be implemented in the English teaching and learning process for

Grade VIII students at SMPN 2 Susukan. The book was categorized "Good". The

results of the expert judgment questionnaire are presented below.

Table 32: **The Results of the Expert Judgment for the Materials Developed**

Unit	Mean	Category
1	3.03	Good
2	3	Good
3	3	Good
4	3	Good
5	3	Good
6	3	Good

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study and the suggestions to other parties. The conclusion provides the results of the needs analysis and the product of the study which is the culture-based English extensive reading materials. The suggestions are addressed to English teachers, Grade VIII students, and materials developers.

A. Conclusions

This study is categorized as Research and Development. The product of the study is the culture-based English extensive reading materials in the form of book. In designing the materials, the researcher conducted the needs analysis to find out the target needs and the reading needs of Grade VIII students at SMPN 2 Susukan.

1. Target Needs

It was find out that the students' goal in learning English is to get good marks in English test. Regarding reading, the reading activities in class are fun. They also said that the media for reading are helpful. Even so, they still need additional reading materials that based on English culture because they expected to be able to read English texts fluently. To accommodate the students' needs, the researcher must know their level of English language proficiency, and it was found out that the students are all beginners in English language.

Regarding the theme they wanted to read in additional reading materials, they preferred British culture. The topic they preferred to read was about British daily life. The result also showed that the additional materials should contain a lot of new words to learn since their subject learning preference was learning vocabulary. It was also found out that the students' expectation of enhancement of reading class was to be able to read text fluently.

2. Reading Needs

According to the reading needs, the students need additional reading materials based on British culture. They also stated that the existence of the additional reading materials based on culture is very important and helpful for them to understand English texts easily. The students' preference to learn related to British culture is the daily life. In addition, the students' preference in choosing reading materials is that the materials that contain a lot of new words to learn.

3. The Culture-Based English Extensive Reading Materials

The final draft of the materials developed consists of six developed units. The units are developed based on the Standard of Competence and the Basic Competences for Grade VIII students in the first semester taken from the School-Based Curriculum. The materials developed contain two text types should be learnt by the students which are descriptive text and recount text.

The materials are developed upon the results of the needs analysis, the Standard of Competence and the Basic Competences, and the theories proposed in

the chapter II. The first three developed units focus on descriptive text and the rest focus on recount text. The materials are developed based on certain topics related to British cultures.

To assess students' reading skills, there are five main tasks presented in each subunit namely before-you-read activity, vocabulary activity, reading activity, grammar activity, and discussion. These activities employ three-phase approach; pre-reading activity, whilst-reading activity, and post-reading activity. The descriptions of the tasks are presented as follows.

1. Before-you-read Activity

The before-you-read activity aims at activating students' background knowledge. This makes sure that the students have little knowledge about the topic being introduced. The activity is mainly presented in the form of questioning.

2. Vocabulary Activity

The vocabulary activity contains vocabulary which is directly related to the topic of the text so it can be used to activate schema. The language used is natural and appropriate for Grade VIII students. The vocabulary varies from unit 1 to unit 6 depending on each text of the unit.

3. Reading Activity

The reading activity aims to check students' comprehension of the texts they have read. It also aims at improving students' reading comprehension. The reading activities employed some tasks for assessing extensive reading such as short-answer tasks, editing, summarizing, skimming, scanning, and the like.

4. Grammar Activity

Grammar activity aims to refresh students' memories of grammar aspects they have learnt in class. Each unit emphasizes different grammatical aspect related to language features of descriptive and recount texts.

5. Discussion

The discussion leads the students to speak up their minds and allows the students to relate what they have got from reading to their experience and surroundings. This activity also leads students to think critically.

B. Suggestions

There are some suggestions addressed to English teachers, Grade VIII students, and materials developers.

1. English teachers

The English teachers should encourage the students to engage in extensive reading since extensive reading benefits students in many aspects.

2. Grade VIII students

Grade VIII students could use this book as a way to enrich their knowledge and to improve their reading skills since this book provide many texts with tasks related to the texts. Grade VII students are expected to explore more about English language and its culture. The students are expected to be encouraged to read any other English texts. They are expected to read more English materials since the source for English reading materials are varied. They also can use the internet to help them find the appropriate reading materials.

3. Materials developers

As this study is intended to provide additional reading materials based on culture, it is expected that there will be further researches that develop additional materials that cover four-skills teaching materials. It is also expected that the materials cover across cultures of English-speaking countries so that the students can relate life in the English-speaking countries with their own culture. The students will enrich their cultural understanding not only the culture of British but also all cultures of English-speaking countries.

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