

Original Research

Bridging Cultures Through Language: Developing English-Speaking Materials for Multicultural Education Contexts

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Article Info

Article history:

Received 26 June 2024

Revised 10 October 2024

Accepted 17 October 2024

Keywords (10pt, alphabetical):

Addie model

English language teaching

English speaking material

Language proficiency

Multicultural education



Abstract

Indonesia's rich multicultural diversity often presents challenges such as prejudice and violence, emphasizing the need for effective multicultural education to foster unity among teenagers. This study uniquely addresses this gap by developing multicultural-based English teaching materials aimed at enhancing students' vocabulary, cultural understanding, and speaking skills. Conducted at SMAN 9 Luwu with 30 eleventh-grade students and experienced teachers, the research employed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The analysis phase highlighted a significant need for multicultural education materials, specifically to improve speaking skills. During the design and development phases, the materials were carefully crafted to incorporate multicultural themes and improve language proficiency. In the implementation phase, the materials were tested in a classroom setting, and data were collected through observations, questionnaires, and assessments. The results demonstrated substantial improvements in students' speaking abilities, with expert evaluations confirming the effectiveness and cultural relevance of the materials. The evaluation phase provided both formative and summative assessments, revealing that students not only enhanced their language skills but also developed a greater appreciation for cultural diversity. This research highlights the importance of integrating multicultural perspectives into educational resources, enhancing language proficiency and cultural competence. The findings support broader adoption of multicultural education strategies to promote equity and excellence.

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1. Introduction

Indonesia's diverse society, rich in ethnicities, languages, cultures, races, beliefs, and religions, is central to its identity (Pieterse et al., 2008). The nation's vibrant mosaic, however, is not without its challenges. Issues like prejudice, inter-group violence, and bullying threaten this unity, particularly among teenagers, highlighting the urgent need for multicultural education (Stephens et al., 2018; Doucette et al., 2021; Pope-Davis et al., 1994). Indonesia's diverse cultural landscape requires an educational framework that fosters unity and respect among youth. Nur (2023) highlight the importance of maritime heritage and multicultural education promote cultural diversity, sustainability, and responsible marine resource management. Emphasizing these values within local cultures and tourism aids in preserving traditions and supporting economic growth (Bakay, 2023). Education is key to tackling unemployment and encouraging cultural sensitivity (Tonbuluğlu et al., 2016). Balancing tradition and modernity in youth culture helps preserve heritage while adapting to modern life (Derderian-Aghajanian, 2010). In plural societies, multicultural education fosters understanding and tolerance (Efendi & Lien, 2021).

Multicultural education plays a pivotal role in enhancing understanding and inclusivity by addressing the complexities of various cultures and the intersectionality of race, gender, and class (Alanay & Aydin, 2016; Leersnyder et al., 2021). This educational approach encourages educators to recognize their biases, acquire cultural knowledge, and apply this knowledge effectively in the classroom. By doing so, it significantly influences students' attitudes and behaviors, promoting social justice and closing the achievement gap without disrupting existing curricula. Celebrating and learning from diversity rather than merely tolerating it, multicultural education embodies an ideology of understanding, respecting, and valuing human dignity regardless of economic, social, cultural, ethnic, linguistic, religious, or national background (Wahdiah et al., 2023; Atmaja, 2020).

The primary goal of multicultural education is to transform learning approaches to provide equal opportunities for every child. This involves ensuring that unity does not come at the expense of individuality, instilling lateral thinking and appreciation for diversity in students, and promoting positive changes in mindsets, attitudes, and values to enhance the academic community (Ahyani et al., 2020; Sari & Siregar, 2021). Moreover, the development of speaking skills in students necessitates a multicultural understanding to ensure clear communication and prevent misunderstandings. Effective speaking involves mastering grammar, vocabulary, comprehension, fluency, and pronunciation (Brown & Abeywickrama, 2004). Students must be able to generate multiple ideas, use correct pronunciation, possess a sufficient vocabulary, and arrange sentences coherently (Juliastuti et al., 2023; Masruddin & Sander, 2019).

Supporting language learning, particularly speaking, requires robust learning materials such as modules. These materials, which can include textbooks, worksheets, handouts, or digital media, are essential for organizing and facilitating learning (Setyawan & Nawangsari, 2021). Effective learning materials tailored to the learning model and student styles help teachers prepare assignments and guide students through the learning process (Van Geel et al., 2019). They also provide students with a sense of achievement as they meet specific objectives (Kurniasih & Lisan, 2023).

Designing teaching materials with a multicultural understanding is crucial for promoting cultural diversity, fostering inclusivity, and nurturing democratic values (Izzati et al., 2023). Multicultural education, which acknowledges the importance of cultural and ethnic diversity in shaping social experiences, personal identities, and educational opportunities, is vital in pluralistic societies (Suri & Chandra, 2021; Aricindy, 2023; Kaya, 2015). Incorporating multicultural competencies such as knowledge, awareness, skills, and relationships into teaching materials ensures accurate multicultural case conceptualization and sensitivity to diverse cultures (Dickson & Jepsen, 2007). Teachers' awareness of multicultural education is crucial for implementing effective multicultural teaching practices that promote cultural diversity and inclusivity (Tonbuloglu et al., 2016; Yildirim & Tezci, 2020; Mahmud, 2018). This approach enriches the learning experience by developing students' character, nationalism, and religious understanding (Efendi & Lien, 2021).

Despite extensive research on general issues faced by students in speaking English (Atika Kumala Dewi & Nur Mukminatien, 2023; Hidayati, 2019; Mandaria et al., 2022; Prasetyaningrum et al., 2020), there is a noticeable gap in studies addressing the integration of multicultural education into English learning, particularly in speaking classes. Observations conducted in North Walenrang District at SMAN 9 Luwu, a multi-ethnic school, underscore this issue. The diverse student body, comprising Javanese, Buginese, and Torajanese students, reflects the broader community's multicultural environment. This diversity significantly influences the educational context, making the need for effective multicultural education even more critical.

This research addresses a significant gap by integrating multicultural education into English learning, specifically focusing on speaking classes in regions with varied cultural backgrounds, like South Sulawesi's North Walenrang sub-district. The novelty of this study lies in the development of multicultural-based English teaching materials designed to enhance students' vocabulary and cultural understanding, thereby fostering multicultural attitudes. By providing innovative teaching materials, this study aims to improve students' speaking skills while cultivating their appreciation for cultural diversity. This dual focus addresses both language proficiency and cultural competence, contributing to a more inclusive and culturally sensitive educational environment.

The significance of this study is profound as it seeks to enhance both language proficiency and cultural competence, which are critical in today's globalized world. The primary aim is to develop and test teaching materials that not only improve speaking skills but also instill multicultural values in students. By doing so,

the study aims to address current educational needs and prepare students for an increasingly interconnected world. The outcomes of this research have the potential to inform educational practices and policies, highlighting the importance of integrating multicultural perspectives into the curriculum to promote educational equity and excellence.

The structure of this study includes a comprehensive literature review, methodology, results, and discussion. The literature review examines existing research on multicultural education and language learning. The methodology outlines the use of the ADDIE model for developing teaching materials. The results section presents findings from the implementation and evaluation phases, highlighting the effectiveness of the developed materials. The discussion interprets these findings in the context of broader educational goals. In conclusion, this study underscores the critical role of integrating multicultural perspectives into educational resources to enhance language proficiency and cultural competence. The findings advocate for the broader adoption of multicultural education strategies to promote educational equity and excellence. Future research should explore the long-term impacts and broader applications of these materials across diverse educational contexts, ultimately contributing to the development of a more inclusive and culturally aware society.

2. Methods

This research was conducted at SMAN 9 Luwu, located in Bosso village, North Walenrang District, Luwu Regency. The study population comprised 30 eleventh-grade students from the Natural Science Mathematics A class, along with several experienced English teachers skilled in designing teaching materials. Employing a Research and Development (R&D) design, the study utilized the ADDIE model, which includes five phases: Analysis, Design, Development, Implementation, and Evaluation (Dick & Carey, 1996). The ADDIE model provided a comprehensive framework for product development.

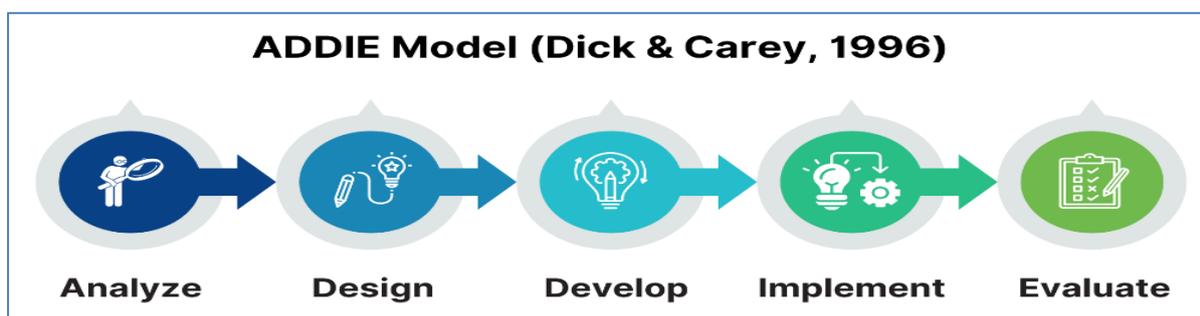


Figure 1. ADDIE Model (Dick & Carey, 1996)

In the Analysis phase, the focus was on assessing students' speaking abilities and cultural understanding. Data were collected through observations and assessments to identify students' needs and gaps in their speaking skills and cultural awareness. Based on these results, a detailed material map was created during the Design phase. This phase involved structuring the content and activities to be included in the teaching materials, ensuring alignment with multicultural education principles.

During the Development phase, the first draft of the teaching materials was created, then assessed by experts, and revised based on their feedback. This process aimed to develop engaging and culturally relevant content to enhance students' speaking skills. In the Implementation phase, the revised materials were tested in the classroom to gather user feedback. This phase observed the practicality and effectiveness of the materials in a real classroom setting, with students participating in speaking activities to provide insights into the materials' usability and impact.

The final phase, Evaluation, involved assessing the effectiveness of the developed materials through both formative and summative evaluations. Formative evaluations were conducted throughout the implementation phase, using observations, questionnaires, and assessments to continuously improve the materials. Summative evaluations took place at the end of the semester to assess the overall impact of the materials on students' speaking abilities and multicultural understanding.

Instruments used in this study included questionnaires for both experts and students. The data collected from these questionnaires were analyzed to provide insights into the quality and effectiveness of the developed materials. Experts offered comments and recommendations, while student feedback helped refine the materials. Information on student needs was gathered through observations and discussions with teachers during the analysis phase, informing the design of student-centered materials that encouraged active participation. The development phase involved creating materials using class XI English textbooks, learning modules, and worksheets, focusing on activities that promoted speaking skills within a multicultural context.

During the implementation phase, the materials were tested in the eleventh-grade Natural Science Mathematics A class at SMAN 9 Luwu to assess their compatibility and effectiveness in enhancing students' speaking skills. Students engaged with the materials in speaking activities, providing valuable feedback for further refinement. Evaluation included both formative and summative assessments. Formative evaluations involved ongoing assessments to monitor and improve the learning process, while summative evaluations assessed the overall effectiveness of the materials at the end of the semester. Qualitative data from expert feedback were analyzed qualitatively, and quantitative data from student assessments were analyzed descriptively to determine the success of the developed materials.

3. Results

3.1 Analysis

3.1.1 Need Analysis

At this stage, a comprehensive Student Needs Analysis was conducted to assess the students' mastery and knowledge of multicultural education teaching materials, crucial for the development of effective English language materials for high school students. This assessment involved distributing detailed questionnaires to the students, designed to gather insights into their current understanding and proficiency levels in multicultural education. The responses from these questionnaires revealed a significant and widespread need for improved and targeted teaching materials. The data collected highlighted gaps in the existing curriculum and underscored the necessity for resources that would not only enhance language skills but also foster a deeper cultural understanding among the students. This high demand for multicultural education materials indicated the urgency of integrating such resources into the English language curriculum to better prepare students for a diverse and interconnected world.

Table 1. Student Need Analysis

Item	Mean
Students' knowledge of ethnicity	2.13
Students' knowledge of traditions and rituals	1.30
Carrying out activities related to traditions and rituals by students	1.40
Interactive and fun learning models and strategies in the classroom	1.33
Students' English skills and mastery	2.77
Suitability of learning evaluation	1.13
Availability of learning media	2.47
Low variety of tasks	1.40
Students' speaking ability	2.90
The high level of obstacles and difficulties in students' speaking	1.70
Mean	1.85

The Student Needs Analysis revealed several key insights into the requirements for developing English language materials for high school students. The analysis, summarized in Table 1, indicates varying levels of need across different areas. The highest mean score was observed in students' speaking ability (2.90), indicating a critical need for improvement in this area. Similarly, students' English skills and mastery (2.77) and the availability of learning media (2.47) were also highlighted as significant needs. Conversely, the suitability of learning evaluation (1.13) and students' knowledge of traditions and rituals (1.30) scored the lowest, pointing to less perceived immediate need in these areas.

The overall mean score of 1.85 underscores a substantial necessity for enhanced educational resources, particularly emphasizing the development of materials aimed at improving speaking skills. This data suggests that while students have a foundational understanding of English, there is a pressing need for interactive, engaging, and culturally relevant teaching materials to address their speaking abilities and overall language proficiency.

Additionally, the analysis reveals a significant gap in the current educational framework, particularly in addressing the cultural dimensions of language learning. The low scores in students' knowledge of traditions and rituals indicate a missed opportunity to integrate cultural education with language proficiency. This underscores the need for a holistic approach to curriculum development that not only focuses on linguistic skills but also incorporates cultural literacy, thereby enriching the educational experience.

Furthermore, the high need for improved learning media highlights a crucial area where technological integration could play a significant role. Interactive and multimedia resources can provide diverse and immersive learning experiences that traditional methods lack. This approach can make learning more appealing and effective, especially in developing speaking skills where practical application and real-world context are essential.

These findings suggest that educational materials should not only aim to improve language proficiency but also foster a deeper understanding and appreciation of cultural diversity. By doing so, the materials can better prepare students to communicate effectively in a globalized world. The authors interpret these needs as a call to action for educators and curriculum developers to innovate and adapt their teaching strategies to meet the evolving demands of a multicultural student body. This comprehensive approach to language education can significantly enhance students' overall academic performance and cultural competence.

3.1.2 The Student Needs Analysis

A needs analysis was performed to identify the challenges within the English conversation program at SMAN 9 Luwu. Initial steps involved interviews with three English teachers from the conversation program to gather data on the books or references used, difficulties faced by students in speaking English, and appropriate English-speaking materials. The interviews revealed limited resources and a lack of books integrating multicultural education, essential for fostering respect and acceptance among students from diverse backgrounds.

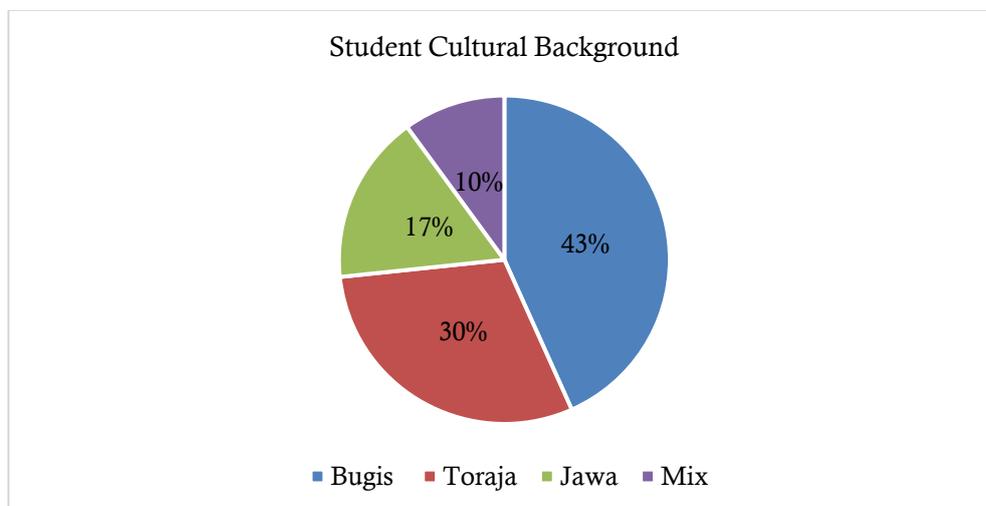


Figure 2. Student Cultural Background

The analysis of student cultural backgrounds, as depicted in Figure 2, reveals a predominantly Bugis population (43.33%), followed by Toraja (30.00%), Javanese (16.67%), and those with mixed cultural backgrounds (10.00%). This significant diversity underscores the necessity for culturally inclusive teaching materials that cater to and respect the various cultural identities within the classroom. By incorporating elements from these diverse backgrounds into the curriculum, educators can create a more inclusive learning environment that not only enhances educational engagement but also promotes mutual respect and understanding among students from different ethnic groups.

This approach aligns with the broader goals of multicultural education, aiming to foster an educational setting where all cultural perspectives are valued and integrated into the learning process. The authors emphasize that recognizing and addressing the diverse cultural backgrounds of students is essential for creating effective teaching materials. Such materials can bridge cultural gaps and facilitate a learning environment where students feel seen and respected. This inclusivity is crucial in reducing prejudices and fostering a sense of belonging among students.

Moreover, the diverse cultural makeup of the student body presents an opportunity for peer learning. When students engage with materials that reflect their own cultures as well as those of their peers, it encourages cross-cultural dialogue and learning. This interaction can significantly enhance students' cultural competence, preparing them for participation in an increasingly globalized world. The authors interpret these findings as a clear indication that culturally responsive teaching materials are not just beneficial but necessary. These materials can play a pivotal role in improving educational outcomes by making learning more relevant and relatable to students' lives. The integration of multicultural elements into the curriculum can help students develop a more nuanced understanding of the world, promoting empathy and intercultural awareness. By doing so, the educational experience becomes more enriching and comprehensive, contributing to the holistic development of students. It highlights the diverse cultural backgrounds of students at SMAN 9 Luwu highlight the critical need for inclusive and culturally responsive educational materials. Such materials can enhance engagement, promote respect, and facilitate a deeper understanding among students from different ethnic groups. This strategy is essential for achieving the goals of multicultural education and preparing students for success in a diverse and interconnected world.

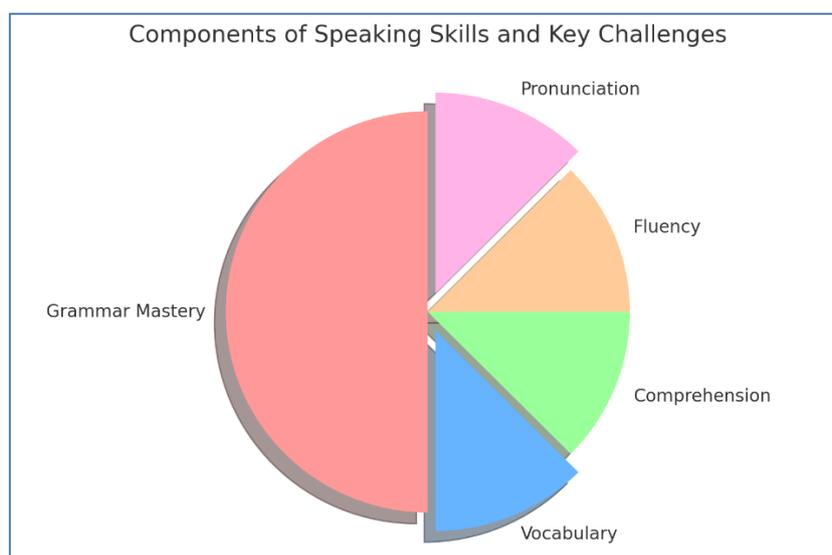


Figure 3. Components of Speaking Skills and Key Challenges

Moreover, five components were identified in speaking: grammar mastery, vocabulary, comprehension, fluency, and pronunciation. Significant issues included pronunciation and understanding of foreign vocabulary and interpreting context. Presenting speaking material in audio-visual form could mitigate these problems by providing contextual clues.

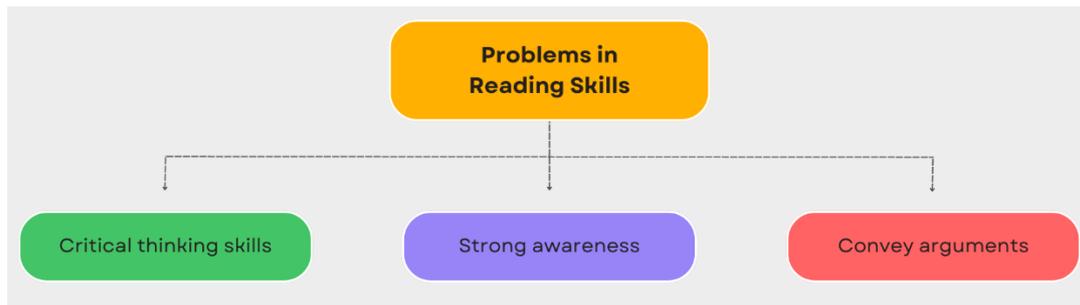


Figure 4. Problems in Reading Skills

The analysis of [Figure 4](#) highlights significant challenges in reading skills among the assessed individuals. These challenges suggest a pressing need for educational materials that not only enhance basic reading abilities but also foster advanced skills such as critical thinking, cultural awareness, and effective argument articulation. The findings indicate that current reading programs may be insufficient in addressing these higher-order skills, potentially hindering overall literacy development.

Basic reading abilities, while fundamental, are not enough to equip students for the complexities of modern texts. Advanced skills like critical thinking enable students to analyze and evaluate information, cultural awareness helps them understand and appreciate diverse perspectives, and effective argument articulation allows them to express their thoughts clearly and persuasively. These competencies are crucial for academic success and effective communication in a multicultural world. The authors emphasize that incorporating more diverse and challenging reading materials into the curriculum is essential. Such materials can expose students to a wide range of ideas and viewpoints, enhancing their ability to engage thoughtfully with complex texts. This approach can also encourage students to develop a deeper understanding of different cultures and perspectives, which is vital for fostering empathy and intercultural competence.

Furthermore, challenging reading materials can stimulate students' intellectual curiosity and motivate them to think critically about the content they read. By encountering complex arguments and diverse perspectives, students can improve their ability to articulate their own ideas and engage in meaningful discussions. This process not only enhances their reading skills but also their overall academic and communicative proficiency. The authors interpret these findings as a call to action for educators to revise and enhance their reading programs. By integrating advanced reading materials that challenge students and promote critical thinking, educators can better prepare students for the demands of higher education and the workforce. This strategy can also help close the gap between basic literacy and the higher-order skills needed for academic and professional success.

Table 2. Results of Student Needs Analysis

Range of Marks	Category	Number of Students	Percentage
3.25-4	No Need	0	0%
2.5-3.24	Less Need	1	3%
1.75-2.49	Need	4	13%
1-1.74	Really Need	25	83%
Total		30	100%

The data from [Table 2](#) provides a clear picture of the students' needs for teaching materials, with a significant 83% of students falling into the "really need" category, indicating a substantial demand for these resources. Only a small fraction of students, 3%, are categorized as having a "less need," and none are in the "no need" category. This suggests that nearly all students perceive a strong necessity for improved teaching

materials to support their learning. With 13% of students in the "need" category, it becomes evident that there is an overwhelming consensus on the importance of these materials in enhancing educational outcomes. The high percentage in the "really need" category underscores the critical and urgent demand for new and improved teaching materials. These findings highlight the inadequacy of current resources and the pressing need for more effective and engaging educational tools to support student learning.

The authors interpret these results as a clear indication that immediate action is required to develop and implement new teaching materials that address the identified gaps. The data strongly suggests that the majority of students are not receiving the support they need to succeed academically, which could have long-term implications for their educational development. By addressing these needs, educators can ensure that all students have access to the resources necessary for effective learning.

Moreover, the data suggests that improving teaching materials is not merely a preference but a critical requirement for student success. The overwhelming demand for new resources points to the necessity of curriculum innovation and enhancement to meet the diverse needs of the student population. This also reflects the broader educational goal of providing equitable learning opportunities for all students, regardless of their starting point. Therefore, the results from the Student Needs Analysis highlight a substantial and urgent need for improved teaching materials. Addressing these needs is crucial for enhancing educational outcomes and ensuring that all students have the tools they need to succeed. The findings advocate for immediate and targeted efforts to develop high-quality, engaging, and supportive educational resources to foster effective learning experiences for all students.

3.1.3 Teacher Need Analysis

Table 3. Teacher Need Analysis

Item	Mean
Teaching multicultural material related to local traditions or culture to improve speaking skills	2.22
Use of media in teaching speaking material	2.50
Adequate teaching materials to support the speaking learning process	2.10
Diversity of strategies in teaching speaking material	1.70
Media in teaching speaking material accompanies teaching materials	2.70
Teaching materials are contextual	1.24
Interested in developing multicultural-based materials (-)	2.41
Want to develop multicultural-based learning materials	1.56
Experiencing obstacles in developing multicultural-based learning materials	2.21
Want to develop a multicultural speaking module	1.76
Mean	2.04

The Teacher Need Analysis, as summarized in Table 3, reveals various insights into teachers' perspectives on their teaching materials and strategies. The overall mean score of 2.04 indicates a moderate level of need for improvements and support in several key areas. Notably, the highest mean score (2.70) is associated with the use of media accompanying teaching materials, suggesting that teachers find this aspect particularly helpful. This highlights the importance of incorporating multimedia resources in the teaching process to enhance student engagement and comprehension.

Conversely, the lowest score (1.24) is for contextual teaching materials, indicating a significant gap in this area. This suggests that current teaching materials may lack relevance to the students' local context and cultural background, which can affect the effectiveness of the learning process. The need for more contextualized materials underscores the importance of developing resources that reflect the students' real-life experiences and cultural heritage, thereby making learning more relatable and impactful. Other areas of

moderate need include teaching multicultural material related to local traditions or culture (2.22) and experiencing obstacles in developing multicultural-based learning materials (2.21). These scores reflect the challenges teachers face in integrating multicultural content into their lessons. The interest in developing multicultural-based materials and modules shows variability, with mean scores of 2.41 and 1.76, respectively, indicating a willingness among teachers to embrace multicultural education despite the hurdles they encounter.

The findings highlight a critical need for more diverse, contextual, and media-supported teaching materials to enhance the speaking skills learning process. Teachers express a clear desire to develop multicultural-based learning resources but face significant challenges in doing so. These challenges include a lack of adequate materials and strategies, as well as obstacles in the development process. The study sees these findings as a call to action for educational stakeholders to provide targeted support and resources to teachers. This support could include professional development opportunities focused on creating and implementing multicultural and media-rich teaching materials. Additionally, providing access to a repository of high-quality, contextually relevant teaching resources could help alleviate some of the challenges teachers face.

Furthermore, the integration of diverse strategies in teaching speaking material, with a mean score of 1.70, suggests that there is room for improvement in the variety of instructional methods currently employed. Encouraging the use of innovative and varied teaching strategies could enhance student engagement and learning outcomes. Therefore, the Teacher Need Analysis underscores the necessity for substantial improvements in teaching materials and strategies. By addressing the gaps in contextual and multicultural content and providing the necessary support for teachers, educational stakeholders can significantly enhance the quality of education. This approach will not only improve speaking skills but also foster a more inclusive and culturally aware learning environment.

Table 4. Results of Teacher Needs Analysis

Range of Marks	Category	Number of Teacher	Percentage
3.25-4	No Need	0	0%
2.5-3.24	Less Need	0	0%
1.75-2.49	Need	2	100%
1-1.74	Really Need	0	0%
Total		2	100%

The data presented in Table 4 from the Teacher Needs Analysis clearly indicates that all the teachers fall into the "Need" category, with 100% scoring between 1.75 and 2.49. This unanimous result highlights a definitive and collective requirement for the implementation of improved teaching materials. Not a single teacher fell into the "No Need," "Less Need," or "Really Need" categories, emphasizing a consistent perception among educators regarding the insufficiency of current materials. This consensus among teachers underscores the critical necessity to enhance and develop teaching resources that better support their instructional practices, particularly in the areas identified in Table 3. The alignment of teachers expressed needs with the earlier identified student needs further reinforces the urgency for targeted educational interventions and resource development. The study sees these results as a strong call for immediate action to address the gaps in teaching materials. The lack of variance in the responses points to a universal recognition among teachers of the need for more effective and supportive educational resources. This shared perspective indicates that current teaching materials are inadequate, and there is a pressing need for materials that are more engaging, contextually relevant, and culturally inclusive.

Furthermore, the data suggest that teachers are facing challenges in meeting the diverse needs of their students with the existing resources. The 100% "Need" rating highlights a critical gap that must be filled to ensure that teachers can provide high-quality education that supports all students' learning outcomes. The urgency of this need is underscored by the complete absence of any indication that current materials are sufficient. Therefore, the Teacher Needs Analysis from Table 4 highlights a unanimous and urgent

requirement for the development and implementation of improved teaching materials. This necessity is echoed by both teachers and students, emphasizing the need for educational stakeholders to prioritize the creation and provision of high-quality, culturally relevant, and engaging teaching resources. Addressing this need will not only support teachers in their instructional practices but also enhance the overall educational experience and outcomes for students.

3.2 The Book Design

Following the needs analysis, the book design phase commenced, aiming to create a comprehensive resource to guide learning activities, templates, content, and assessments of learning materials. This book is meticulously contextualized to reflect students' characteristics and cultural backgrounds, incorporating multicultural values throughout. The English material units are specifically designed to enhance students' understanding of multicultural values while simultaneously improving their speaking skills, particularly in relation to English grammar. The book is structured to include unit names, detailed content, clearly defined learning outcomes, relevant vocabulary, engaging activities, assessments, and precise time allocations. This structured approach ensures that each unit is cohesive and provides a clear roadmap for both teachers and students. Two units were developed in this phase, each comprising six activities meticulously designed to improve students' construction of verbal and nominal sentences as well as descriptions of daily activities.

The integration of multicultural values within the units aims to foster an inclusive learning environment where students can see their diverse backgrounds reflected in their educational materials. This not only promotes cultural awareness but also enhances students' engagement and motivation to learn. By focusing on practical speaking activities related to grammar, the book provides students with the tools they need to communicate effectively and confidently in English. This phase of book design has produced a resource that is not only pedagogically sound but also culturally relevant, addressing the diverse needs of students. The carefully crafted units and activities are designed to ensure that students gain a comprehensive understanding of both multicultural values and essential English grammar skills, ultimately contributing to their overall language proficiency and cultural competence.

3.3 The Development Stage

This stage involves developing the first draft of the material, undergoing expert validation, and making revisions based on expert feedback. The initial draft includes a thoughtfully designed cover, material indicators, and content that incorporates multicultural perspectives. This preliminary version is meticulously validated by experts in both learning materials and English education to ensure its quality and relevance. The process of expert validation is crucial in this stage. It involves a thorough review by professionals who assess the draft for its educational value, cultural sensitivity, and practical applicability in the classroom. These experts provide detailed feedback on various aspects of the material, such as the accuracy and appropriateness of the content, the effectiveness of the learning activities, and the clarity of the instructional design.

Based on the feedback received, the material undergoes a series of revisions aimed at refining and enhancing the content to better meet the educational needs of the students and align with best practices in multicultural education. The iterative process of review and revision ensures that the final product is robust, comprehensive, and ready for implementation. The inclusion of multicultural content is particularly emphasized during this stage. Experts evaluate how well the material reflects diverse cultural perspectives and whether it promotes inclusivity and cultural awareness among students. This step is essential to ensure that the material not only meets educational standards but also resonates with students from various cultural backgrounds. By incorporating expert insights and feedback, the development process becomes more dynamic and effective, ultimately leading to the creation of high-quality educational resources. This stage sets the foundation for the successful implementation and use of the materials in fostering a more inclusive and effective learning environment.

3.4 Implementation

The implementation phase involves testing the developed materials with students to evaluate their effectiveness in a real classroom setting. This trial was conducted with 30 students from the XI Mathematics Natural Sciences class, part of the conversation program at SMAN 9 Luwu. The selection of Unit 1, titled "I Love Multiculturalism," was strategic due to its focus on introductory verbal and nominal sentence construction, making it an ideal candidate for initial testing.

During this phase, students engaged with the material through a series of structured activities designed to enhance their speaking skills and understanding of multicultural values. The testing aimed to gather practical insights into how well the materials facilitated learning, how students interacted with the content, and the overall usability of the resources. Feedback from both students and teachers was collected to identify any areas that needed further refinement, ensuring that the final product would be both effective and user-friendly.

3.5 Evaluation

Evaluation occurs at multiple stages: book design, development, and implementation. Initially, evaluations during the book design phase focus on aligning the materials with students' needs and ensuring cultural relevance. Experts provide feedback to shape the development of the materials, ensuring they meet educational standards and incorporate multicultural perspectives. As development progresses, continuous evaluations refine the materials further, integrating feedback from experts in learning materials and English education.

The implementation phase involves practical testing with students, offering real-world insights into the materials' functionality in the classroom. Formative evaluations through observations, questionnaires, and assessments are conducted to continuously improve the materials. The final evaluation is summative, assessing the overall impact on students' speaking abilities and multicultural understanding. This comprehensive process ensures the materials are effective, contextual, and responsive to students' cultural backgrounds, resulting in high-quality educational resources.

3.6 Decision Validation (Review from Learning Media Experts)

Learning media experts assessed the material's feasibility.

Table 5. Review from Module Design Experts

Dimension	Element	Percentage
Learner	Motivation	80%
	Multicultural issue	85%
	Contextual	75%
	Written Communication	100%
Content	Accuracy	88%
	Update	70%
	Relevancy	75%
	Content presentation	80%
	The format of text	90%
Delivery Mode	easy to use	85%
Design	Size and composition	75%
	Graphic Quality and illustration	94%
	Layout	96%
	Typography	95%
Total Average		85%

The assessment of the material's feasibility by learning media experts, as detailed in Table 5, reveals an overall positive evaluation with a total average score of 85%. This high score underscores the comprehensive quality and potential effectiveness of the educational materials. Breaking down the dimensions, learner-related elements such as motivation (80%), multicultural issues (85%), and contextual relevance (75%) indicate strong but varied engagement factors. Written communication stands out with a perfect score of 100%, showcasing exceptional clarity and effectiveness in this area, which is crucial for ensuring that the materials are easily understood and engaging for students. Content-wise, the accuracy of the materials received a high score of 88%, though the update frequency is notably lower at 70%, suggesting a need for more regular content revisions to keep the materials current and relevant. The scores for relevancy (75%) and content presentation (80%) indicate that while the materials are generally appropriate and well-presented, there is still room for improvement. Enhancing these aspects could further increase their effectiveness and appeal to students.

In terms of delivery mode, the ease of use scored 85%, reflecting a user-friendly design that facilitates smooth implementation in the classroom. The design elements were highly rated, with size and composition at 75%, graphic quality and illustration at 94%, layout at 96%, and typography at 95%. These high scores for design elements indicate strong visual appeal and effective use of design principles, which are essential for creating engaging and accessible educational materials. These results underscore the material's strengths, particularly in written communication, design, and cultural relevance. The high score for multicultural issues (85%) highlights the material's effectiveness in incorporating diverse cultural perspectives, promoting inclusivity, and fostering a multicultural understanding among students. However, the analysis also highlights areas for improvement, such as the need for more frequent updates and enhanced contextual relevance, to ensure the materials remain current and effectively address the diverse needs of students.

Overall, the high total average score suggests that the materials are well-suited for educational use, with specific areas needing targeted enhancements to maximize their effectiveness. This positive evaluation affirms the feasibility of the materials and provides a roadmap for future improvements to ensure they meet the highest educational standards. By addressing these areas for improvement, the materials can be further refined to better support students' learning and engagement, ultimately contributing to a more effective and inclusive educational experience.

3.7. Review from Subject Matter Experts

Material experts validated the content.

Table 6. Results of Subject Matter Experts Validation

Dimension	Element	Percentage
Content Feasibility	The suitability of the contents with the goals	83%
	Material Accuracy	89%
	Material Updates	85%
	Encourage curiosity	88%
Feasibility of presentation	Presentation technique	75%
	Supporting the presentation	100%
	Presentation of learning	100%
Linguistic quality	Simple	100%
	Conformity with Language Rules	100%
	Use of terms, symbols or icons	75%
Total Average		89%

The validation results from subject matter experts, as presented in Table 6, demonstrate a strong endorsement of the material's quality, with a total average score of 89%. In the dimension of content feasibility, the suitability of the contents with the goals received an 83% rating, while material accuracy scored an impressive 89%. This high rating for material accuracy indicates that the content is reliable and precise, essential for effective learning. The ability of the materials to encourage curiosity was also rated highly at 88%, suggesting that the content is engaging and capable of stimulating student interest.

Material updates received a score of 85%, indicating a need for regular revisions to keep the content current and relevant. This feedback underscores the importance of maintaining up-to-date materials to ensure ongoing relevance and effectiveness in teaching.

Regarding the feasibility of presentation, the presentation technique received a lower score of 75%, suggesting room for improvement in how the material is delivered. However, the support for the presentation and the overall presentation of learning both achieved perfect scores of 100%, highlighting the clarity and effectiveness of the materials when used as intended. This indicates that, despite some areas needing enhancement, the core presentation of the materials is highly effective.

In terms of linguistic quality, the material was rated at 100% for simplicity and conformity with language rules, ensuring that it is both accessible and grammatically correct. This perfect score in linguistic quality is crucial as it ensures that students can easily understand and use the materials. The use of terms, symbols, or icons scored 75%, pointing to a potential area for enhancement in terms of clarity and consistency in visual and textual elements. This feedback suggests that while the linguistic quality is strong, the visual aids could be made clearer and more consistent to support better understanding.

Overall, the high total average score of 89% reflects a strong validation from subject matter experts, affirming the material's content accuracy, presentation quality, and linguistic clarity. These results underscore the strengths of the materials while also highlighting specific areas for further refinement. Addressing these areas will ensure that the materials are not only effective but also continuously improved to meet the highest educational standards.

3.8 Results of the Pretest and Posttest

Table 7. Results of the Pretest and Posttest

Level	Range of Marks (%)	Number of Students	
		Pretest	Posttest
Excellent	80–100	0	13
Good	60–79	8	15
Moderate	40–59	10	2
Weak	20–39	8	0
Very Weak	0–19	4	0
Average		55	82
Minimum		15	55
Maximum		75	100
Standard Deviation		14.5	9.5

The data from Table 7, detailing the results of the pretest and posttest, illustrates a substantial improvement in students' speaking skills, confirming the effectiveness of the implemented teaching materials. Before the intervention, no students were rated as "Excellent" (80-100%), whereas posttest results show that 13 students achieved this level. Similarly, the number of students rated as "Good" (60-79%) increased from 8 to 15. Conversely, the "Moderate" (40-59%) category saw a decrease from 10 to 2 students, and the "Weak" (20-39%) and "Very Weak" (0-19%) categories, which initially had 8 and 4 students respectively, both dropped to 0, indicating marked improvements. The average score rose significantly from

55% in the pretest to 82% in the posttest, while the minimum score improved dramatically from 15% to 55%, and the maximum score increased from 75% to 100%. Additionally, the standard deviation decreased from 14.5 to 9.5, suggesting a more consistent performance among students in the posttest. These statistical improvements highlight not only the efficacy of the new teaching materials but also their ability to elevate overall student performance and reduce variability in scores.

The transformation in student performance underscores the positive impact of the new teaching materials on students' speaking skills. The increase in the number of students achieving "Excellent" and "Good" scores demonstrates the materials' effectiveness in facilitating higher levels of proficiency. The reduction in the "Moderate," "Weak," and "Very Weak" categories further emphasizes the significant progress made, suggesting that the materials effectively addressed the needs of students across different proficiency levels.

These results underscore the importance of well-designed educational resources in improving learning outcomes. The substantial gains in average scores and the more uniform performance among students indicate that the materials provided clear, engaging, and effective instruction. This improvement in scores reflects the materials' success in enhancing students' speaking abilities and their confidence in using the language. The overall positive outcomes of the pretest and posttest comparison highlight the potential for these materials to be used more broadly. Their effectiveness in this study suggests that similar approaches could be beneficial in other educational settings, promoting better learning outcomes and greater consistency in student performance across various contexts.

4 Discussion

This study addresses the development of English language materials integrated with multicultural education components tailored for high school students. The research spans from needs analysis to material design, implementation, and evaluation, aiming to assess the efficacy and relevance of the developed materials in enhancing educational outcomes.

The needs analyses from both student and teacher perspectives highlight a substantial demand for culturally inclusive English language materials. The student needs analysis revealed an average score of 1.85, indicating a strong requirement for such materials, particularly to enhance speaking skills. This finding aligns with the diverse cultural backgrounds of the students, including Bugis, Toraja, Javanese, and mixed heritages, underscoring the critical need for educational resources attuned to multicultural contexts.

Instructors utilize globally relevant content, such as books, articles, audios, and films, to engage diverse and international students. Addressing both linguistic and cultural competencies within educational frameworks is crucial, as identified gaps highlight this necessity (Kumi-Yeboah & Amponsah, 2023). Research emphasizes strategies that consider pedagogical aspects and technological tools (Wang, 2024), and the development of textbooks on foreign literature enhances students' linguocultural competence (Guliyants et al., 2021). Colleges and universities serve as ideal platforms for nurturing intercultural competence (Pedersen, 2016), while integrating multicultural education into teacher programs prepares educators to engage with diverse populations (Lowenstein, 2009). Culturally competent education is essential in addressing microaggressions and promoting inclusivity in preservice health education (Melendez, 2020). Additionally, fostering tolerance through multicultural education shapes national character (Maulana, 2024).

The teacher needs analysis, with an average score of 2.04, further underscores the urgency of integrating local traditions and multicultural perspectives into educational materials to enhance students' speaking proficiency. This assessment highlights educators' recognition of the role cultural relevance plays in language acquisition (Kamilah et al., 2019). The findings collectively emphasize the need for educational materials that foster both language skills and cultural understanding among high school students (Ganesan & Morales, 2024).

These insights reflect a broader educational mandate to cultivate inclusive learning environments that respect and integrate diverse cultural perspectives (Choirul Anwar & Roy Kulyawan, 2022). By developing curriculum and instructional designs that incorporate multicultural values, educators can bridge linguistic and cultural divides within educational settings (Wahidah & Maristyawati, 2023). The integration of such materials promises to enrich educational experiences, promote social cohesion, and prepare students for an interconnected global landscape (Khasanah et al., 2023).

This study significantly contributes to the discourse on language education by emphasizing the intersection of linguistic proficiency and cultural competence (Eslit, 2023). It underscores the importance of inclusivity, cultural understanding, and effective communication in creating an ethical language learning environment that fosters respect, empathy, and intercultural competence. The findings lay the groundwork for future research to explore longitudinal impacts and refine methodologies for developing culturally inclusive educational materials (Eslit, 2023).

The literature highlights the significance of multilingual education and social equity in fostering inclusive societies (Mouboua, 2024). Emphasizing linguistic diversity, cultural understanding, and equal opportunities is crucial. The development of bilingual teaching models based on multicultural education can significantly impact academic achievement by addressing individual language proficiency levels (Dhedchawanagon, 2023). Integrating multicultural education into teacher training equips educators with the skills to engage effectively with diverse populations, advancing educational equity and quality (Lowenstein, 2009; Kumi-Yeboah & Amponsah, 2023).

During the development phase, considerable emphasis was placed on designing English language materials that reflect and respect students' diverse cultural backgrounds. The units were structured to enhance speaking skills and foster understanding of multiculturalism through targeted activities. This approach aimed to instill values of mutual respect and cultural acceptance among students from various ethnicities and backgrounds.

The iterative development process involved initial drafting, expert validation, and revisions to ensure educational materials met objectives and cultural sensitivity (Fasha, 2024). This approach incorporated feedback from language education and cultural studies experts, emphasizing iterative refinement's importance (Fasha, 2024). Iterative curriculum development ensures continuous improvement to meet evolving educational needs (Murray, 2013) and plays a significant role in the cultural evolution of linguistic structures (Smith, 2018). Design-based research methodologies, characterized by iterative analysis and implementation, have enhanced educational practices through researcher-practitioner collaboration (Imelwaty et al., 2019). Engaging stakeholders in the iterative cycle has proven effective for developing and evaluating educational interventions (Schat et al., 2021; diSessa & Cobb, 2004). Additionally, iterative usability validation strategies have improved domain-specific languages' usability, highlighting iterative refinement's value in product development (Barisic et al., 2013).

Expert assessments validated the materials' effectiveness, affirming their ability to fulfill educational objectives without significant revisions (Siahaan & Siahaan, 2023). This outcome underscores the thoroughness of the development process and the materials' capacity to meet the dual challenges of linguistic proficiency and cultural competence enhancement (Jayadi et al., 2022).

Integrating multicultural values into educational materials fosters inclusive learning environments (Akcaoglu & Aarsal, 2022; Diem & Abdullah, 2020). By acknowledging diverse cultural perspectives, educators can bridge cultural divides within classrooms (Dzo'ul Milal et al., 2020; Toledo-Sandoval, 2020). This approach enriches the educational experience and prepares students for active participation in a globalized world where intercultural understanding is indispensable (Fantini, 2020; Kus Eddy Sartono et al., 2022).

This study's novelty lies in its systematic integration of multicultural education within English language materials, specifically tailored for high school students. The understanding of linguistic structures and functions used in humor, such as wordplay, ambiguity, and irony, is crucial for appreciating humor (Hirsch, 2011). Irony, a significant element in humor, involves a clash between the literal meaning of words and the intended meaning, often leading to incongruities that provoke amusement (Sanz & Gujjarro, 2016). Recognizing irony necessitates an understanding of both the literal and intended meanings of words, influenced by factors like generic conventions and background knowledge (Sanz & Gujjarro, 2016). The detection of irony is closely tied to recognizing incongruity between what is said and implied, contributing to humor elicitation (Gibbs et al., 2014). Verbal irony, a prominent form of expression in humor, involves a clash between contents, creating opposition essential for humor production (Garmendia, 2014). This clash between registers in text and subject matter is a defining feature of verbal irony, underscoring the importance of recognizing and interpreting linguistic nuances for humor appreciation (Hasyim & Hanidar, 2022). Comprehending irony relies not only on linguistic knowledge but also on social conceptual knowledge and emotional responses, indicating a complex interplay between cognitive processes and emotional

understanding (Akimoto et al., 2013). To decode humor effectively, individuals must possess a deep semantic understanding of the text, as humor often hinges on subtle linguistic cues and contextual nuances (Khandelwal et al., 2018). Identifying irony in user-generated content can be challenging, especially in sentences with positive predicates where the true polarity may be obscured, highlighting the complexities of humor detection (Carvalho et al., 2009). Additionally, processing humor and wit in discourse involves intricate cognitive and linguistic mechanisms crucial for text comprehension and pragmatic interpretation (Long & Graesser, 1988).

Future research should explore the longitudinal impact of culturally contextualized educational materials to provide deeper insights into their sustained efficacy and broader applicability across diverse educational contexts. Studies could investigate how these materials influence students' intercultural competence and social cohesion over time, as well as their potential scalability in different educational systems. Additionally, exploring the integration of technology in delivering multicultural education and its effects on learning outcomes could provide valuable insights for advancing educational equity and excellence, ultimately empowering students to thrive in an interconnected global society.

5 Conclusion

This study highlights the pivotal role of integrating multicultural education into English language teaching materials for high school students. The findings reveal significant improvements in students' language proficiency and cultural understanding when exposed to these materials. Specifically, students demonstrated enhanced vocabulary, improved speaking skills, and a greater appreciation for cultural diversity. Teachers observed increased student engagement and participation, attributing these outcomes to the culturally relevant content that resonated with the students' diverse backgrounds. The positive impact was further evidenced by the substantial improvement in pretest and posttest scores, with a notable increase in the number of students achieving higher proficiency levels. Both students and teachers reported a deeper understanding and respect for different cultures, which contributed to a more harmonious and inclusive classroom environment. This innovative approach of blending multicultural themes into language instruction addresses linguistic and cultural competencies simultaneously, providing a comprehensive framework for effective education. The study offers valuable insights for educators and curriculum developers, emphasizing the importance of designing teaching materials that cater to diverse student needs. Future research should explore the longitudinal effects and scalability of these materials across various educational settings, ensuring their lasting impact and wider applicability. By refining and expanding on these findings, educators can better support the evolving needs of culturally diverse student populations, fostering more inclusive and effective learning environments.

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