

**THE EFFECT OF MULTICULTURALISM EDUCATION APPROACH  
ON STUDENT'S READING COMPREHENSION**



**A THESIS**

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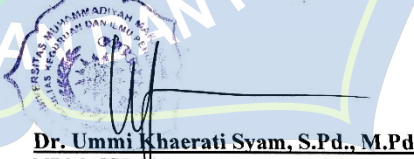
  
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## MOTTO

**“Orang lain tidak akan paham *struggle* dan masa sulit kita yang mereka ingintahu hanya bagian *success stories*. Berjuanglah untuk diri sendiri walaupun tidak ada yang tepuk tangan. Kelak diri kita dimasa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini, tetap semangat!”**

***“Tetap Jaga Akal Sehat”***



**Don't give up when you still have something to give. Nothing is really over until the moment you stop trying**

**(Brian Dyson)**

## ABSTRACT

**HASYIAH ALIFAH, 2024. The Effect of Multiculturalism Education Approach on Student's Reading Comprehension.** (A Quantitative Research at SMPN 8 Mallawa) a thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar Supervised by Nunung Anugrawati and Saiful.

The objective of this study was to learn more about implementing multicultural education at SMPN 8 Mallawa. This research used a quantitative approach to describe the application of Multicultural Education to improving students' reading comprehension. The result of this research, Implementation multiculturalism education approach in students answering questions related to the text was fully implemented with total responses 75%, Implementation multiculturalism education approach in students summarize the content of the reading was fully implemented with total responses 95%, Implementation multiculturalism education approach in students interpret difficult words in reading texts was fully implemented with total responses 85%, Implementation multiculturalism education approach in students write information in the reading was implemented with total responses 100%, Implementation multiculturalism education approach in students explain the meaning contained in the reading was implemented with total responses 95%, and The correlation between multiculturalism education approach and students' reading comprehension has positif correlation with value 0.528%. It proved that the implementation of multiculturalism education approach at SMPN 8 Mallawa was implemented as well. And the result of the data also showed that implementation of multiculturalism education approach and students' reading comprehension was correlated, then help the students to improve their reading comprehension, understanding of multicultural, and also able to appreciate the various cultures.

**Keywords: Multicultural education approach, reading comprehension.**

## ABSTRAK

**HASYIAH ALIFAH, 2024. Pengaruh Pendekatan Pendidikan Multikulturalisme terhadap Pemahaman Membaca Siswa.** Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Dibimbing oleh Nunung Anugrawati dan Saiful.

Penelitian ini bertujuan untuk mengetahui penerapan pendidikan multikulturalisme di SMPN 8 Mallawa. Penelitian ini menggunakan pendekatan kuantitatif untuk mendeskripsikan penerapan Pendidikan Multikultural dalam meningkatkan pemahaman membaca siswa. Hasil dari penelitian ini, Implementasi pendekatan pendidikan multikulturalisme pada siswa menjawab pertanyaan yang berhubungan dengan teks bacaan sepenuhnya dilaksanakan dengan total respon 75%, Implementasi pendekatan pendidikan multikulturalisme pada siswa meringkas isi bacaan sepenuhnya dilaksanakan dengan total respon 95%, Implementasi pendekatan pendidikan multikulturalisme pada siswa menafsirkan kata-kata sulit dalam teks bacaan sepenuhnya dilaksanakan dengan total respon 85%, Implementasi pendekatan pendidikan multikulturalisme pada siswa menulis informasi dalam bacaan terlaksana dengan total respon 100%, Implementasi pendekatan pendidikan multikulturalisme pada siswa menjelaskan makna yang terkandung dalam bacaan terlaksana dengan total respon 95%, dan Korelasi antara pendekatan pendidikan multikulturalisme dan pemahaman membaca siswa memiliki korelasi positif dengan nilai 0.528%. Hasil penelitian ini membuktikan bahwa implementasi pendekatan pendidikan multikulturalisme di SMPN 8 Mallawa telah dilaksanakan dengan baik. Dan hasil data juga menunjukkan bahwa implementasi pendekatan pendidikan multikulturalisme dan pemahaman membaca siswa berkorelasi, kemudian membantu siswa untuk meningkatkan pemahaman membaca mereka, pemahaman multikultural, dan juga mampu mengapresiasi berbagai budaya.

**Kata kunci: Pendekatan pendidikan multikultural, pemahaman membaca.**

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Finally, this thesis is expected to provide valuable knowledge and information for the readers. The researcher recognizes that there is still room for improvement and progress towards perfection. Therefore, any constructive criticism and suggestions will be enthusiastically welcomed.

*Billahi fii Sabilil haq, Fastabiqul khaerat.*

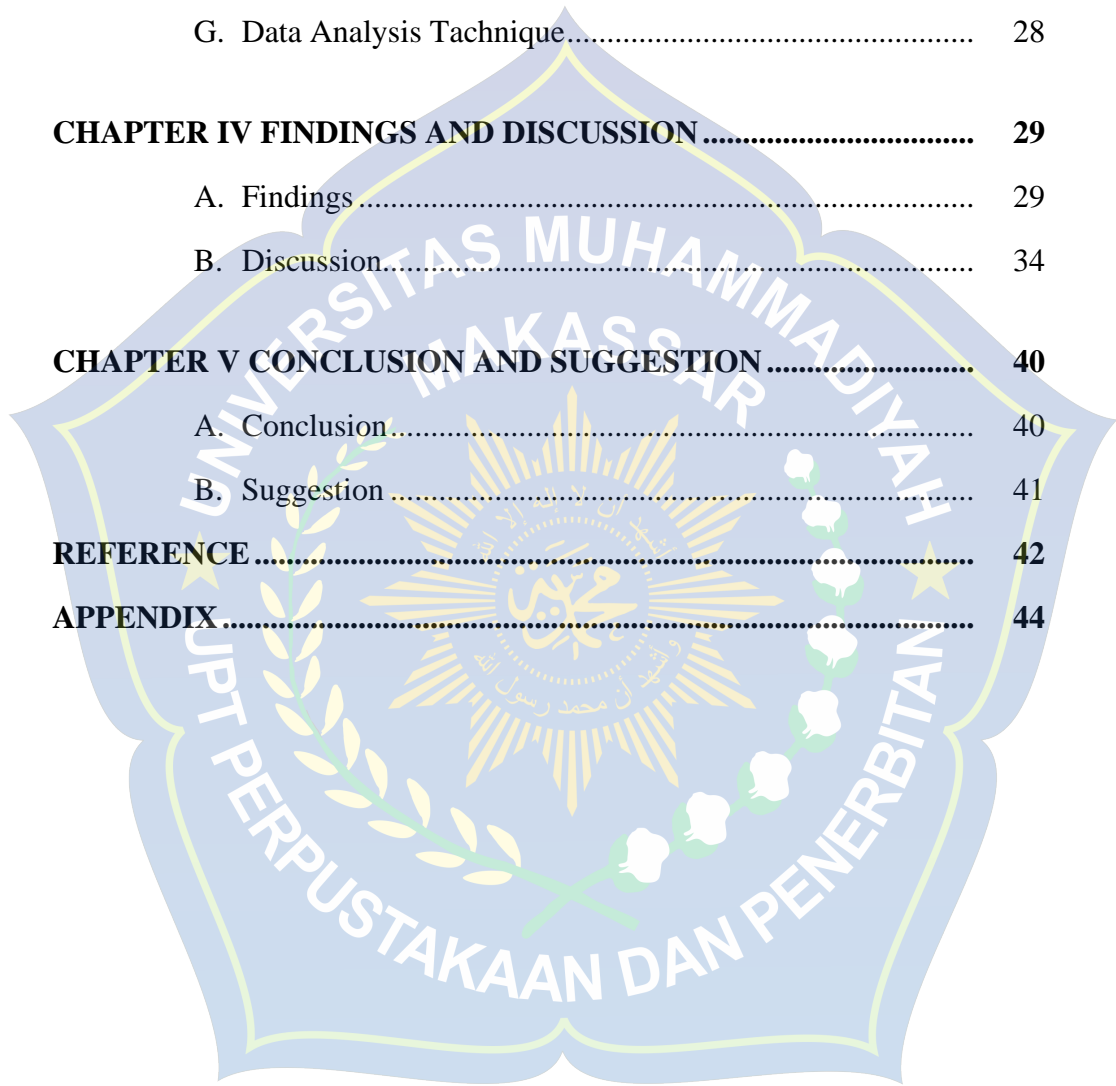
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The Researcher

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>MOTTO .....</b>	<b>ii</b>
<b>ABSTRACK .....</b>	<b>iii</b>
<b>ABSTRAK .....</b>	<b>iv</b>
<b>TABLE OF CONTENT .....</b>	<b>vi</b>
<b>LIST OF TABLE .....</b>	<b>xvi</b>
<b>LIST OF FIGURE .....</b>	<b>xvii</b>
<b>LIST OF APPENDICES .....</b>	<b>xviii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background.....	1
B. Problem statement .....	4
C. Objective of the Research.....	4
D. Sifnificance of the Research .....	4
E. Scope of the Research .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE.....</b>	<b>6</b>
A. Multicultural Education.....	6
B. Reading.....	13
C. Reading Comprehension .....	17
D. Previous Research Finding .....	19
E. Conceptual Framework .....	20
<b>CHAPTER III RESSEARCH METHOD.....</b>	<b>21</b>
A. Research Design .....	21
B. Ressearch Variables and Indicators.....	21
C. Research Location and Time .....	23

D. Population and Sampling Technique.....	23
E. Data Collection Technique.....	24
F. Research Instrument.....	25
G. Data Analysis Technique.....	28
<b>CHAPTER IV FINDINGS AND DISCUSSION.....</b>	<b>29</b>
A. Findings.....	29
B. Discussion.....	34
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>40</b>
A. Conclusion.....	40
B. Suggestion.....	41
<b>REFERENCE.....</b>	<b>42</b>
<b>APPENDIX.....</b>	<b>44</b>



## LIST OF TABLE

Table 3.1 Indikator each Variabels .....	27
Table 4.1 The Correlaton of Variables .....	29
Table 4.2 Student can answer related questions with teks .....	31
Table 4.2.a Student can summarize the content of the reading .....	32
Table 4.2.b Student can interpretation difficulty words in reading texts.....	32
Table 4.2.c Student can write information in the reading .....	33
Table 4.2.d Student can explain the meaning contained in the reading.....	34



## LIST OF FIGURE

Figure 2.4 Conceptual Framework.....20



## LIST OF APPENDIX

Appendix A Descriptive Analysis.....	45
Appendix B Questionnaire for Students’ .....	47
Appendix C The result of students’ responed Used likert scale .....	49



# CHAPTER I

## INTRODUCTION

### A. Background

Differently different but with a goal “Bhinneka Tunggal Ika” is the state motto of Indonesia, which describes that this country has many different tribes, races, religions and groups, but these differences are the basis of peace. Indonesia is one of the most populous countries in the world with 278 million inhabitants (as of mid-2023), divided into more than 300 ethnic groups, 1,340 ethnic groups and 718 regional languages.

However, the slang “Bhinneka Tunggal Ika” seems very difficult to understand because in Indonesia there is still often discrimination against tribes or religions who claim that their tribe or religion is more correct than other opinions and habits. It is a difficult task to realize the essence of this motto.

One step that can be taken to solve this problem is to improve the quality of ideology, or in this case, education. If you think about the reality of current Indonesian education, which generalizes all learning systems and curricula from Sabang to Merauke, students tend not to study their culture. There is a need to emphasize the discourse on culture, including how to instill qualities to uphold cultural values without denigrating one's own culture or having a good feeling for it, because these differences make Indonesia unique and special .

Multicultural education could be a method to solve this problem. Multicultural education is a form of education that focuses on the importance of respecting heterogeneity, including race, culture, ethnicity, and more. This



education is important and is applied to children from a young age. Become a generation that tolerates diversity. This lesson essentially teaches tolerance in diversity to achieve justice for all groups, ethnicities, races and religions. By reflecting the reality of diversity in Indonesia, multicultural education becomes a very important variable that can be implemented among the very diverse ethnicities, races, groups and religions in Indonesia.

Multicultural education offers an alternative through the application of educational strategies and concepts based on diversity in society, especially among students, such as: B. Diversity in terms of ethnicity, culture, language, religion, social status, gender, abilities and age. In essence, multiculturalism is not a variable that equates truth or confirms that this tribe or ethnicity is correct, but this theory seeks to help different subjects instill a sense of mutual respect and respect for their differences.

In the context of South Sulawesi, in Maros Regency, Mallawa District, which is 2-3 hours from Makassar City, there is SMPN 8 Mallawa, which includes various ethnicities, tribes and religions, as the Indonesian federal state is located around this area Dodiklatpur is located. Army dormitory. Soldiers from different regions from all regions of Indonesia came to the dormitory. The implementation of the teaching system or curriculum in these schools which still tends to be non-inclusive certainly needs to be highlighted.

An example of a case that can be uncovered is the process of religious learning in which not all students were taken into account, as there were not only Muslim students in the school, but also several students who were not Muslims.

This means that non-Muslim students cannot deepen their knowledge of religion. In addition, in terms of local content, schools in Maros District only teach the Bugis regional language, but this is not suitable for students who are not from this tribe, as they cannot deepen the knowledge of their own tribe and also have some difficulties in learning the regional language of Bugis. because their environment or background does not support their learning process.

The most ideal education is one that can enhance the potential of every student. Multicultural education is necessary as an approach to holistic and comprehensive educational support. In addition to the principle of flexibility, literature and books are also important as a source of student learning. Multicultural literature is a tool to support the development of cultural awareness and appreciation.

Through this research, it is hoped that it can increase students' interest in matters related to multicultural education. In the context of an increasingly diverse society, it is important that educators pursue approaches that are responsive to students' cultural diversity and improve their reading comprehension.

Introducing multicultural texts and involving students in the research process aims to create an integrative learning environment, stimulate interest in reading and expand students' knowledge of different cultural viewpoints. This research also aims to promote deep understanding and application of critical concepts in reading instruction.

Given the previous background, the researcher felt interested in conducting an investigation “**The Effect Multiculturalism Education Approach on Students Reading Comprehension**”.

## **B. Problem Statement**

Against this background, the researcher formulated the problem formulation as follows:

1. How do student understand multicultural-based texts?
2. What is the student’s response/interest in reading multicultural-based literature?

## **C. Objective of the Reseach**

Based on the above formulation of the problem, it can be stated that the goals of the research are as follows:

To asses student’s understanding of multicultural-based texts. Focuses on student’s understanding of the content of the text, understanding of the multicultural values contained in the text, as well as student’s abilityto relate and understand the various cultural perspectives presented in the text.

## **D. Significance of the Research**

1. Theoretical advantages

Theoretically, this research can be useful in the following ways:

- a. To. Provide ideas for applying multicultural education in the educational world.

- b. Provide scholarly and educational contributions, particularly on the topic of how to treat each other, how to respect the culture, and how to be tolerant in the culture.
- c. As a basis and reference for future research related to the implementation of multicultural education.

## 2. Practical Benefits

- a. Researcher can improve their knowledge and understanding of multicultural education
- b. For schools as a reference material in carrying out learning through the implementation of multicultural education.

## **E. Scope of the Research**

This research focuses on the implementation of multicultural education at SMPN 8 Mallawa.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Multicultural Education

##### 1. Definition of Multicultural Education

Etymologically, multicultural education is made up of two terms: educational and multicultural. Education can be defined as the process of developing the attitudes and behavior of a person or a group of people with the aim of maturing the person through teaching, training, educational procedures, actions and methods. The term multicultural is now actually a basic word that has a prefix. The word “basic” means culture, politeness, or maintenance, while the prefix is “multi,” meaning many, different, different.

Multicultural education is a process of cultivating a way of life, mutual respect, sincerity and tolerance towards the cultural diversity experienced in a plural society. Multicultural education can be simply defined as education about cultural diversity in response to demographic and cultural changes in a particular community or even across the world.

According to Swartz (2005), multicultural education is an educational process that uses learning methods and materials that promote a balance of information and high standards of academic learning in an environment that respects individual potential. It can be said that multicultural education is a process of developing attitudes, behaviors and values, implemented consciously and planned by individuals or groups in order to mature people through teaching, training and internalization processes. of values, implementation in behavior and

pedagogical methods and strategies. that values diversity as part of the process of respecting the human rights.

Multiculturality is a pedagogical (pedagogical) requirement within the framework of cultural studies, which understands the educational process as a civilizational process. Efforts to build a new and multicultural Indonesian society can be implemented through the educational process. The educational process is a process of empowering an Indonesian people who are free but also committed by mutual consent to build a united Indonesian society in a constantly evolving Indonesian cultural discourse.

For his part, Hernández (2002), defines multicultural education as a perspective that recognizes the social, political and economic realities that each individual experiences in complex and culturally diverse human encounters, and that recognizes the importance of culture, race, sexuality and gender, ethnicity, religion and social reflects status, economics and exceptions in the educational process. Banks also believes that multicultural education is a set of beliefs and statements that recognize and value the importance of cultural and ethnic diversity in the form of lifestyles, social experiences, personal identities and educational opportunities of individuals, groups and countries. Defines multicultural education as an idea, movement, educational reform, and educational process whose main goal is to change the structure of educational institutions so that students, both men and women, students with special needs, and students of different racial, ethnic, and cultural groups Have possibilities. the same applies to school performance.

It can then be defined that multicultural education is a branch of science that studies human interaction amidst diversity, emphasizing the importance of respecting and valuing human differences.

## 2. Multicultural education goals

Simply put, multicultural education can be defined as a branch of science that studies human interactions amidst diversity to create a plural society. The primary goal of multicultural education is to restructure schools so that all students acquire the knowledge, attitudes, and skills necessary to function in an ethnically and racially diverse nation and world. Multicultural education aims to ensure educational equality for members of different racial, ethnic, cultural and socioeconomic groups and to facilitate their participation as critical and reflective citizens in an inclusive national culture.

The educational goals of multicultural education are:

- a. to determine the role of schools in perceiving the existence of different students
- b. Help students develop a positive approach to differences in cultural, racial, ethnic, and religious groups.
- c. Empower students by teaching them social and decision-making skills.
- d. Help students build cross-cultural interdependence and give them a positive view of group differences.

According to Gorsky (2001), the theoretical objectives of multicultural education are several things, namely:

- a. Every student has the opportunity to develop their achievements

- b. students learn how to learn and think critically
- c. encourage students to take an active role in education, by presenting their experiences in a learning context
- d. accommodate all student learning styles
- e. appreciate the contributions of different groups
- f. develop positive attitudes towards groups with different backgrounds
- g. to be good citizens at school and in society
- h. Learn how to assess knowledge from different perspectives
- i. to develop ethnic, national and global identity
- j. develop critical decision-making and analysis skills so that students can make better choices in everyday life

According to Haryati, Tri Astutik (2009), the objectives of multicultural education are divided into three types, namely, objectives related to attitudes, knowledge and learning. Associated with the attitude aspect (attitude goals) is the development of cultural awareness and sensitivity, cultural tolerance, respect for cultural identity, responsiveness to culture and skills for conflict avoidance and resolution. So what refers to the knowledge aspect (cognitive goals) is the acquisition of knowledge about other people's languages and cultures, as well as the ability to analyze and translate cultural behavior, and knowledge of awareness of cultural perspectives. Meanwhile, the goal of multicultural learning-related education (teaching objectives) is to correct distortions, stereotypes and misunderstandings about ethnic groups in textbooks and learning media; provides strategies for managing differences in front of people and provides conceptual



tools for intercultural communication; develop interpersonal skills; Providing assessment techniques; helps clarify values; and explain cultural dynamics.

The primary goal of multicultural education is to restructure schools so that all students acquire the knowledge, attitudes, and skills necessary to function in an ethnically and racially diverse nation and world. Multicultural education aims to ensure educational equality for members of different racial, ethnic, cultural and socioeconomic groups and to facilitate their participation as critical and reflective citizens in an inclusive national culture. Thus, it can be described that the goal of multicultural education is to create an educational environment that is tolerant and critically aware that diversity in substance is an expression of each individual or group that must be respected and valued, as long as it does not affect the rights of others.

### 3. Principles of Multicultural Education

#### a. Pluralism

Linguistically, it comes from the English plural, which means plural in the sense of diversity in society. Conceptually, pluralism is not just a pluralistic, pluralistic or multiple condition or fact. Furthermore, pluralism essentially manifests itself in an attitude of respect, maintaining mutual recognition and even at the same time valuing, developing or enriching multiple, plural or many situations. In the English dictionary it has three meanings. First, the definition of “clergy”: a term for people who hold more than one position in the church structure and who hold two or more positions simultaneously, whether ecclesiastical or non-ecclesiastical. Second, philosophical understanding means: a

system of thought that recognizes the existence of more than one basic basis of thought. The third definition of socio-political: is a system that recognizes the coexistence of different groups, whether based on race, ethnicity, sect or party, while maintaining the very distinctive aspects of the differences between these groups.

There are three important things that can explain the meaning of pluralism; First, pluralism is not just diversity or diversity, pluralism is more than just pluralism or diversity with active connections to pluralism. Although pluralism and diversity are often interpreted as the same thing, there are differences that should be highlighted. Diversity is a fact that is visible in the world with different cultures. Pluralism requires inclusion. Secondly, pluralism does not just mean tolerance. Pluralism is more than just tolerance with an active effort to understand others. Third, this pluralism is not just relativism. Pluralism is a combination of compromises between genuine religious commitments and genuine secular commitments. Pluralism is based on differences and not similarities. Pluralism is a bond, not a detachment and specificity. Therefore, all religious communities must respect each other and live together in peace. The deepest commitment and the most fundamental differences in the co-creation of a society are the main elements of pluralism. Therefore, pluralism can be defined as the feeling that humans as social beings need to be critically aware that everyone has the right to be respected.

### b. Equality

Talking about equality is certainly inextricably linked to human rights, which declare that all people have rights that cannot be taken away even by the state. They are universal, meaning that the rights that all people possess are equal or, in this case, regardless of ethnicity, race, class, race or religion and applies wherever there are people.

Therefore, equality can be defined as a view that emphasizes that literally all human individuals are equal.

### c. Tolerance

In the Indonesian dictionary, "tolerant" is a verb that means to tolerate (respect, allow, allow) an opinion (opinion, point of view, belief, habit, behavior, etc.) that differs from or contradicts one's position. Meanwhile, tolerance has several meanings, namely: 1) the way or attitude of being tolerant; 2) still permissible measurement limits for addition or subtraction; 3) Acceptable variations in work dimensions. Tolerance means being tolerant. Tolerating, on the other hand, means remaining silent or letting go.

Tolerance leads to an open attitude and willingness to recognize the existence of various types of differences, both in terms of ethnicity, skin color, language, customs, culture, language and religion. Religious tolerance is tolerance that includes issues of belief in people that relate to faith or belief in the deity in which one believes. A person should be given the freedom to believe in and adopt

the religion he chooses and to respect the implementation of the teachings he adheres to or believes in.

So it can be defined that tolerance is a conscious feeling of being open and respecting the freedom or rights of other people.

## **B. Reading**

### **1. Definition of Reading**

Reading is a language skill and plays an important role in the learning process. "Reading is essentially something complex that includes many things, not only recitation and writing, but also visual, thinking, psycholinguistic and metacognitive activities."

Henry Guntur Tarigan explained: "Reading is a process carried out and used by readers to receive the messages that the author wants to convey through words or written language." Furthermore, Yunus Abidin explained that "learning to read is considered a series of Activities that students undertake to achieve reading proficiency can be interpreted."

Reading is an activity and cognitive method that tries to obtain various explanations that are significant in the articles. This condition means reading, i.e. a way of working to find out the content of the text being read. For this reason, reading is not just about observing and guessing letter combinations to form words, phrases, sentences, paragraphs, and speeches.

According to Spodek and Saracho, reading is a process of extracting meaning from printed material. There are two ways readers can derive meaning from printed materials: directly and indirectly. Directly, that is, connecting the

text with its meaning. Indirect, on the other hand, means that the reader recognizes the sound of the word and connects it with its meaning.

From the various definitions mentioned above, it can be concluded that reading is an activity that involves digesting and understanding information obtained from images or symbols.

## 2. Reading Goals

The purpose of reading is to access information that comes from symbols and images. According to Blanton et al., the goals of reading include: and Irwin the following:

- a. Pleasure.
- b. Perfect reading aloud
- c. Using certain strategies
- d. update their knowledge about a topic
- e. Relate new information to information he already knows.
- f. Obtain information for oral or written reports
- g. Confirm or reject predictions.
- h. Show an experiment or apply information obtained from a text in some other way and learn about the structure of the test.
- i. Answer specific questions

During the reading process, you must determine the goal first before carrying out the reading activity, the goals of reading are as follows:

1. Know the specifics and complete gist of the reading
2. Know the main idea/main idea

3. Find clues regarding objects
4. Mark the meaning of complicated words
5. Want to understand the situation that occurs in all circles
6. Want to understand the meaningful conditions in the surrounding community

Building on the previous explanation, it can be described that the purpose of reading is a process of renewing knowledge, deepening existing knowledge, and reading about the conditions of reality in society.

### 3. Reading Techniques

There are several methods that can be used when reading to achieve the following reading goals:

#### a. Reading scan

Scanned reading is also called personal reading (scanning). Scanned reading is fast reading. According to Mikulecky and Jeffries, scanned reading is very important to improve reading skills. Students who use scanned reading techniques search for information as quickly as possible so they can understand the text quickly. So if you want to quickly and efficiently grasp the core idea of the reading (the book), you can use this technique. The

following steps can be followed:

1. View the table of contents and foreword at a glance
2. Briefly examine the background to the writing of the book
3. Read the introduction briefly

4. Search the table of contents for important chapters. Search the pages of the book for important chapters, then read a few important sentences
5. Read the conclusion section if there is one
6. Look at a glance for a bibliography, index list, or appendix

b. screen reading

Skimming means reading quickly to understand the general content or parts of a reading. Anyone who reads using this technique does not mean searching word by word, sentence by sentence or even paragraph by paragraph, but rather searching thoroughly page by page. When reading, it is often necessary to read quickly. In general, not all information wants to be known and remembered. If we just want to find out about books and articles, we can do that by reading the site. The steps you must follow are the following:

1. Ask, "what are we looking for or do we need from this book?"
2. With the help of a table of contents or foreword (if what you are reading is a book), look for the possibility that the information you need is in the book.
3. With full attention, try to trace at high speed every line of reading that you encounter. For this type of book, the level explored is not lines, but paragraphs or subchapters.
4. Stop when you feel that the sentence or title points to what you are looking for.
5. Read at normal speed, and understand well what you are looking

for.

### **C. Reading Comprehension**

Comprehension is an important aspect of reading activities because, in essence, understanding reading material can improve reading skills itself and achieve certain goals. Therefore, reading ability can be interpreted as the ability to understand the material read.

According to Yoakam, quoted by Awaks Agency, reading comprehension is reading through understanding reading material that involves the correct association (connection) between the meaning and the symbols (symbols) of the words, taking into account the context of the meaning that is believed to be it exists, is evaluated. Choosing the right meaning, organizing ideas when reading reading material, storing ideas and using them in various current or future activities.

Reading comprehension occurs by linking the reader's schema or initial knowledge with the new knowledge acquired while reading, so that the comprehension process develops optimally. It can be concluded that reading comprehension is an activity that measures the knowledge known from what has been read.

Several aspects that can be used when measuring reading comprehension are as follows:

- a. Understand the simple meaning.
- b. Understand the significance/meaning.



c. Evaluation

d. Flexible reading speed that is easy to adjust to circumstances.

Students are required not only to read but also to comprehend what they read. If pupils can obtain the information, message, and meaning contained in a reading, they can grasp it. Aside from that, students can recount the substance of the reading and make answers to the reading's content. Furthermore, the indications of reading comprehension ability to be obtained in this study are:

- a. Students can read reading texts correctly and clearly.
- b. Students can answer questions related to the text
- c. Students can find the main sentence in each paragraph in the reading.
- d. Students can summarize the content of the reading.
- e. Students can interpret difficult words in reading texts.
- f. Students can write information in the reading.
- g. Students can explain the meaning contained in the reading.

Following that, there are various steps to reading comprehension, which are as follows: There are various steps that the reader must follow in order to understand the reading material. Reading requires the following steps: (1) establishing the aim of reading; (2) previewing implies reading at a glance; (3) reading the entire text attentively so that we can find the primary idea contained in each paragraph; and (4) restating the reading's content using your own sentences and words.

High reading comprehension skills are expected to capture the main

ideas contained in the reading material, find the relationship between one main idea and other main ideas as a whole, and then connect what is understood from the reading material with ideas outside the material. Reading is an action that combines multiple activities, such as watching, comprehending concepts, expressing one's soul, and the actions of one's soul as expressed in reading material.

#### **D. Previous Research Finding**

When performing research, various factors must be addressed, one of which is evaluating existing research that uses a similar model and research methodologies. The following research findings were discovered:

Mahardika, Jodi Dwi (2021), The results of the research state that the implementation of multicultural values has gone well. Judging from the description of the results of observations and interviews with respondents, there is a sense of awareness of both teachers as educators and equality of treatment for students who have a variety of people (culture, ethnicity and religion) and there are also programs that the school carries out to support attitudes of tolerance between fellow.

Asendi, Milda Ana (2018), The analytical results of the research show that the implementation of multicultural education at Suwaru State Elementary School is in the high category. This is proven by the percentage of questionnaire results that have been tested with a percentage of 20%, while students at Suwaru State Elementary School are categorized as moderate, this is proven by the

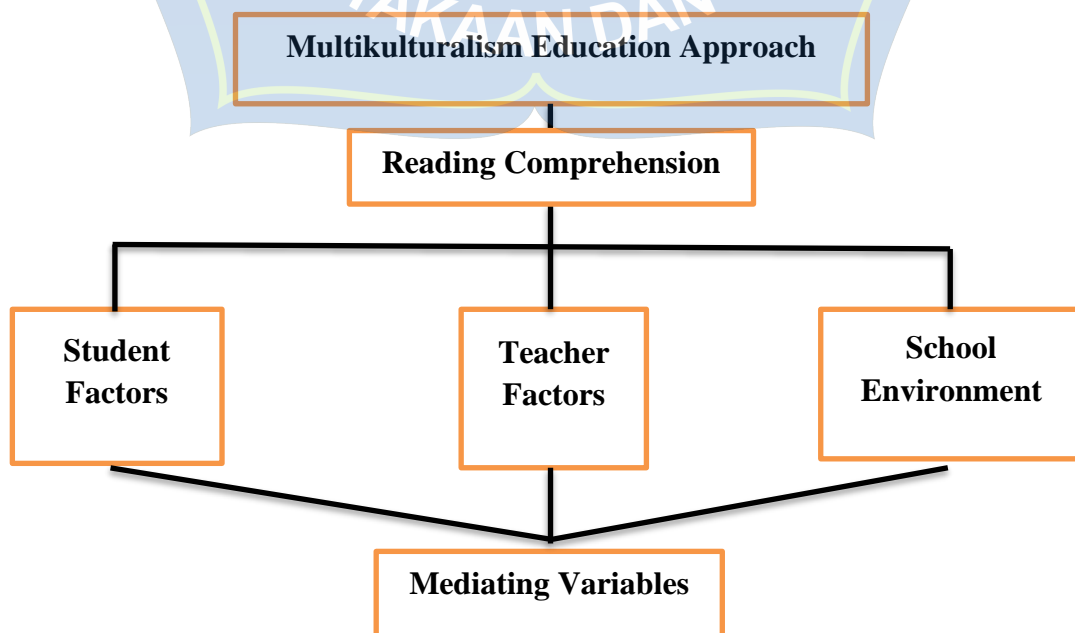
presentation of the results of questionnaires that have been tested with a percentage of 35% and for the high category with a percentage of 29%.

Wardatul Baldah (2016), This means that the cultivation of multicultural values (X) has an influence on the formation of students' pluralist attitudes (Y) by 0.493 (49.3%). While the remainder is 0.507 (50.7%).

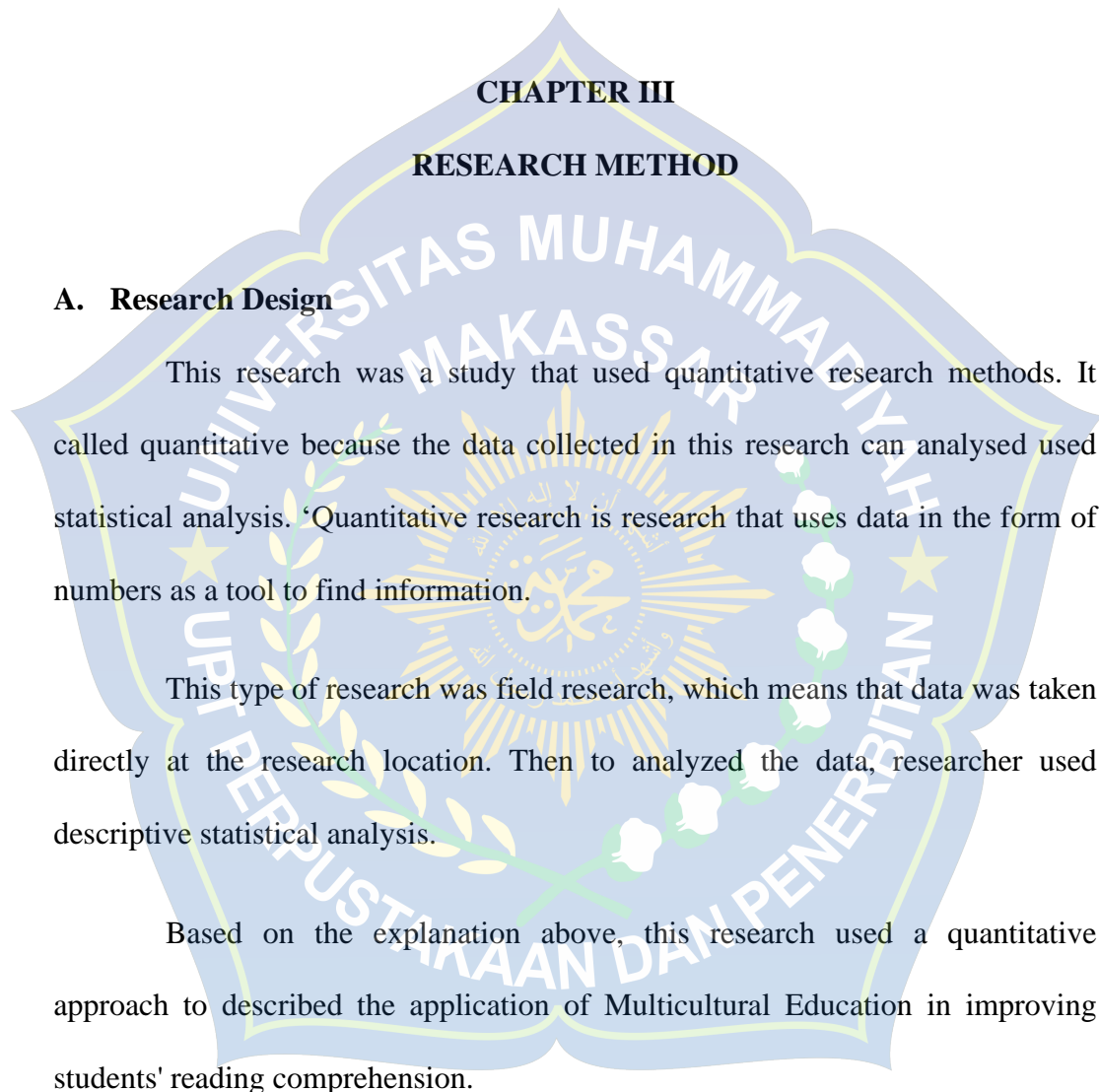
### E. Conceptual Framework

Multicultural education is a discipline of research that investigates human interactions in the context of diversity, emphasizing the need of understanding and appreciating human differences. Substantially, multicultural education highlights the significance of human dignity and rights.

Reading comprehension is an important aspect of reading because, in essence, understanding reading content can improve reading skills and achieve certain goals. Thus, reading ability can be understood as the ability to understand a read document.



**Figure 2.1 Conceptual Framework**



### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Research Design**

This research was a study that used quantitative research methods. It called quantitative because the data collected in this research can analysed used statistical analysis. 'Quantitative research is research that uses data in the form of numbers as a tool to find information.

This type of research was field research, which means that data was taken directly at the research location. Then to analyzed the data, researcher used descriptive statistical analysis.

Based on the explanation above, this research used a quantitative approach to described the application of Multicultural Education in improving students' reading comprehension.

##### **B. Research Variables and Indicators**

the research variables were the objects that can be observed, assessed, or examined through their own indicators or parameters. the variable of this research were independent variable and dependent variable.

Meanwhile, the operational definition of variables was a variable that can be observed and measured. operational definition in this research were:

1. The independent Variable

Independent variable (Y) was the variable that affects or causes changes in the dependent variable (X). Therefore, independent variable of this study was multicultural education approach. The indicators of multicultural education approach were:

- a. Plural between students, meaning that students have an attitude of respected, to care for each other, recognized and even appreciated existing differences.
- b. equality between students, which means that students have an attitude not to differentiate between one another.
- c. Tolerance between students, which means that students have the awareness to be opened and respected the freedom or rights of other people.

2. The dependent variable (X) was the variable that influenced or is the result of implemented the independent variable (Y). The dependent variable of this study were the students' reading comprehension ability.

The indicators of students' reading comprehension were:

- a. Students can answered questions related to the text
- b. Students can summarized the content of the reading.

- c. Students can interpreted difficult words in reading text.
- d. Students can written the information in the reading text.
- e. Students can explained the meaning contained in the reading.

### **C. Research Location and Time**

The location of this study was SMPN 8 Mallawa, Maros District, Mallawa Subdistrict, Sabila Village, reachable in approximately 2-3 hours from Makassar City. The researcher chose this school, in addition to hometown, also had students from various ethnicities, such as Buginese and Makassaris who could answer the problem posed by this research. The time required for the research to completed this research were 4 months, start from March to June to observed the students' activity and the implementation of multicultural education approach.

### **D. Population and Sample**

Population was represented entire or all subject research. Population was totally of all value which possible, result of counting/calculating or measurement, qualitative, and also qualitative. Sample was shares or proxy from accurate population.

#### **a. Population**

Population was a general domain that includes objects/subjects with certain qualities and characteristics determined by the researcher to study and draw conclusions.

The population constitutes the entire research population to be studied. This does not just mean humans but also includes anything that will be studied.

Based on the explanation above, the subjects of this research were Class VII students at SMPN 8 Mallawa.

#### b. Sampling Techniques

Samples from a research used as a data collection tool. The data may or may not be considered accurate depend on the sample obtained in the research.

Sampling technique was a method of taking samples from the population to be studied to represent the entire population. There are several sampling techniques in research such as purposive sampling, probability sampling, and random sampling. The sample was used based on the type of research and the subject in the research.

In this research, researcher used simple random sampling, simple random sampling was a technique of sampling that carried out randomly without looking at the strata in the population. This technique was done in a simple and random way. The main purpose of simple random sampling is to ensure that the sample taken is representative of the population. Thus, the results of the analysis can be generalised to the population as a whole.

The subject of the research were seventh grade students of SMPN 8 Mallawa. Researcher used 20 students from the population of class VII students at SMPN 8 Mallawa school in Mallawa district. The sample was randomly selected from students in VII A and VII B. Based on the number of students in both classes, the researcher took half of the number of students in each class.

### **E. Data collection technique**

Data collection techniques were important in this research because they greatly influenced the results or how the researcher presented the data. Therefore, more attention to find the effective and efficient data search techniques was essential. In this research, the researcher used:

#### **a. Observation**

Observation was the process where the researcher observed the research subject (data source) or went directly to the research location to observe behavior and people at the research location.

#### **b. Questionnaire**

A questionnaire or commonly known as a questionnaire was a data collected technique that involves providing respondents with a set of questions or written statements to elicit a response. The questionnaire consists of a number of questions that must be answered or responded to in order to determine the effect of multicultural education approach on the reading comprehension ability of SMPN 8 Mallawa students.

#### **c. Documentary**

The documentary method was a way of collected data obtained from an official document or other written document. Document came from the word document which means written document.

### **F. Research Instruments**

Research instruments were tools used in research activities, included measurement and data collection. This can be in the form of a questionnaire, a set



of test questions, an observation sheet, etc.

Based on the statement above, the research instruments in this study were:

a. Observation

Observations were done by directly observed the effect of the implemented of multicultural education approach on students' reading comprehension and observed how students' attitudes during the learning activities. This may involve direct observation of students' reading behavior, their responses to multicultural reading materials, or changes in their reading skills after implementing the multicultural education approach. Such observed can provided insights into how the multicultural education approach affected students' reading comprehension levels and help evaluated the effectiveness of the approach.

b. Questionnaire

Questionnaire or commonly known as a questionnaire is a data collection technique that involves providing respondents with a set of questions or written statements to elicit a response.

This questionnaire tool is used to determine student interest in reading. The questionnaire used in this study was in multiple choice format with a value range of 4 answer options using a Likert scale. A Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group about social events or phenomena.

The source of data is from class VII A and B students of SMPN 8 Mallawa. Respondents completed a questionnaire on the effects of multicultural education on reading comprehension by checking (√) the response options provided. Information related to the 4 response options includes: (1) Fully Implementation (2) Implemented (3) Not Fully Implemented (4) Not Implemented.

**Table 3.1 Indikator each Variabel**

No.	Variabel	Indikator	Fully Implemented	Implemented	Not Fully Implemented	Not Implemented
1	Multicultural Education	a. Plural b. equality c. tolerance				
2	Reading Comprehension	a. Students can answer related questions with teks b. Students can summarize the content of the reading c. Students can interpret difficult words in reading texts. d. Students can write information in the reading. e. Students can explain the meaning contained in the reading.				

c. Documentary

The documentary method was a way of collected data obtained from an official document or other written document.

Documentation refers to the collected and analyzed of documents relevant to the research. This included official documents such as school curriculum, textbooks, multicultural reading materials used in the multicultural education approach, as well as notes or reports related to multicultural education programs in the school. Documentation may also include observations or researchers' notes or pictures, as well as other written data relevant to students' reading comprehension and the effects of the multicultural education approach. Analysis of these documents can provide additional insights into how the multicultural education approach is implemented and its impact on students' reading comprehension.

#### **G. Data analysis technique**

Data analysis is the process of systematically researching and synthesizing data obtained from interviews, notes, and documents. The collected data will then be processed and analyzed.

The goal of data analysis is to simplify data into a form that is easy to read and interpret. The collected data is then analyzed quantitatively for quantitative data analysis techniques using descriptive statistics and inferential statistics, aiming to answer the problem formulation with the following steps :

##### **1. Descriptive Statistical Analysis**

Descriptive statistics are statistics used to analyze data by describing or illustrating data collected as is, without the intention of drawing generally accepted conclusions or generalizations.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussions of the research. The findings of the research cover the description of the students' reading comprehension and the percentages of the implemented multiculturalism education. The discussions of the research cover further explanation of the findings.

#### A. FINDINGS

This part discusses the research results and describes the preliminary data collection results. It showed the result of the implemented of multicultural education approach was fully implemented. That proved by the students' responses the questionnaire that multicultural education approach was fully implemented in each indicator of the independent variabel (reading comprehension)

##### 1. The Correlation between Multiculturalism Education Approach and Students' Reading Comprehension

To determine the effect of the multicultural education approach, the researcher uses the answers of the respondents as a reference that the

multicultural education approach has an effect on reading comprehension and the relationship between the two variables, this is explained by the table below.

**Table 4.1 The Correlaton of Variables**

		X	Y
X	Pearson Correlation	1	.528*
	Sig. (2-tailed)		.017
	N	20	20
Y	Pearson Correlation	.528*	1
	Sig. (2-tailed)	.017	
	N	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

Based on these results, it can be seen that Variable Y against X has a correlation with a moderate degree of relationship with a positive form of relationship because the results of the correlation are positive, namely 0.528.

The positive correlation means that the higher values of variable X, then the higher values of variable Y and otherwise. based on this statement, it can be concluded that the two variables in this study are positive. which means that the more the application of multicultural education approach increases, the more students' reading comprehension also increases.

## 2. Implementation Multiculturalism Education Approach in Students Answering Questions Related to the Text

To Answer the research question in the previous chapter, the researcher administered quisionare, which given to know the students' response about the implemented of multiculturalism education approach in students answering questions related to the text. The result of the student response was presented in te table below:

**Table 4.2 Student can answer related questions with teks**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Implemented	1	5.0	5.0	5.0
Not Fully Implemented	4	20.0	20.0	25.0
Fully Implemented	15	75.0	75.0	100.0
Total	20	100.0	100.0	

The data in the table above shows the students' response about the implemented of multiculturalism education in approach students answering questions related to the text. The response showed that multicultural education was fully implemented with total responses 75 % meanwhile total responses of not fully implemented 25 % and the rest was not implemented only 5 %.

### a. Implementation Multiculturalism Education Approach in Students summarize the content of the reading

This part presents the result of the student's responses of implemented multiculturalism education approach in students summarize

the content of the reading. The result of the student responses was presented in the table below:

**Table 4.2.a Student can summarize the content of the reading**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Fully Implemented	1	5.0	5.0	5.0
Fully Implemented	19	95.0	95.0	100.0
Total	20	100.0	100.0	

The data in the table above shows the students' response about the implemented of multiculturalism education approach in students answering questions related to the text. The response showed that multicultural education was fully implemented with total responses 95 % meanwhile total responses of not fully implemented 5 % and the rest was not implemented was 0%.

**b. Implementation Multiculturalism Education Approach in Students interpret difficult words in reading texts**

The student's responses at questionnaire about implemented multiculturalism education approach in students interpret difficult words in reading texts can be seen clearly on the following table.

**Table 4.2.b Student can interpretation difficulty words in reading texts**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Fully Implemented	3	15.0	15.0	15.0
Fully Implemented	17	85.0	85.0	100.0
Total	20	100.0	100.0	

The table above showed the students' responses about the implemented of multiculturalism education approach in interpret difficult words in reading texts. The response showed that multicultural education was fully implemented with total responses 85 % meanwhile total responses of not fully implemented 15 % and the rest was not implemented was 0%.

**c. Implementation Multiculturalism Education Approach in Students write information in the reading**

To know the student's responses at the implementation of multiculturalism education approach in students write information in the reading. The following table showed the result of student's responses:

**Table 4.2.c Student can write information in the reading**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Implemented	20	100.0	100.0	100.0

The table above showed the result students responses that the implementation multiculturalism education approach in students write information in the reading was implemented with total responses 100%. It means that the implementation was in the middle between not implemented and fully implemented.



#### d. The Implementation Multiculturalism Education Approach in Students

##### Explain the Meaning contained in the Reading

The student's responses at questionnaire about the implementation multiculturalism education approach in students explain the meaning contained in the reading can be seen on following table:

**Table 4.2.d Student can explain the meaning contained in the reading**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Fully Implemented	1	5.0	5.0	5.0
	Implemented	19	95.0	95.0	100.0
	Total	20	100.0	100.0	

The table above showed the students' responses about the implemented of multiculturalism education approach in students explain the meaning contained in the reading. The response showed that multicultural education was implemented with total responses 95 % meanwhile total responses of not fully implemented 5 %.

## B. DISCUSSION

This part presents a discussion dealing with the interpretation of the research findings derived from the result of statistical analysis and researcher's notes during the research to describe the students' responses about the implementation of multicultural education approach in students' reading comprehension and the correlation between independent variable and dependent variable.

## 1. Implementation of Multicultural Education Approach in Students Reading Comprehension

In reading comprehension, multicultural can be brought to promote cultural understanding. Multicultural approach in reading allows the students to understand the various cultures along with their similarities and differences, which teaches them that learning a language is learning a culture.

Multicultural can also be viewed as 'mirror reading' which means that students see themselves in what they read. Reading is especially important for students of colour because most of what they read in class is the Eurocentric canon. Smith's concern that 'Books should reflect the lives of readers. Many students relate to stories as they reflect on their life experiences connecting their home and school identities'

Multicultural education has many benefits for all students. Educators, school administrators and school board members should focus on how to help each student achieve success. One way to ensure success is to create a curriculum that is relevant and relatable to students' daily lives.

As explained in the previous chapter, it was explained that applying the Multicultural Education Approach, some students agreed saying that the application really helped them in understanding other people both from their way of speaking and their accent when reading a passage and helped them in understanding and accepting diversity. It shows that Multicultural Education Approach gives effect to Students Reading Comprehension ability. This is also in line with Asendi, Milda Ana (2018) stated that the

application of Multicultural Education Approach is very influential on students' ability to understand reading this is due to reading activities that involve many activities in it. Reading is an action that combines multiple activities, such as watching, comprehending concepts, expressing one's soul, and the actions of one's soul as expressed in reading material.

In addition, (Susanti, 2020) states that multicultural education helps unite a nation democratically by emphasising the perspective of the plurality of people in different nations, ethnicities, and cultural groups. Thus, schools are endeavoured to reflect the practice of democratic values. The curriculum reveals the different cultural groups in society, languages, and dialects, where students are better off talking about respect among them and upholding the values of cooperation, rather than talking about competition and prejudice among a number of students who differ in terms of race, ethnicity, culture and social status groups.

Meanwhile, in relation to students' reading comprehension, students are expected to be able to tolerate the abilities of other students who have low reading abilities, this is one of the influences of the Multicultural Education Approach which teaches students to always give forgiveness to classmates who have deficiencies or are different from others. As explained by Jodi Dwi (2021), state that the results of the research state that the implementation of multicultural values has gone well. Judging from the description of the results of observations and interviews with respondents,

There is a sense of awareness of both teachers as educators and equality of treatment for students who have a variety of people (culture, ethnicity and religion) and there are also programs that the school carries out to support attitudes of tolerance between fellow students. In accordance with students' statements from the responses to the questionnaires given, almost all students understand and realise the differences that exist in the classroom, and they tolerate and provide an equal treatment to their classmates.

Based on the explanation above, it can be concluded that the implementation of multicultural education approach affects students' reading comprehension and the implementation of multicultural education approach at SMPN 8 Mallawa has been implemented.

## **2. The Correlation between Multicultural Education Approach and Students Reading Comprehension**

Based on the results described in the previous chapter, there is a positive relationship between the application of the multicultural education approach and reading comprehension, with a medium level of relationship.

The multicultural education approach can be said to relate to students' reading comprehension because one of the purposes of reading is deepening existing knowledge, and reading about the conditions of reality in society where there is a lot of diversity both from physical diversity and knowledge levels. With the multicultural education approach, it is expected that students can read situations from real social life.

It is widely recognised that reading is the most central element of literacy in learning. Through reading, people gain new knowledge and develop their capacity to analyse information to learn about their subject. Then, reading as a cognitive process provides an opportunity for readers to engage their mental processes in understanding, learning and knowing information from the text. Rani (2016) asserts that reading is an essential language skill for ESL/EFL learners to succeed in academic and developmental goals. In this 21st century, learning aims to enable students to participate the life of the world.

In the reading comprehension classroom, multicultural can be brought in to enhance the understanding of culture. Reading by implementing multicultural allows students to understand various cultures along with their similarities and differences, which teaches them that learning a language is learning a culture. Barry (1990) mentions that reading is essential for education. There are five significant benefits that can result from including multicultural in the learning of classroom reading programmes: multicultural education helps students' understanding of similarities. Multicultural education in reading can show how all people are interconnected because sometimes they have similar experiences, feelings, needs, and desires.

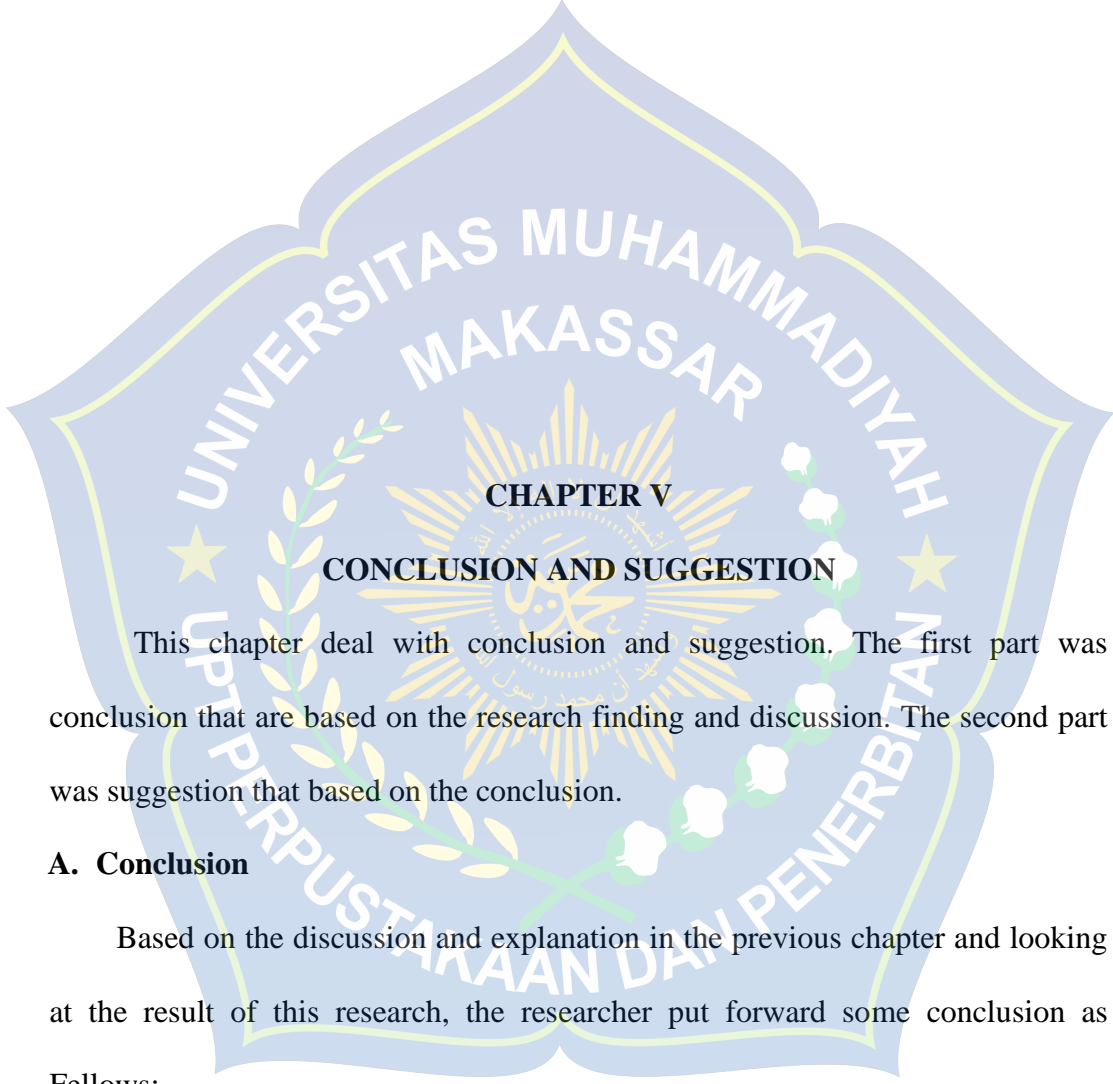
This is also experienced by SMPN 8 Mallawa students, as seen from their responses to the questionnaire where students who read by applying multicultural education are more able to appreciate diversity. The study of

diversity helps students realise how social issues impact on everyone's daily lives.

In addition, Nasrullah (2021) also found that the effect of multicultural approach on reading comprehension and writing of primary school students. The study revealed that this approach had an impact on reading comprehension and writing achievement. This approach provides benefits to students' cultural experience and knowledge. For example, they improved cultural awareness and social action skills. Realising how to appreciate differences has an impact on students' daily lives.

It shows that the application of multicultural education values in elementary schools can make students have an awareness of the diversity that exists in Indonesia. Students are taught how to respond to diversity by applying an attitude of respect and acceptance as a form of gratitude for the gifts given by God Almighty. The purpose of multicultural education itself is to develop students' attitudes, knowledge, and skills about diversity in making decisions and social actions. Multicultural education has the potential to instill sympathetic attitudes, build respect, promote appreciation, and increase and instill empathy for diversity. Multicultural education is made the main goal of lifelong learning. The existence of this education can also train students as the next generation of the nation to develop and preserve the diversity they have to be.

From these statements, it can be concluded that the multicultural education approach applied to SMPN 8 Mallawa students has a correlation with students' reading comprehension skills.



**CHAPTER V**  
**CONCLUSION AND SUGGESTION**

This chapter deal with conclusion and suggestion. The first part was conclusion that are based on the research finding and discussion. The second part was suggestion that based on the conclusion.

**A. Conclusion**

Based on the discussion and explanation in the previous chapter and looking at the result of this research, the researcher put forward some conclusion as Fellows:

Implementation of multiculturalism education approach in students answering questions related to the text was fully implemented with total responses 75%. Implementation of multiculturalism education approach in students summarize the content of the reading was fully implemented with total responses 95%. Implementation of multiculturalism education approach in students interpret

difficult words in reading texts was fully implemented with total responses 85%. Implementation of multiculturalism education approach in students write information in the reading was implemented with total responses 100%. Implementation of multiculturalism education approach in students explain the meaning contained in the reading was implemented with total responses 95%. The correlation between multiculturalism education approach and students' reading comprehension has positive correlation with value 0.528%

It proved that the implementation of multiculturalism education approach at SMPN 8 Mallawa was implemented as well. And the result of the data also showed that Implementation of multiculturalism education approach and students' reading comprehension was correlated, then help the students to improve their reading comprehension, understanding of multicultural, and also able to appreciate the various cultures.

## **B. Suggestion**

In relation to the conclusion above, the researcher formulates some suggestion in the following points:

### 1. For the next researcher

It is recommended that future researchers further explore these research findings in order to examine reading comprehension among the implementation of multicultural education approach. And also, the other researcher should be creative and innovative to modify the activities of teaching.

### 2. For the students



Student should be respect between one another, not to differentiate, and students have the awareness to be open and respect the freedom or rights of other people. Student have to enhance their reading comprehension skills in order to achieve success in English

### 3. For the teacher

The teacher should be more creative to enrich their teaching material. The teacher should give more chance and guidance to implemetation the multicultural education approach to improve students' reading comprehension.

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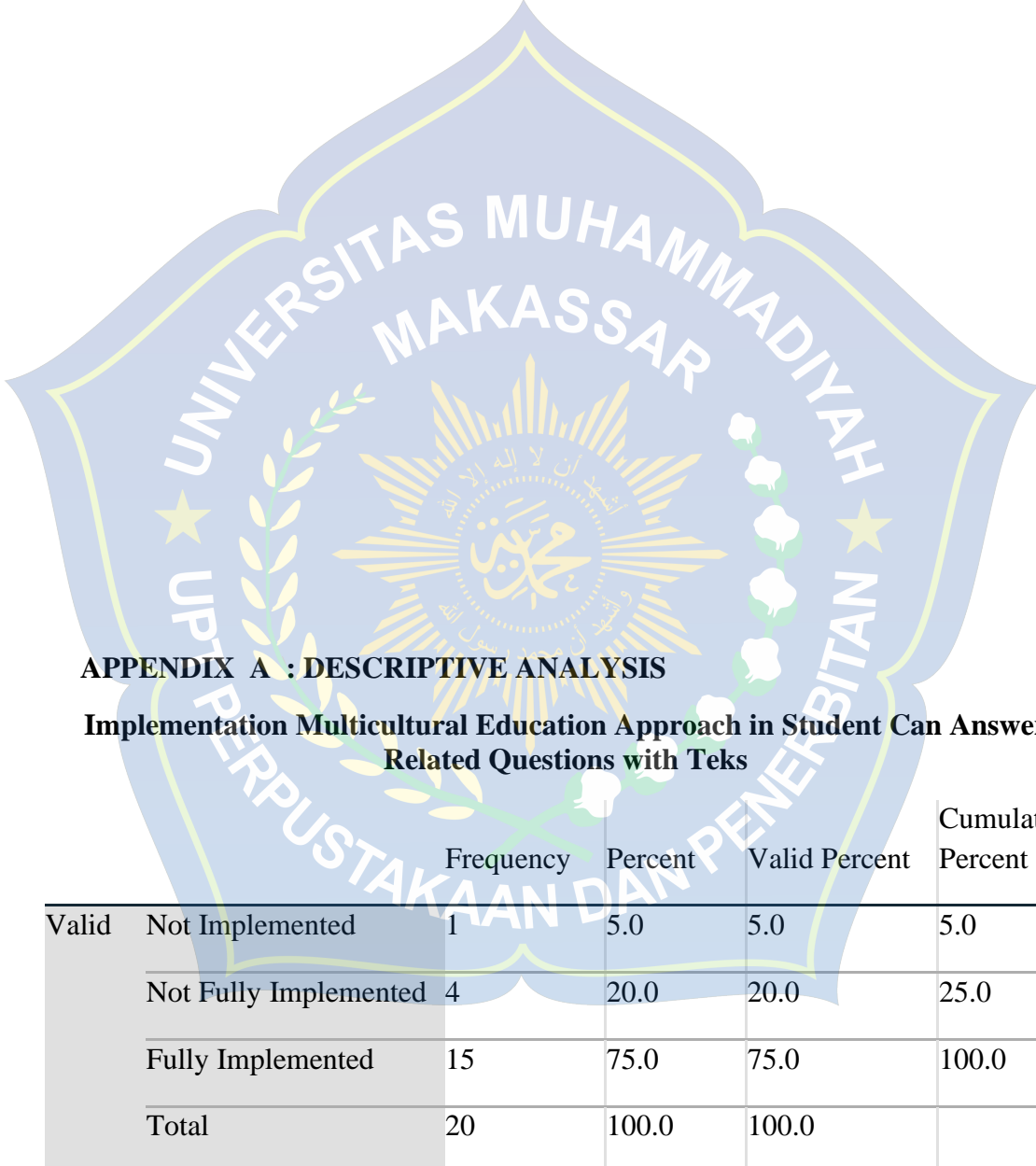
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# APPENDIX



**APPENDIX A : DESCRIPTIVE ANALYSIS**

**Implementation Multicultural Education Approach in Student Can Answer Related Questions with Teks**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Implemented	1	5.0	5.0	5.0
	Not Fully Implemented	4	20.0	20.0	25.0
	Fully Implemented	15	75.0	75.0	100.0
	Total	20	100.0	100.0	

**Implementation Multicultural Education Approach in student can summarize the content of the reading**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Fully Implemented	1	5.0	5.0	5.0
	Fully Implemented	19	95.0	95.0	100.0
	Total	20	100.0	100.0	

**Implementation Multicultural Education Approach in Student can Interpretation  
Difficulty Words in Reading Texts**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Fully Implemented	3	15.0	15.0	15.0
	Fully Implemented	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

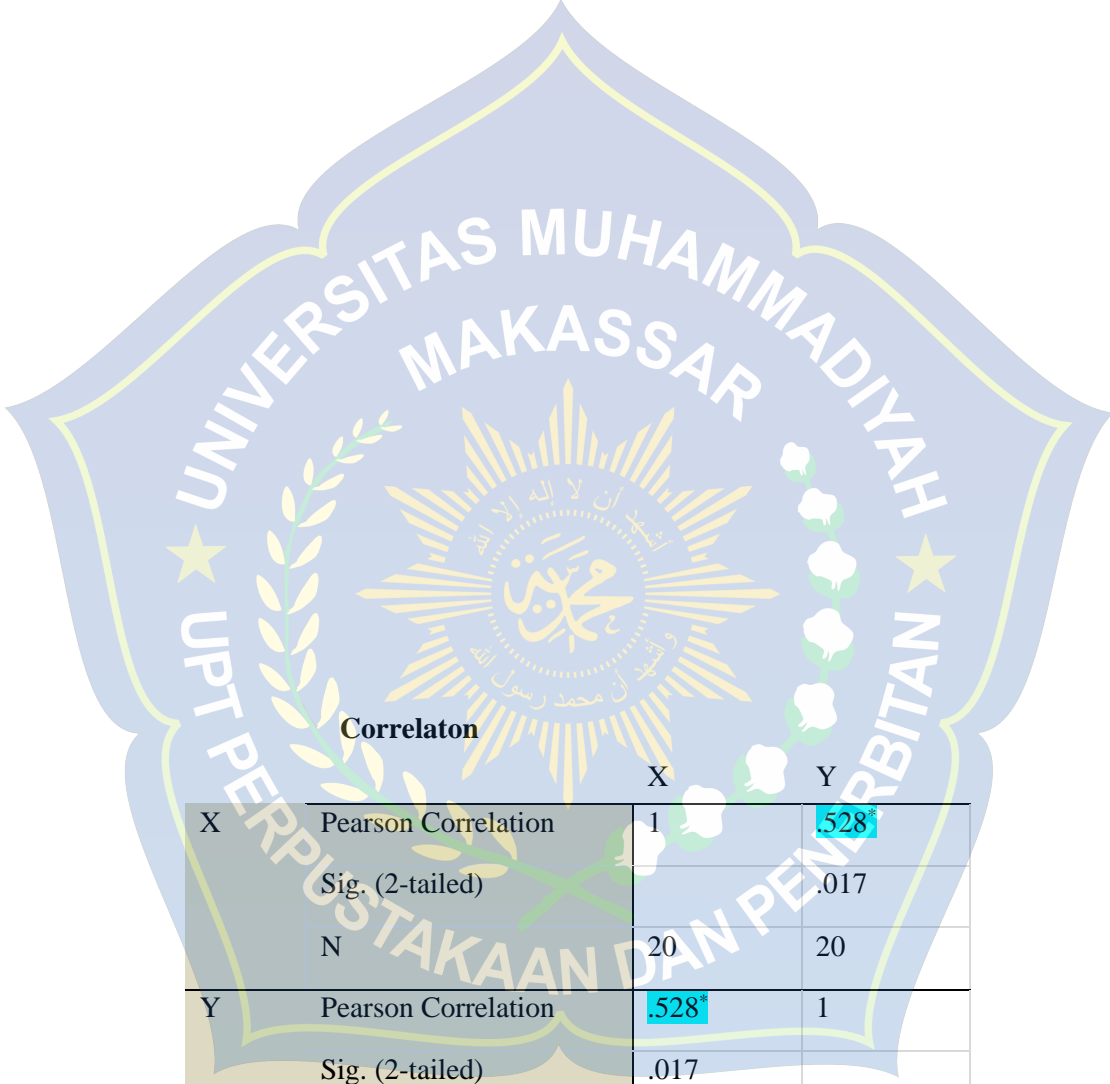
**Implementation Multicultural Education Approach in Student can Write  
Information in the Reading**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Implemented	20	100.0	100.0	100.0

**Implementation Multicultural Education Approach in Student can Explain the  
Meaning Contained in the Reading**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Fully Implemented	1	5.0	5.0	5.0
	Implemented	19	95.0	95.0	100.0

Total	20	100.0	100.0	
-------	----	-------	-------	--



**Correlaton**

		X	Y
X	Pearson Correlation	1	.528*
	Sig. (2-tailed)		.017
	N	20	20
Y	Pearson Correlation	.528*	1
	Sig. (2-tailed)	.017	
	N	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

### APPENDIX B : Questionnaire for Students'

Nama :

Kelas :

No .	Questionnaire	Fully Implemented	Implemented	Not Fully Implemented	Not Implemented
1	How is the application of a respectful, caring, recognising and even appreciating the differences that exist in answering questions related to the text?				
2	How is the application of a respectful attitude, caring for each other, acknowledging and even appreciating the differences that exist in terms of summarising the content of the reading.				
3	How is the implementation a respectful attitude, care for each other, recognise and even appreciate the differences that exist in interpreting difficult words in the reading text.				
4	How is the implementation of a respectful, care, acknowledgement and even appreciation of the differences that exist in writing the information in the reading passage.				
5	How is the application of a respectful, mutual care, recognising and even appreciating the differences that exist in explaining the meaning contained in the reading passage?				
6	How is implementation of the attitude to not discriminating against each other in answering questions related to the text				
7	How is the implementation of the attitude of not discriminating against each other in terms of summarising the content of the reading.				
8	How is the implemtation the attitude to not discriminating against each other in interpreting difficult words in the reading text.				
9	How the implementation of the attitude to not discriminating against each other in writing the information in the reading passage.				
10	How is the implementation of the attitude to not discriminating against each other in explaining the meaning contained in the readings				

11	How is the implementation of the awareness to be open and respect the freedom or rights of others in answering questions related to the text				
12	How the implementation of the awareness to be open and respect the freedom or rights of others in terms of summarising the content of reading.				
13	How the implementation of the awareness to be open and respect the freedom or rights of others in deciphering difficult words in reading texts.				
14	How is the implemetation of the awareness to be open and respect the freedom or rights of others in writing information in reading.				
15	How is the application of the awareness to be open and respect the freedom or rights of others in explaining the meaning contained in the reading passage.				

**APPENDIX C : The result of students' responed used likert scale**

No.	Multicultural Education (Y) X Reading Comprehension (X)														
	Y1.X 1	Y1.X 2	Y1. X3	Y1. X4	Y1. X5	Y2. X1	Y2. X2	Y2. X3	Y2. X4	Y2. X5	Y3. X1	Y3. X2	Y3. X3	Y3. X4	Y3. X4



1	4	4	4	3	3	4	4	3	3	4	2	3	3	3	4
2	4	4	4	3	3	4	3	3	3	2	4	3	4	3	4
3	2	4	4	3	3	3	3	3	4	4	3	3	2	3	3
4	4	4	2	3	3	3	4	4	3	3	3	3	3	4	3
5	4	4	4	3	3	3	2	4	4	3	2	3	4	2	3
6	4	4	4	3	3	4	3	2	4	2	4	3	4	4	4
7	4	4	4	3	2	2	4	3	2	4	3	3	3	3	2
8	4	4	4	3	3	4	4	4	4	3	4	3	3	3	4
9	2	4	4	3	3	3	3	3	4	4	3	4	4	2	3
10	4	4	4	3	3	3	3	3	2	3	2	4	3	4	3
11	4	2	4	3	3	2	4	3	3	2	4	3	4	3	2
12	4	4	4	3	3	4	3	3	3	2	2	3	3	4	4
13	4	4	4	3	3	3	4	4	4	4	4	4	4	3	3
14	2	4	4	3	3	4	3	2	3	3	4	3	4	4	4
15	4	4	4	3	3	3	3	4	4	4	2	4	2	4	3
16	2	4	4	3	3	2	3	2	2	4	3	3	4	2	2
17	4	4	2	3	3	2	2	3	3	4	3	3	4	4	2
18	4	4	4	3	3	4	4	3	4	3	4	3	4	4	4
19	1	4	2	3	3	3	2	2	3	3	3	4	4	4	3
20	4	4	4	3	3	4	4	4	4	3	4	3	4	4	4

**APPENDIX 1**



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Nim : 105351104819

Program Studi : Pendidikan Bahasa Inggris

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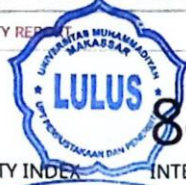


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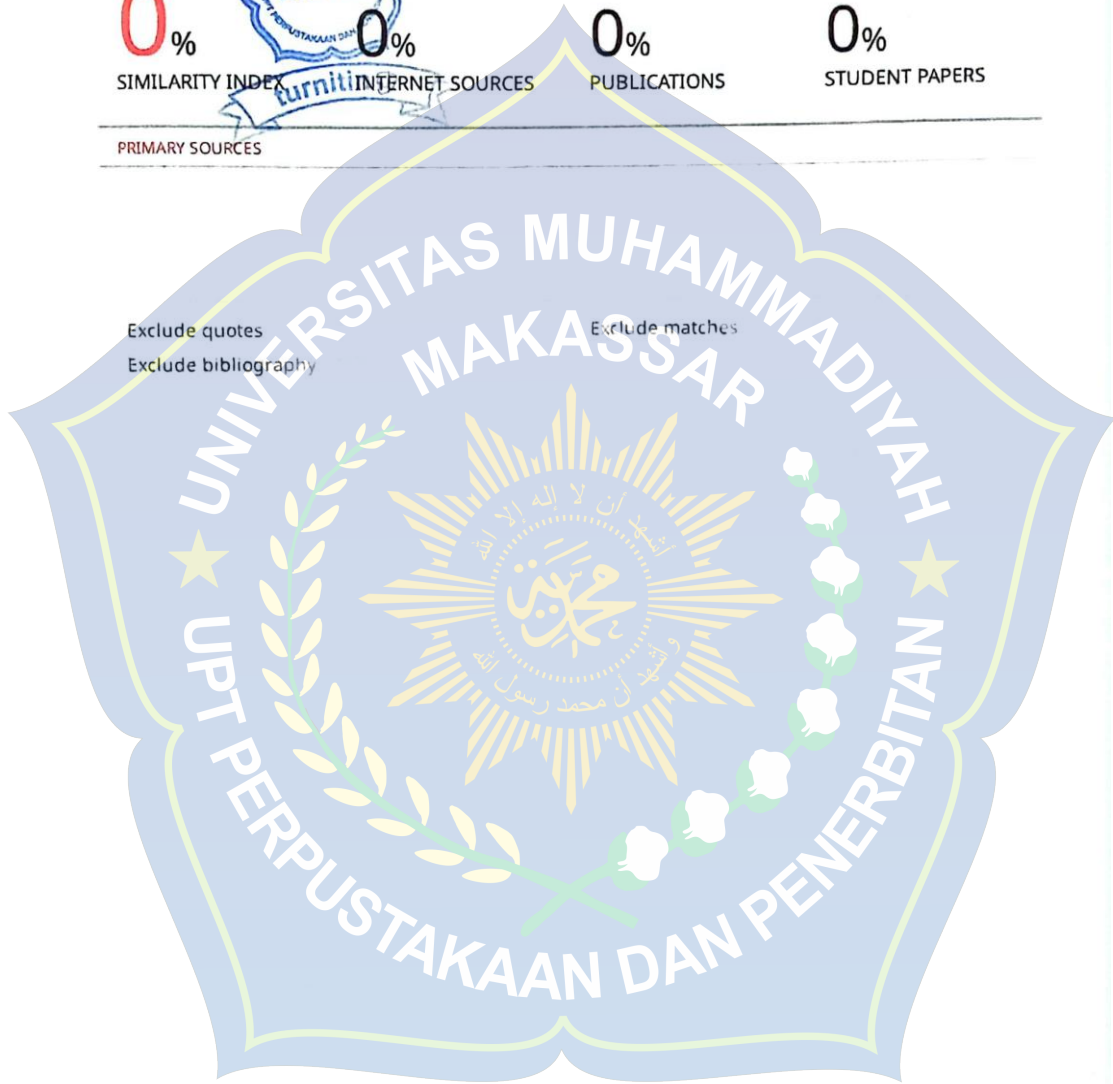
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Stambuk : 105351104819  
Program Studi : Pendidikan Bahasa Inggris  
Tempat/ Tanggal Lahir : Maros / 25-01-2000  
Alamat : Komp P dan K Blok 0 No 8 Talasalapang 2, Kel. Gunung Sari, Kec. Rappocini Makassar

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Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khairan katsiraan*.

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

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24 Mei 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934



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No. Stambuk : 10535 1104819

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bernaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE EFFECT OF MULTICULTURALISM EDUCATION APPROACH ON STUDENT'S READING COMPREHENSION"**

Yang akan dilaksanakan dari tanggal 28 Mei 2024 s/d 28 Juli 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Ketua LP3M,



Dr. Muh. Arief Muhsin, M.Pd.

NBM 1127761



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Nama Mahasiswa : **HASYIAH ALIFAH**  
NIM : **105351104819**  
Judul Penelitian : **THE EFFECT OF MULTICULTURALISM EDUCATION APPROACH ON STUDENTS READING COMPREHENSION**  
Tanggal Ujian Proposal : **12 Februari 2024**  
Tempat/Lokasi Penelitian : **UPTD SMP Negeri 8 Mallawa**

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2	Kamis, 11 Juli 2024	Observasi	Almariza, S.Pd	<i>Alf</i>
3	Jenin, 15 Juli 2024	Kuesioner	Almariza, S.Pd	<i>Alf</i>
4	Selasa, 16 Juli 2024	Kuesioner	Almariza, S.Pd	<i>Alf</i>
5	Rabu, 17 Juli 2024	Kuesioner	Almariza, S.Pd	<i>Alf</i>

Mengetahui,

MAKASSAR, 24 Oktober 2024

Ketua Program Studi,  
FKIP, Universitas Makassar

**Dr. Umni Khaerati Syam, S.Pd., M.Pd**  
NBM. 977-807

Pimpinan/Kepala sekolah/Instansi

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Jabatan : Kepala UPTD  
Sekolah : UPTD SMPN 8 Mallawa

Menerangkan dengan sebenarnya bahwa:


Nama : Hasyiah Alifah  
NIM : 105351104819  
Semester : X (Sepuluh)  
Status : Mahasiswa/Peneliti  
Jurusan : Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah melakukan penelitian dengan judul "*The Effect of Multiculturalism Education Approach on Student's Reading Comprehension*". Penelitian tersebut dilaksanakan mulai dari 28 Mei 2024 – 28 Juli 2024.

Demikian surat ini dibuat untuk dipergunakan seperlunya.

Mallawa, 29 Juli 2024

Kepala UPTD SMPN 8 Mallawa

  
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## CURRICULUM VITAE



Hasyiah Alifah, born in Maros on January 25, 2000, is the second child of Syamsuddin and Hanawiyah. In 2012, she graduated from SDN 90 Pangisoreng and then continued her studies at SMPN 12 Mallawa, graduating in 2015. After that, she pursued her studies at SMAN 7 Mallawa and graduated in 2018. She then continued her studies in the English Education department at Universitas Muhammadiyah Makassar in 2019. By the grace and kindness of Allah SWT, as well as the prayers and support of her beloved parents, family, and friends, the researcher was able to complete her studies at Universitas Muhammadiyah Makassar with a thesis titled: **“The Effect of Multiculturalism Education Approach on Students' Reading Comprehension”**.