STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirement for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Letters wholly constitutes my own original scientific writing.

As for the other persons’ works whose idea are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, 21st October 2021

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ACKNOWLEDGEMENT

In the name of Allah, the Most Merciful, the Most Compassionate

There are no valuable words to be said but all praises be to all praises to be Allah, the almighty God, who has sent Muhammad, Peace be upon him, to be His prophet and messenger for people all over the world. The researcher realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for myself to finish the paper.

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ABSTRACT

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The research investigates the analysis learning cultural content on teaching reading comprehension. This research was 1) To analyze teachers teach the cultural content in the classroom in teaching reading comprehension. 2) To find out whether teachers have an awareness of the importance of cultural learning in the form of cultural content in learning English. 3) To find out teacher’s responses to learning cultural content in reading comprehension. Methodology used descriptive qualitative research. The instrument used in this research were documentation, observation and interviews. This research involves three English teachers as participants of SMKN 02 Rangkasbitung. The research findings of the last result showed that 1) Cultural content on teaching reading comprehension was found to have been applied by the three English teachers. In class X it was found that the teacher represented international culture in descriptive texts with material on the History of Hagia Sophia. Then in class XI it was found that the teacher represented target culture in the procedure text with the material How to Make Sandwich. In class XII it was found that the teacher represented source culture in descriptive texts with Baduy Culture material. 2) The three English teachers from the findings have realized the importance of learning cultural content on teaching reading comprehension. 3) the teachers gave a positive response and argued that cultural content can improve student’s learning processes in reading comprehension.

Key words: Cultural Content, Reading Comprehension, Culture.
THE ADVISERS’ APPROVAL

This is to certify that the undergraduate research paper of Nur Rasmayanti entitled “An Analysis of the Role Cultural Content on Teaching Reading Comprehension”, has been approved by research paper advisers for further approval by the board of Examiners

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DEDICATION

This paper is dedicated to:

My beloved parents who always give spirit and material.

*Mr. Nur Cahyo and Mrs. Jumanah*

My Lovely younger sister

*Ayomi Syabilla*

and

My Best Friend

*Kiki Rizki*

Hope you are healthy and remain in the protection of Allah SWT.
Meaning: Allah will raise (degrees) those who believe and have knowledge among you by several degrees. And Allah is All-Aware of what you do. [Q.S Al-Mujadilah: 11]

“Be My Self and do My Best”
A BRIEF BIOGRAPHY

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