

CHAPTER I

INTRODUCTION

A. Background of Study

Discussion a nation in terms of language, then will find two things that will always emerge and go hand in hand, namely language and culture. There are many theories and opinions regarding these two things. There are says that language is part of culture, but there are also said that language and culture are two different things different, but have a very close relationship, so it is not can be separated. When a teacher teaches a language, teachers often forgets convey the culture contained in the language, especially when teaching a second or foreign language, so that often in the application of the language learned is often the case error in its use.

The relationship between culture and language very close because both are mutually exclusive affects speakers of deep languages communicate and interact. One of the language teaching goal is so that students can communicate well orally or in writing correctly and fluently. English education does not only take in learning language components which include grammar, vocabulary, pronunciation and language skills consisting of writing, speaking, listening and reading, but language learning must involve learning beyond establishment to English culture. This can

help students understand reading comprehension against a cultural background that students know. Cultural studying in language learning could very importance thinking about the important role of cultural knowledge in smoothing it intercultural communication. The relationship between culture and language cannot be separated if one wishes learn a language. Gulbinskienė & Lasauskienė has stated one of the main motive behind teach English as foreign language is to improve EFL learner's intercultural communication skills, the ability to effectively interact with native speakers of other languages and cultures.¹

Based at the data above, it's far very critical for English teachers to take not of the factors of English subculture in studying English so that students are able use the language they found out to communicate. For students, cultural knowledge English will help them recognize the conditions they face while reading English text. In addition, the commitment in culture for the network with using language additionally applies to their knowledge and tolerance of different cultures.

In the context of learning a foreign language such as English, the main problem that students might find. Students cannot use English as the target language effectively and precisely in communicating because they do not have background knowledge about the culture of the target language. therefore, the teacher's role is very important to introduce the culture that

¹ Dalia Gulbinskienė and Rūta Lasauskienė, "Intercultural Communicative Competence (ICC) of EFL Students at University Level," *Žmogus Ir Žodis* 16, no. 3 (2014): 150–159.

exists in the target language to students so as not to cause misunderstanding or even pragmatic failure to interact. In communicate and interaction. For example, in the context of asking someone's age, it is a natural thing in Indonesian culture, but this cannot be asked to people outside the West because for them it is a matter of privacy and it is not polite to ask.

According to Ritlyova students improve their perceptions of overseas cultures and their very own through gaining focus of overseas languages. The purpose of cultural education is to raise student's attention and increase their interest about the culture and family culture of the destination.² However, due to lack of time, loss of cultural understanding or lack of education in what factors of culture, teachers every so often do not discuss cultural problems in the classroom during the learning process. Furthermore, in some cases where the goal language is to take into consideration a foreign, solving too many cultural problems may be seen as promoting the values of foreign language and undermining nearby values. Although, teacher can find the majority of studies on some aspects of the teaching of culture.

One of the goals of learning English in Indonesian is so that students are successful examine English textual content. Because reading is a complicated skill. So that students can recognize that means of the textual content they read and easily and fun, students have to realizes how writing

² Anna Ritlyová, "Cultural Studies in Language Teaching" *Katedra anglickeho jazyka a literatury*. Vol. 17, (November, 1994): 93–97.

must be read (pronounced), language structure and vocabulary. In addition, students must also understand cultural components in English. This could be very crucial even though the text that is being read isn't always particular spoken about culture, but culture factors will nevertheless color the contents of the textual content. When it comes to reading English texts, an important factor of reading comprehension is the amount of background knowledge the reader has. Although sometimes the reader may change the symbols printed in the text to the sound in the word accurately it does not guarantee the students reading comprehension. Cultural background knowledge affects students reading comprehension. The integration of cultural content in the curriculum has an important role in students reading comprehension.

Furthermore, in teaching English on reading comprehension, teachers must also incorporate cultural content into their teaching. Learning the cultural content of the language being studied makes it easier for students to learn the language. There are still many students who do not realize the importance of cultural content in language learning. Knowing the speaker language culture makes it easier for students to understand the context of the language being studied. Teacher are expected to give an active role in the learning process.

Vocational education is education that prepares students to be able to work according to their respective fields. This is different from high

school which prioritizes general education, which is a level that prepares students for university level. This one of the advantages of vocational schools, teaching various experts according to the fields and interests of students. From this, researcher want to know whether teachers in vocational high school have implemented and have an awareness of the importance of cultural learning. In addition to the purpose of vocational high school which only focus on certain skills compared to high school. However, it is possible for vocational school students to continue to university level.

Based on the above description, the researcher would like to analyze the role of cultural content on teaching English reading comprehension. Because not all teachers apply cultural to students in the English process. The researchers select the topic of this research entitled **“AN ANALYSIS THE ROLE OF CULTURAL CONTENT ON TEACHING ENGLISH READING COMPREHENSION AT SMKN 02 RANGKASBITUNG”**.

B. Identification of Problem

Based on the background of the problem described above, it can be identified several issues such as:

1. Lack of students understanding of cultural content affects students English learning.
2. The importance of understanding the speaker's language cultural background in improving student learning.

3. Teachers face obstacles in the delivery cultural content in learning English.
4. Lack of awareness of cultural understanding of the language being studied.
5. Students face problem in communicating with foreigners from abroad because they do not understand their culture.
6. Lack of teacher awareness of the importance of the teaching cultural content in the classroom.

C. Focus of The Study

Based on the identification of the problem above, the focus of the study, are:

1. The role teachers teach of cultural content on teaching reading comprehension.
2. Teachers awareness of the importance of teaching cultural content in learning reading comprehension.
3. Teachers response to the cultural content contained in learning reading comprehension.

D. Research Question

Research Questions based at the descriptions said and implied within side the studies history above, studies questions are given:

1. How teachers teach the cultural content in the classroom in teaching reading comprehension?
2. Are teachers aware of the important role cultural learning in learning English?
3. How do teachers respond to learning cultural content in reading comprehension?

E. The Objective of The Study

Based on the research questions above, the specific objective of this study are:

1. To analyze teachers teach the cultural content in the classroom in teaching reading comprehension.
2. To find out whether teachers has 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.

F. Significance of The Research

This research will contribute some positive benefits to teachers.

Then the following are the benefits as follows:

1. For Teachers, the result of research can be additional

information for the teachers to improve students reading ability by using cultural content in English learning.

2. Future researcher, for the other researchers, they can use this research paper as the reference to conduct the related research.

G. Previous Study

The first previous study of this study organized through Zelvia Liska Afriani. The identify is “The Role of Culture in Foreign Language Acquisition”. This study aims to determine the tole of culture in learning foreign languages, especially English. This research using qualitative descriptive research methods. The research subjects needed in the study were several English teachers in the North Bengkulu region. Teachers were interviewed to obtain information and data. There were four teachers interviewed to get the information needed by researchers. The results of the study indicate that teachers have begun to realize the importance of introduce cultural literacy in languages classes, especially English as a foreign language.³ In this study have similarities in the research method to be carried out, namely using interviews with English teachers to find out information and data about the role of cultural content in learning English.

³ Zelvia Liska Afriani, “Peran Budaya Dalam Pemerolehan Bahasa Asing,” *Disastra: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 1, no. 2 (July, 2019): 42.

The second is “The Relationship between Cultural Background and Reading Comprehension” by Hedieh Yousef, Lotfullah Karimi and Kamaran Janfeshan in Islamic Azad University, Kermanshah, Iran. This study aims to investigate the relationship between cultural background and students reading comprehension. The research method used in this study is an ex-post facto study with an inside-subject design. The result of this study indicate that cultural background knowledge plays an important role in connecting the contextual meanings ready by student.⁴ Students reading ability is not only based on linguistic knowledge but knowledge about the outside world or other cultures. The similarities seen by the researchers in this study to the research to be carried out are, the similarities in the object of research, namely knowledge of cultural background and students reading comprehension.

H. Framework of Thinking

Seen from the point of view of an anthropologist, culture can be interpreted as a way of human life. The anthropologist’s definition of culture is shared with the aid of using students from different fields, including linguistic. Culture defines briefly as ideas, customs, skills, art, and equipment that represent a selected organization of humans within specified time. Of course, the relationship between culture and language are

⁴ Hedieh Yousef, Lotfullah Karimi, and Kamaran Janfeshan, “The Relationship between Cultural Background and Reading Comprehension,” *Theory and Practice in Language Studies* 4, no. 4 (April, 2014): 707–714.

closely related. Culture is closely linguistic and language culture. The use of a specific language reflects the cultural value of the community utilized by the language. Language and culture are not real organizations. Therefore, recommend integrating cultural problems with education. In context, in order not to access targeted culture, a very important teacher and data are very important to provide cultural data. In addition, to teachers and environments, teacher can play an important role in manually providing wealthy cultural data for students.

Reading has an important position for humans, both for individual and community needs. Activity reading serves as a basic skill in life public. Reading is a complex process because it includes various things, namely individual language development, background experience, cognitive abilities, and attitudes towards readers. Reading ability is influenced by these factors. One of the most important language skills for both second and foreign language learners are reading comprehension. Reading comprehension skills are influenced by several factors.

One of the factors is background knowledge or approach to text knowledge in reading comprehension. Schema theory defines that reading comprehension is an interactive process between reading comprehension background knowledge and the text being read. According to schema theory, reading comprehension for ESL English Second Learners is not only about how difficult or easy a text is for them, but rather depends on the

memory of their cultural background knowledge from contextual clues about cultural origins. Basically, in general there are three main types of schemas including formal schemas, content schemas, and cultural schemas that are closely related to reading comprehension.⁵ In addition, students must also have an awareness of whether is involved in successful reading.

Formal schema is also called textual schema. Defined as knowledge of language and linguistic, convention includes knowledge of how texts are organized and what are the main functions of certain types of writing. According to Carrel, research that is included in the formal scheme shows that texts with familiar rhetoric organizations should be easier to read and understand than texts with rhetorical organizations that are not familiar to the reader.⁶ On the other hand, the content schema with which is described as knowledge of the content can be divided into two different types namely background knowledge, and knowledge of the subject matter. The first background refers to knowledge that may or may not be relevant to the content of a particular text and the second regarding subject matter knowledge directly related to the content and topic of the text. The relationship between background knowledge and language has been extensively investigated. The results in this discussion have shown that the effect of facilitation in reading comprehension has a background knowledge

⁵ Altin, and Asuman, "Effect of Reading Comprehension Instruction Enriched with Cultural Materials on English Learning" *Cogent Education*, (May, 2018): 1–14.

⁶ Carrell, P. L. Schema theory and ESL reading: Classroom implications and applications. *The Modern Language Journal*, (1984) 68(4), 332-342. (Schema Theory).

of the topic of the text. In the research it was found that the relationship between background and reading comprehension had a positive effect on the learning process and students understanding of the text read. Several researchers have provided evidence for the potential role of background knowledge in reading comprehension in a second or foreign language. A positive impact has been found in facilitating cultural familiarity for reading comprehension and reading efficiency.

Texts that have content schemas in them are familiarly easier for students to process. Readers only need to understand the text completely, if they already know a little about what is in the text. There are two ways to activate the student's scheme. The first is the free voluntary reading, which is so that students can choose the text that interests them. The second is to have them read in their first language this is done to build the knowledge base needed to understand students in their second language.

I. Organization of Writing

This research is divided into five chapters. Each point explained different matters in line with the topic that discussed:

Chapter I is Introduction. In this chapter the researcher explains background of the study, research questions, objective of the research significant of the study, conceptual framework, previous research and organization of the research.

Chapter II is Literature Review. It describes the theoretical used for supporting this research.

Chapter III is Method of the Research. It focus on the qualitative method of investigation conducted by the researcher. It gives the description of the research method, place and time of the research, participant of the study, instrument of the research, data collecting, and the data analyzing.

Chapter IV presents Result and Discussion. In this chapter consist the description of data, the analyzing of data and the discussion.

Chapter V is Conclusion and Suggestion which consists of conclusion and suggestion.