CHAPTER II

THEORETICAL FOUNDATION

A. Culture

1. Definition of Culture

Investigating the position of subculture in language reading comprehension, it's far critical to outline precisely what culture is. Culture is a human lifestyle. This is a context in which there is a person who thinks, believes and applies to other people. Which preserves people in the community and incubated in the idea. Culture regulates our group behavior, making it sensitive to state problems. Help what others are waiting for and what happens when people don't live in their expectations. Cultures helps know how far people go like a unit and what our obligations are our duties. Adaskou, Britten and Fahsi identify culture at more specific level by describing the four meanings of culture.[1] Clear and hidden system of the principles defined by the groups to ensure their survival in relation to the parameters, values, beliefs, norms and behaviors shared by the community. Community, but otherwise are stored by a group unit. Transferred for causation, approximately stable, but with the capability to switch overtime. The culture is still considered important for language training, but the way

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[1] K Adaskou, D Britten, and B Fahsi, "Design Decision on The Cultural Content of a Secondary English Source", January (1990) 4411.

the culture has been addressed is often limited different ways of vocal education have a conceptualized culture; doubtful, but debates on the nature of culture in other disciplines, especially anthropology and sociology contributed to paths to solve some of them and is necessary to learn to language and development of discoloration. The nature of culture and genre, in cultivation can be examined in a language class. Culture can be also defined a system of dynamic rules, clear and hidden created from the group to ensure their survival, which with settings, values, beliefs, standards and behaviors. Which is divided by the group is stored, production is transmitted relatively stable, but with a substitute potential of all the time.

2. **The Relationship between Culture and Language**

Language in purpose to express and representation the cultural reality. Used language people not only articulate experiences, event ideas and accident with each other but carry configurations, beliefs, and points of view. Flaunt language also cultural reality by serving people create encounter. The involvement makes sense if the language becomes a means. Th cultural experience is also symbolized according to language. Language becomes a cultural symbol, as the language contains as a system of signs of culture values. People are able to recognize and distinguish a little more thanks to the process of observations of how the language is used. Language and culture that

are two related things. Language is part of culture and culture part of language. There are three ways in how language and culture are interconnected. *First*, the language reveals the cultural reality. This may mean that people indicate the facts and ideas with words, that also reflect their attitude. *Second*, language is the result of cultural reality. People give the meaning to their encounter with communication instrument make sense. *Third*, the language representation cultural reality. People see their language as a symbol of their social specification.

Kramsch has stated who considers that language is one of the main means of providing social life, states that when used in a communication context, it has complex associations with the culture. According to Kramsch the words used by people are related to their experiences. Teaching culture means therefore teaching not only how things are and have been, but how students could have been or how else students could be.[2] People express event, facts, and ideas that have value to be communicated through language. Also, words reflect the behavior, beliefs, and perspective of users and others. In both cases, language not only their experiences, but they also create their experiences through language. The word culture has several important associated longitudinal times. This feeling can be briefly explained in

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[2] Kramsch, "Language and Culture," *Sociology* 2, no. 2 (1968): 254–255.

the following way there: understand where culture is less than identical to the civilization, and in the previous cultivation and to formulate extreme contrast. This is an operational understanding in English, cultivated inside.

The correlation between culture and language is strongly correlated to the reason learning language that students automatically learned the culture of the native speakers of that language even students learn their own cultures and other cultures used the target language they learners learned. As Byram indicate that if language and culture are not educate together, students can suppose that the foreign language is similar to their own language it can be used in the same way in the same situations as their first language, which does not is obviously not always the case.[3] Therefore, the introduction cultural content in the field of targeted source and culture in the material of English language teaching can be useful for the students to see the difference between two cultures and make an intercultural understanding. Therefore, as an indivisible unit, a language in culture or culture in the educational language has an effect on their being to each other. Whereas the occupation of culture in teaching a language can develop student of intercultural awareness it is important to focus on correlation between language and culture in English language teaching.

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[3] Michael Byram and Veronica Esarte Sarries, *Investigating Cultural Studies in Foreign Language Teaching*, (1991).

3. Cultural Content

Language is a means to transmit a certain derivation culture, while culture is from which the use of a language appropriate. Consequently, culture can not be deserted in the language learning. As the matter of fact, the cultural contents are implant in the educational curriculum. As the result, there must be a cultural contents integration to learning four skills of language. The cultural content, must be implicity integrated into reading ability. The cultural present in reading can be in the form of cultural words and sentence of geography, occupations, past times, historical events, and personalities.[4]

It is necessary to integrate cultural contents in reading materials to help students improve their reading comprehension ability.[5] There are some studies are related to the consequence of teaching cultural content on reading comprehension. One of them is research which is be in control of Razavi and Gilakjani related to certain productive indication in terms of improving reading comprehension past education of cultural content. Awareness of teachers of cultural content can help students learn more effectively. Cultural content provides an exposure to the language of life, which is missing a foreign language student.

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[4] P. Neff and J. Ruscynski, Jr., "Tasks for Integrating Language and Culture Teaching," *English Teaching Forum* 51, no. 2 (2013): 12–22.

[5] Anderson & Pitchert. "Study effects of the reader's schema at the different points in time". (Technical Report No. 119). Urbana: IL: University of Illinois, Center for the Study of Reading (1976).

That cultural teaching in English language teaching involves cultural knowledge.[6] This cultural knowledge will assist students in understanding and comprehending the texts. In this way, the contents of culture are necessary due to their role in the information of student's cultural schemata to help them in comprehending reading texts. Represent of cultural contents in teaching materials. They should supply correct and up to-date information, current realistic pictures, current contextual phenomena are not separated facts, and correlate the historical and contemporary materials. Furthermore, cultural contents should not stereotype some cultures.

It recognizes the language of the instructional classrooms which not only teaches the structure of grammar and vocabulary but also include the cultural content in the learning and teaching process. Including cultural content is contemplate productive to encourage cultural awareness among non-native students. The promotion cultural awareness is important to help students develop their interest and curiosity towards this globalized world. Therefore, students are attracted to improve their communicative experience, since students should to communicate in multicultural conditions. However, cultural content that will be integrated should be provide in a balance between

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[6] Masoumeh Razavi and Abbas Pourhosein Gilakjani, "The Effect of Teaching Cultural Content on Intermediate EFL Learners' Reading Comprehension Ability," *Teflin Journal* 31, no. 2 (2020): 302–321.

source, target and international culture.

4. Cultural Content in English Language Teaching

According to Cortazzi and Jin there are three types of cultures that can be presented in language material or textbook: target culture which include the culture of the countries of the internal circle, source/local culture that related to students own culture and international culture which aims based on the variety of cultures around the world.[7]

First, the source culture materials refer to materials with presenting language student's own culture. The purpose of the source culture materials is accommodating students need to talk about their culture with guest and help students to be more aware of their own cultural identity. *Second*, the materials of target culture refer to materials with presented with the culture of English native speaker's countries such as The United States and The United Kingdom. The manuals of this category are the most popular materials of the instruction in the context of English Foreign Language. The objective of the target culture materials generally exposes users to the cultural contexts of the target language. *Third*, the material of International culture refers to materials with presented a wide variety of culture in

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[7] "M. Cortazzi, & L. Jin Cultural Mirror: Materials and methods in the EFL Classroom. In E. Hinkel (Ed.), Culture in Second Language Teaching and Learning New York:Cambridge University Press.(1999).(pp. 99)," n.d.

countries where English is not used as first or second language but as an international language such as in Indonesia and Brazil. The objective materials of the international culture are raising user's intercultural awareness and allow users familiar with various socio-cultural contexts.

McKays has stated some rules on how cultural content are carried out in the teaching of English. *First*, the material must develop certain conditions that students encourage them to consider on their own culture in connection to others in order to create a sphere of intercultural. *Second*, the gap between cultures should be emphasized, therefore students know the assumptions present in the books and how the topic, could be discussed.[8]

Adaskou, Britten & Fahsi has explained that there are four type of sense sorts of culture that can involve language teaching: 1) the aesthetic sense, 2) the sociological sense, 3) the semantic sense and 4) the pragmatic (or sociolinguistic) sense.[9] *The first* is the culture with capital C which contains aesthetic sense. It Includes means for media, cinema, music (seriously or popular) and literature. Large C culture has to do with economic, social, and political history and the great politicians, heroes, writers, and artists of a country. *The second* is culture with a small c, small c culture refers to the way people live,

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[8] Sandra McKay, "Teaching English as an International Language: The Chilean Context," *ELT Journal* 57, no. 2 (2003): 139–148.

[9] Adaskou, Britten, and Fahsi. Design Decision on The Cultural Content. 1990"

which reflects the sociological sense. There are the organization and nature of the family, of home life, of interpersonal relationships, material conditions, work and leisure, customs and institutions. Since this are of culture therefore choose the important point as the content. *The third* is a semantic understanding that explains how a conceptual system that represents in a language and deals with all our perceptions and thoughts. Many semantic areas (example; food, clothes and institutions) are unique because they relate to a certain way of life. However, some of the most common conceptual areas can have similarities in different companies that use the same language, such as a relationship between time and space, emotional states, colors. *The fourth* is knowledge in the background, social and parallel skills that make it to communicate. These skills are belonging in the pragmatic sense, the ability to use the right language exhibitors of various communication functions, the ability to use the right Plastering Schemes. Awareness of the convention, which regulates interpersonal relations (state question, liabilities, licenses where it differs from the student culture) and knowledge of the most important rhetorical conventions id different letters species, as different variety of letters and embassies, that fill out forms of advertising.

5. Integrating Culture in English Language Teaching

Undoubtedly surely English is the main form of communication between people or community of people with different diverse knowledge cultural backgrounds. English has been taught in numerous sectors consisting of education, public and private. Pedagogical practices implemented in language lessons that target the lexical and grammatical components of overseas language lessons. In addition to studying pedagogical language, the fame of English as the primary problem is to assist college students recognize the records and expertise of the path books studied. English as a coaching medium has a tendency to expand student's language abilities had to learn. According to Yeganeh and Hossein for teachers who develop cultural awareness less than improving the knowledge of students of the target culture rather than developing ability.[10] These wishes or desires may be met via classroom activities aimed toward enhancing student's communicative competence. However, a pedagogical method may be brought to combine cultural attention approximately language use thru textbooks hired in language lessons. Thus, using suitable communicative teaching techniques now no longer most effective will increases the learner's performance in the usage of language however additionally will

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[10] Maryam Tafaroji Yeganeh and Hossein Raeesi, "Developing Cultural Awareness in EFL Classrooms at Secondary School Level in an Iranian Educational Context," *Procedia - Social and Behavioral Sciences* 192 (2015): 534–542, http://dx.doi.org/10.1016/j.sbspro.2015.06.084.

increase cultural consciousness in speaking language in cross-cultural contexts.

Integrating cultural recognition in overseas language studying applications calls for instructors to be efficient communicators of the goal language. The use of cultural information in communique emphasizes methods of negotiating that means embedded in values, customs, and norms. However, teaching cultural practices in target language has not been the purpose of language educators in overseas language settings. The practices accompanied with the aid of using them cognizance on studying grammatical structures instead of growing performance in speaking language thru contexts. Therefore, diverse conventional teaching techniques fail to expand competence in the usage foreign languages in sure contexts. The improvement of intercultural competences is incredibly depending on the powerful utility of communicative techniques in foreign language studying applications. Teachers want to be aware about such pedagogical strategies to enhance the communique abilities of foreign language novices in non-local cultural settings. An essential project on this application is using the textbooks that target on the linguistic elements of studying extra language. However, using real texts and teaching exercise within side the study room that has a tendency to translate textual content into the mother tongue. The textual content includes

studying reading and writing abilities activities that increase the problems of competency improvement in target language abilities. Some of those activities not most effective lack instruction, purpose, and interest however additionally fail to offer a structural view of foreign language gaining knowledge of however fail to offer possibilities in speaking non-local languages. Therefore, textbooks which have been decided want to be reviewed in phrases of growing communicative competence in intercultural verbal exchange.

Jeremy Harmer has stated teaching the target culture language is certainly critical for the improvement of competence in intercultural verbal exchange.[11] This calls for English teachers to be in a position in speaking the language and the underlying values, attitude, and behaviors which might be accompanied through human beings of their surroundings or cultural content. Teachers conveying cultural understanding can remember numerous problems associated with language background, attitudes, conduct and getting to know styles. All of those elements make a contribution to studying as an intellectual procedure of involvement in the success of competence in intercultural communication. Undoubtedly, there's a critical contribution of cultural attention in foreign language studying applications. Learners can most effectives enhance communique abilities after setting up familiarity

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[11] Harmer, Jeremy. "The Practice of English Language Teaching," *ELT Journal*, (2003).

with subculture purpose language pattern to acquire cultural attention. It's important to show learners to the cultural context with the aid of using developing interactive or communicative activities thru language teaching techniques. Various texts containing cultural understanding may be delivered to college students for their fulfillment of competence in the use of language styles. However, the proper teaching version integrating cultural cognizance with linguistic knowledge of the way language features in growing competence in intercultural communication calls for language teachers to undergo a few forms of cross-cultural education earlier than becoming a member of a foreign language studying application or programs. This possibility not most effective develops an information of cultural variations but additionally equips teachers with the abilities to cope with the troubles that scholars face in communication foreign languages.

Peterson and Coltrane had stated that the lessons of cultural content should be carried out on the unvalued fashion in which the distinction between the source culture and the target culture do not clash with each other. According to Peterson and Coltrane there are many ways can used by teachers to teach cultural content in the

classroom such as; Semantic materials, Proverbs, Role-play, Students as a source of culture, Ethnographic, and Literature.[12]

Teacher can suggestion students with the aid of using introducing culture-particular subjects of history, politics, economics and geography to their study room situations. These techniques to stimulate conversation on a selected subject matter can reveal learners to extended recognition approximately the target culture. In addition, activities in real-lifestyle situations, together with role playing and discussions may be included as a part of classroom teaching to expand communicative competence in intercultural communication. Therefore, foreign language getting to know programs have to educate college students to become aware of cultural variations and the styles observed in intercultural communication.

B. Reading Comprehension

1. Reading

Reading is one of the important language skills (listening, reading, writing and speaking) that are important for each individual's learning and control. Reading allows students can interact with emotions and thoughts, get information and improve their knowledge.[13]

According to Caroline and Nunan have stated reading is an

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[12] Peterson E. Bronwyn Coltrane, "Culture in Second Language Teaching and Learning," *English for Specific Purposes* 21, no. 4 (2003): 408–410.

[13] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Second Edition*, *Teaching and Researching Reading, Second Edition*, (2013).

positive activity to get knowledge and ideas of the texts read by a writer through on the printed page or books messages.[14] Most writers on reading comprehension suggest that there is: the text, the reader, the fundamental interaction between the reader and the text, the intellectual country of the reader after the interplay of the text. These four elements can be emphasized to a larger or lesser degree by way of special researchers and in distinct situations. Reading may be idea of as a manner of extracting data from texts and to shape an interpretation of the facts. However, this definition would not definitely inform us plenty approximately what takes place while examine and how apprehend a text. Reading is the capacity to attract that means from the published web page and interpret this data appropriately. However, without quibbling over the precise wording of this sort of definition it is nonetheless, inadequate as a way to recognize the genuine nature of studying abilities.

Reading activity is a collaborative activity between physical and mental.[15] The purpose of cooperation here is when someone reads a text, not only his physical work to see the text but his mind also works. Reading is a skill that is helpful in deriving meaning from the text

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[14] Caroline Linse, "Practical English Language Teaching PELT Young Learners by Caroline Linse, David Nunan .Pdf," (2005).

[15] Sutrisno Sadji Evenddy, Ledy Nurlely, and Marfu'ah Marfu'ah, "Reading Comprehension Test and Its Challenges In Students' Perspective," *Loquen: English Studies Journal* 14, no. 1 (2021): 40.

being read. The reading process makes the readers eyes move to see the text and it allows the readers brain to reflect on the ideas and knowledge that the reader gets from the text. Reading is an active ability. Reading decidedly requires active plans such as guess, prediction, review, and question to their self. Readers builds meaningful illustrations from literary texts using sequential reading strategies to make the reading effective process, this is also known as the interactive reading process. Reading can also mean the process of converting writing into written meaning to obtain information. It can be said that reading aloud but also identifying the text, and making the reader who has previous knowledge of the text read understand the text.

2. Comprehension

According to Longman Dictionary by Jack C Richards, comprehension is the identity of the meant that means of written or orally communication.[16] Contemporary theories of comprehension emphasize that is an animated system that each is drawing in the data contained on the message (bottom-up processing) in addition to historical past knowledge, records from the context and from the listeners and speakers functions or intentions. Reading comprehension has meaning which means reading skills to obtain meaning from the text read. It based on readers who already have previous knowledge of

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[16] Jack C Richards and Richard Schmidt, *Language Teaching and Applied Linguistics*, vol. 5, 2018.

the text they are read. Comprehension is an active process, building reading comprehension by combining background reading knowledge with the text being read.

Comprehension is an energetic system process that includes the integration of children from the previous understanding with the data in the text to understand the text.[17] One of the most important targets for reading instructions is the development of students who understand. Students need these skills to understand the concept that is presented during printing, thinking about materials, reading and use, which is read for the right goal.

3. Definition of Reading Comprehension

Reading comprehension is a skill to understand what someone reads. In reading sometimes someone has difficulty in understanding the text that is read. A person must have background knowledge so that what their reads is easy to understand. Understanding reading is compounded ability that need an active inter activity between text components and readers. The readers are active participants with the text, and the reader is bright as ideas for text exhibition with interpretation interactions between what are the reader receives, and which readers already know. From this definition it is really comprehensible that this keep shut is the most quintessential reading.

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[17] Donna M. Scanlon and Kimberly L. Sweeney Joan M. Anderson, *Early Intervention for Reading Dificulties*, *The Guilford Press*, 2010.

Due to the fact of the hold close of the textual content material is the remaining intention of reading.[18]

English reading comprehension is the key to success in academic studies in many countries of the world. Hawkins argues that one of the reason students lack a good knowledge is the main cause of foreign language learning failures.[19] The definition of reading comprehension is that the reader must get meaningful, ideas, knowledge and a belief from the texts that reads.

Reading comprehension enables readers to make decisions and understand written texts. Reading comprehension is an ability to increase the readers personality meaning with a given text. In other cases, reading comprehension is also known a continuity and text extraction process. On the other hand, reading comprehension strengthens in building mental images of the text read. Reading comprehension is a complex process, there is interaction between students who already have previous background knowledge of the text. It can be said that reading comprehension is the process of transferring meaning from the text and then building meaning from what is obtained in reading.[20]

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[18] McNamara, Daniella, *Reading Comprehension Strategies*, 2007.

[19] Eric W. Hawkins, "Foreign Language Study and Language Awareness," *Language Awareness* 8, no. 3–4 (1999): 124–142.

[20] Evenddy, Nurlely, and Marfu'ah, "Reading Comprehension Test and Its Challenges In Students' Perspective" *English Studies Journal*, (July, 2021) 41"

Texts that contain moral messages can be observed if students are correctly reminiscent of topics about moral embassies or moral arguments, as important to be honest with foreigners. This definition presents attention to understanding the results of reading and won the students text. A slightly different emphasis on the understanding of the reading increases the center of the process and reader with the text interacting with reading text. A studying comprehension approach is cognitive or behavioral movement granted under certain contextual conditions, to improve some elements of comprehension.[21]

4. Teaching Reading Comprehension

Teaching is a process, an action, a way of teaching or teaching about teaching, everything about teaching, warnings about experiences, events that are experienced or seen. Teaching is an recreation carried out by the teacher in conveying information to students. Teaching additionally described as the interaction of learning and teaching. Teaching takes areas of process have an effect between teachers and students.[22]

The cause of teaching is greater described as the conduct of learning outcomes that students are predicted to have after they take the teaching and learning process. The reason of teaching is described as

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[21] Paula J Clarke, Emma Truelove, and Charles Hulme, *Developing Reading Comprehension*, 1988. John Wiley & Sons, Ltd.

[22] Desy Olivia Riani, "Collaborative Strategic Reading Implementation to Improve Students ' Reading" 1, no. 2 (2015).

method carried out by the teacher while today the reason of teaching is more described as a product or result completed of students.[23]

Education exhibit or helps anyone examine how to do it. Something, to give instructions, to information in learning something, to supply know-how, reason of knowledge or understanding. Education can be defined as provide learning opportunities. But the results of teaching depend on the students himself. However, as a facilitator of education, the teacher must do his best. Show the students the best results. On the other side, reading comprehension is the activity between readers and writers. Connect successfully to get what the writer meant in the text. Students are expected to understand the reading message. But sometimes students still have difficulty understanding what they read. In English, the teacher should help students understand the text with strategies. Which offers simple designs for lessons and can be trained in text. How teacher, teach reading understanding strategies that are not accommodate. It is difficult to understand and can help students understand the text. Based on the previous explanation, it can be concluded that the reading teaching understanding is the process of helping, facilitating and leadership of students. Students can understand the text and offer many opportunities for students to exercise it so that they can get the text of

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[23] Linse, David Nunan. "Practical English Language Teaching PELT Young Learners, 80."

the authors meaning and the text of the information.

There are several strategies that can be used in the classroom to teach reading comprehension:[24]

1. Identify the purpose in reading

    In reading text efficiently, namely identifying clearly what is being read. By doing so, the student knows what he or she is reading and looking for and can get rid of unnecessary things in the text. Whenever a teacher teaches reading, to ensure that the disciples comprehend to know the cause of what they are analyzing.

2. Using graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

    At the original level of English learning is one of the difficulties to faced by students in learning to read create correspondence between spoken and written English. It is expected that the teacher offers instructions and explanations on the rules and peculiarities of certain an English typography.

3. Using efficient silent reading techniques for relatively rapid comprehension (intermediate to advanced levels)

    This strategy applies to middle and high school students. Teachers can apply some silent reading strategies to realize the

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[24] "H. Douglas Brown "Teaching by Principles, Second Edition". Pearson ESL (2000).Pdf," n.d.

goal of efficient reading.

4. Skimming the text for main ideas

      Skimming consists of quickly scanning an entire text (such as an essay, article, or chapter for its gist). Skimming gives the reader the advantage of being able to predict the purpose of the section, main topic or message and perhaps some ideas that develop or support.

5. Scanning the text for specific information

      Scanning is or quickly searching for certain pieces or pieces of information in a text. The purpose of scanning is to extract specific information without going through the entire text.

6. Use semantic mapping or clustering

      The strategy of semantic mapping or grouping ideas into meaning foul groups, helps the reader to bring order to chaos.

7. Guessing when you aren't certain

      Reading here means, after all it is a kind of guessing game, and before the student understands this game the better. The key to guess success is to be quite accurate.

8. Analyzing vocabulary

      A way to students who pay when they do not know that the word analyzes them on the basis of what they know.

9. Distinguish between literal and implied meaning

Now no longer all languages can be interpreted successfully taking into account the floor form of their literal syntax making one of a kind needs on the reader. Implicit which workable want to usually be derived from pragmatic data processing.

10. Capitalizing on discourse markers to process relationship

Many discourse markers in English signify relationship among thoughts as expressed through phrases, clauses, and sentences. Clear grasp of the markers can radically improve the reading efficiency of the learner.