

USING CULTURAL ORIENTED MATERIALS IN IMPROVING READING COMPREHENSION SKILL

A. Badriah Wulan

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
andibadriahwulan@gmail.com

Muhammad Yunus

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
muhammad.yunus@umi.ac.id

Salmia Syarifuddin

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
salmia.syarifuddin@umi.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan materi berorientasi budaya dalam pemahaman bacaan dan untuk mengetahui pencapaian pemahaman membaca literal siswa melalui materi berorientasi budaya. Penelitian ini menggunakan metode kuantitatif dengan penelitian pre-experimental menggunakan pre-test dan post-test. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMAN 1 Polewali dengan jumlah 385 orang. Sedangkan sampel dari penelitian ini yaitu diambil sebanyak 35 orang siswa. Instrumen yang digunakan dalam memperoleh data adalah yaitu memberikan teks yaitu pretest dan posttest. Penelitian ini dilakukan selama enam kali pertemuan untuk meningkatkan pemahaman membaca siswa di SMAN 1 Polewali. Data tersebut dianalisis berdasarkan SPSS 25. Dari hasil penelitian ini nilai rata-rata post-test lebih tinggi dari pre-test $59,83 < 79,58$. Membuktikan bahwa menggunakan culture oriented materials efektif dalam meningkatkan kemampuan membaca persentase hasil post-test lebih tinggi dari persentase hasil pre-test. Hasil uji $t = (-13,988)$ dengan $df 34$ dan signifikansi $0,000$. Persentasi peningkatan diperoleh 33% . Sedangkan hasil dari kuesioner memperlihatkan dari ketujuh pertanyaan penelitian ke semuanya membuktikan bahwa pemahaman membaca berorientasi budaya mudah dipahami dan memperoleh banyak informasi dengan mengetahui sesuatu yang baru dengan membaca materi yang berorientasi budaya. Penelitian ini membuktikan bahwa penggunaan materi berorientasi budaya dalam pengajaran dan pembelajaran bahasa Inggris menarik bagi siswa dan dapat meningkatkan keterampilan membaca pemahaman mereka. Hasil penelitian menemukan adanya perbedaan yang signifikan antara skor pretest dan posttest, yang membuktikan bahwa penggunaan materi berorientasi budaya berdampak positif terhadap hasil belajar siswa. Studi ini juga menemukan bahwa membaca materi berorientasi budaya dapat memotivasi siswa untuk lebih tertarik dalam meningkatkan minat membaca mereka.

Kata Kunci: Berorientasi budaya, Keterampilan pemahaman membaca, Materi otentik, Sayang Pattu'du Kuda Menari.

Abstract

This research aims to determine the effectiveness of using culturally oriented materials in reading comprehension and to determine students' achievement of literal reading comprehension through culturally oriented materials. This research used quantitative methods with pre-experimental research using pre-test and post-test. The population in this research were all students of class X SMAN 1 Polewali with a total of 385 people. While the sample of this research was taken as many as 35 students. The instrument used in obtaining data is to provide text, namely the pretest, and posttest. This research was conducted over six meetings to improve students' reading comprehension at SMAN 1 Polewali. The data were analyzed based on SPSS 25. From the results of this research, the average post-test was higher than the pre-test $59.83 < 79.58$. Proving that using culture-oriented materials is effective in improving reading ability, the percentage of post-test results is higher than the percentage of pre-test results. The results of the t-test = (-13.988) with a df of 34 and a significance of 0.000. Percentage increase obtained 33%. While the results of the questionnaire show that all of the seven research questions prove that culturally oriented reading comprehension is easy to understand and obtains a lot of information by knowing something new by reading culturally oriented material. This research proves that the use of culturally oriented materials in teaching and learning English is attractive to students and can improve their reading comprehension skills. The results of the research found a significant difference between the pretest and posttest scores, which proves that the use of culturally oriented materials has a positive impact on student learning outcomes. This research also found that reading culturally oriented material can motivate students to be more interested in increasing their interest in reading.

Keywords: Culture oriented, Reading comprehension skill, Authentic material, Sayyang Pattu'du Kuda Menari.

INTRODUCTION

The goals of teaching English in Indonesia are mainly to enable the students to use English for communication and to read books and references written in English. The students are expected to have English skills such as reading, writing, listening, speaking, and other language elements that must be taught to them through the chosen theme. Among the four skills listed above, reading gets more attention than the other three because it is flexible for students and they can get information from sharing texts they have read. So, the focus of this research is the reading comprehension of this research, this research focuses on the use of culturally oriented materials in improving reading comprehension skills. After that what is reading comprehension, reading is one of the English language skills besides other skills such as listening, writing, and speaking. The purpose of reading comprehension is to gain a deep and thorough understanding. Besides, (Antoni, 2010) stated that getting meaning from a book is one of the most significant reading goals. According to Yunus, M. (2019), when reading, readers are doing more than just looking at words and interpreting them. They are also understanding what they have seen and understood from the text. Because reading cannot exist without comprehension, it is possible to say that reading is the act of understanding the text. Makeover according to Muhajir, (2018), reading is an important skill for students in today's world. It supports the development of overall proficiency and provides access to crucial information at work and in school. In the more, Duran (2013) and Syamsu, A., Muhajir (2022) states that reading and comprehension are related to one another like a cause-and-effect

relationship. This is because reading is intended to help us understand a text's overall meaning, it follows that reading and comprehension are inextricably linked. The students must read the entire text to accomplish it (Sulaiman, R., Muhajir., 2019). In addition, reading is not an easy thing, it involves not only the ability of the readers to read the text but also their experience to understand it. This is called reading comprehension. For students who want to develop their knowledge in reading comprehension. They can broaden their knowledge in various fields of science by reading and understanding books, one of which is a cultural textbook.

Reading is a language skill that we may have learned in our native tongue. Therefore, to be able to use English well, reading is an important skill. Reading English has become more and more important in international communication. However, teachers of English often ignore the importance of reading in the classroom (Yunus, M., Rahmawati, S., Muliadi., 2022). As a result, there is a need for reading and extracting information from the various texts above seems extremely important. In this learning a problem arose, namely related to reading learning, developing a learning system when teaching, for example when the class only uses teaching in general as is done in other schools, that is, it is enough to provide textbooks and then the teacher explains later without material that is not related to aspects of student's social life. so that it does not have a significant impact on understanding, unlike the case with learning that uses culture-oriented materials, this learning material is adjusted to the culture of the local community so that by providing material related to the culture in Polewali, students understand more easily than without anything to do with the material about social relations.

The researcher wants to know to what extent the effect of using culture-oriented materials improves students' reading comprehension. English is taught as a foreign language in Indonesia. Therefore, there are some problems in teaching reading. One of the problems can be found in the method used by the teacher. Especially at SMAN 1 Polewali based on several students that I interviewed before taking this entitled, they have problems learning English, especially in understanding reading. Various kinds of teaching methods can have a bad or negative impact on students' reading skills. So many students struggle to get the next idea or meaning. Another problem is the lack of student participation in class. For example, when the teacher dominates class activities, students may feel that they do not have enough opportunities to participate actively. Lack of participation can result in low motivation and low motivation can affect student understanding.

Culture is the management of human behavior in social and family life. As we that, culture tells about our life, family life, and society, so the students can easily understand it. As stated (Syarifuddin & Hasyim Firmansyah, 2022) Local wisdom commonly refers to as local intelligence. This term is the idea or thought of the local community in which local wisdom as values of hereditary nobility followed by Society. In this case, the author chooses several cultural stories from the local culture of West Sulawesi. One of the cultural materials that will be raised is "*Sayyang Pattu'du or the Dancing Horse*". Then, the researcher believes that culture-oriented materials can improve the reading comprehension skills of students. The focus of the research was to examine the use of culture-oriented materials in reading comprehension skills. Cultural texts are part of the main print of the papers relating to culture and society, and their main purpose is to broaden an individual's interest in personal development, provide entertainment, and be informative.

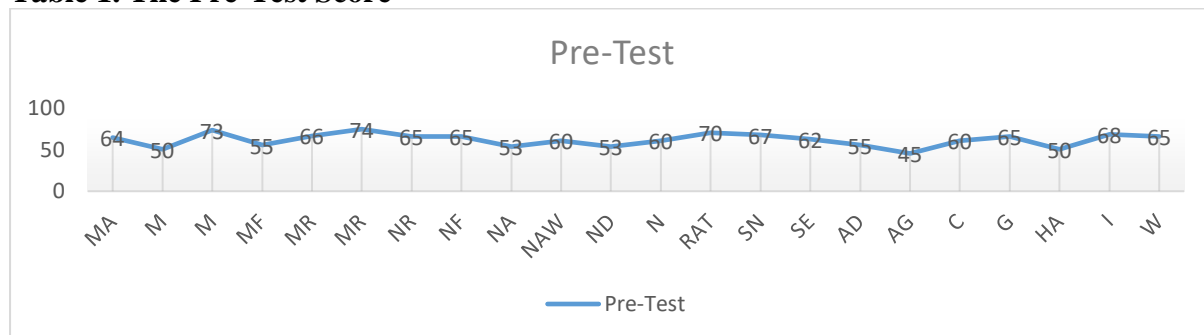
METHOD

The method used in this research is a group pretest-posttest design with a population of 385 students. Based (Arikunto, 2006) states that if the subject is less than 100, it is better to take all the subjects, but if the subject is a big population (more than 100), the researcher can take between 10% - 15% or 20% - 25% or more. Based on the theory above, this research takes 10% population from each class. So the sample of the research is as many as 35 students. Before giving the treatment, the researcher gave a Pre-Test to the students. This aims to identify the students' prior knowledge of Reading Comprehension. After doing the treatment process, the researcher gave a Post-Test to find out the value of the student's achievement in learning reading comprehension. The researcher used questionnaires to find out the achievement of the students' literal reading comprehension through culture-oriented material. The data obtained were analyzed using SPSS and Google form respectively.

FINDINGS AND DISCUSSION

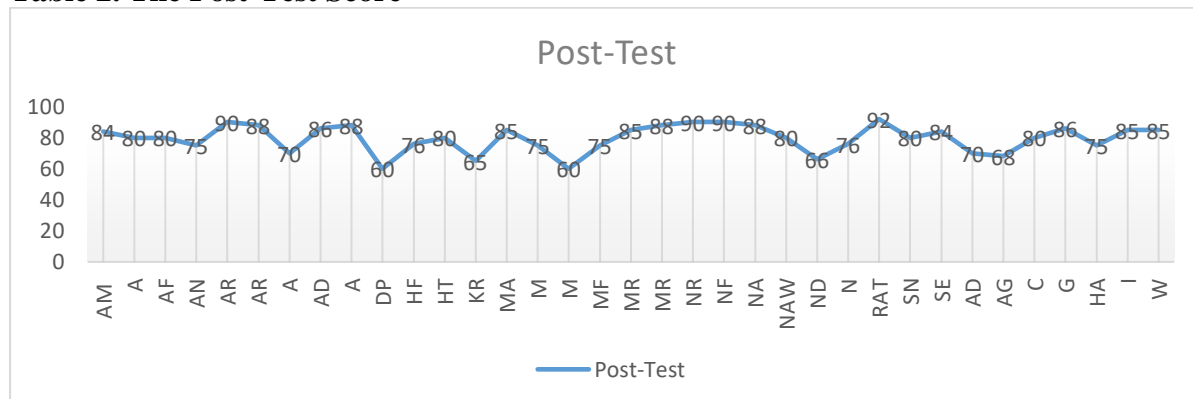
Based on the results of the pretest and posttest, based on the results of research conducted on students at SMAN 1 Polewali, it shows that the pretest is the pretest average of 59.83. After giving the treatment, they were given a return test or posttest with an average value of 79.58. These results can be seen in the following table:

Table 1. The Pre-Test Score



Based on the data above, it is known that the student data in the pre-test table shows that the average value of reading comprehension skills is 59.83.

Table 2. The Post-Test Score



Based on the results of the research after the treatment was given through the posttest, the average posttest result was 79.58.

Table 3. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	,136	35	,102	,933	35	,034
Posttest	,151	35	,042	,927	35	,023

a. Lilliefors Significance Correction

Checking the normality test in this research used the Shapiro-Wilk method on SPSS v.25 with $p > 0.05$ criteria. This analysis aims to determine whether the data is normally distributed or not. The Shapiro-Wilk method is an effective and valid normality test method used for small samples of less than 50 samples. Based on the normality test results table in the Shapiro-Wilk Test section. Reaching a significance value, the Pre-Test value is 034 and the Post-Test value is 023. Because this value is greater than 0.05, it can be concluded that the Pre-Test and Post-Test values are normally distributed.

Table 4. Table Output Paired Sample Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-19,743	8,350	1,411	-22,611	-16,874	-13,988	34	,000

Source: IBM SPSS Statistic V.25

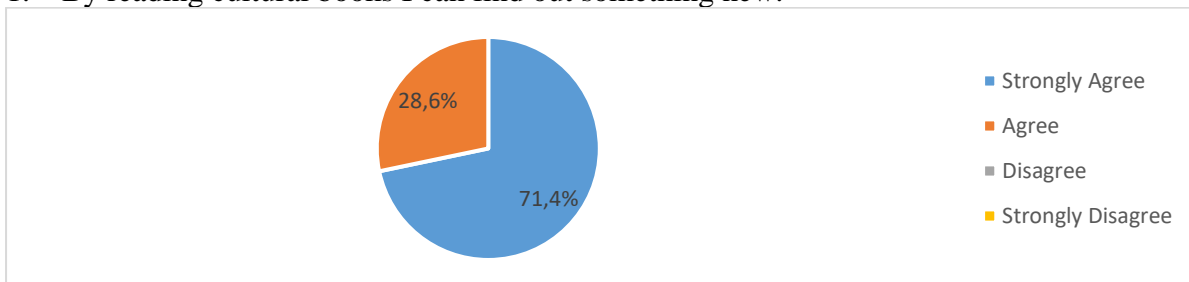
Based on the "Paired Sample Test" output table above, it is known that the significance value (2-tailed) is $0.00 < 0.05$, then H_0 is rejected and H_a is accepted. So, it can be concluded that there is a difference in the average learning outcomes between the Pre-Test and Post-Test, which means that the use of culturally oriented materials in reading comprehension skills has a significant influence and can improve students' reading comprehension.

The results of the research through the pretest and posttest tests increased after giving treatment, this was due to the use of culture-oriented teaching materials. reading. When students are treated with this use, it has a significant effect on students abilities because the teaching material is an aspect that is related to the student's daily life so by seeing him remember or understand, it is used as related teaching material in everyday life. Based on the finding of Estuarso, Basthomi, and Widiati (2016) who did research on students' reading materials needs at SMP N 5

Ngawen (Yogyakarta), 61% of students admit that they need reading materials about their local culture as a learning source of English reading activity. As expected, 73% like reading about their own culture in English, students 85% about places familiar to their experience. The data in table Pre-Test showed that the mean score was 59,83 and the Post-Test mean score was 79,58 higher than passing grade 76. After calculating the score, the researcher found that the student's reading comprehension was improved because Post-Test was higher than Pre-Test, increased by 33%. The more exercises are given to students, the more inputs can be stored in lotte memory so that more and more assignments are given, and the more opportunities for the tasks to be carried out to be stored in lotte memory so that students' understanding is better. When given a test, it takes longer he understands, compared to just giving a one-time explanation without any follow-up outside the classroom, for example at home, what the student has learned can only last 1 hour after that it is forgotten because there are many aspects that he saw, heard so that what he has learned is being hit by new things so that he forgets that is why he uses the method of the oriented material by providing exercises so that students' abilities can remember longer.

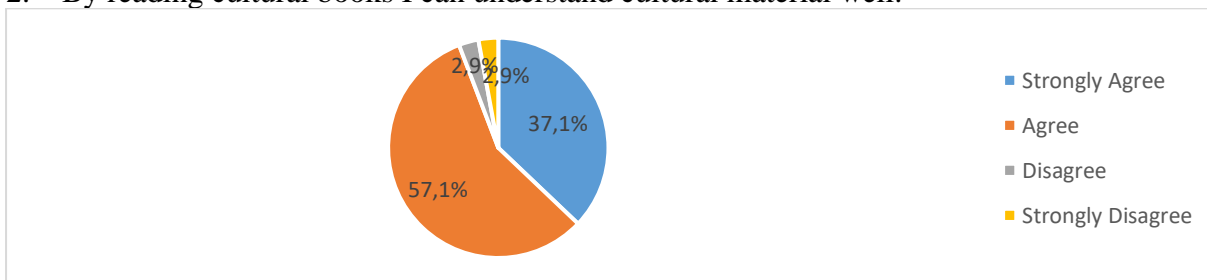
This research is to find out the use of culturally oriented materials in reading comprehension skills. The students were given questionnaires and the data was summarized in graphs. The graph is as follows:

1. By reading cultural books I can find out something new.



The graph above shows that 71.4% of students strongly agree and 28.6% agree. This means that students can get a lot of information by knowing something new by reading culturally oriented materials. Reading cultural books finds new things in learning culture, 71.4% is the highest because new things found in reading are cultural so these new things When asked about this, students generally agree that new things are used as learning materials.

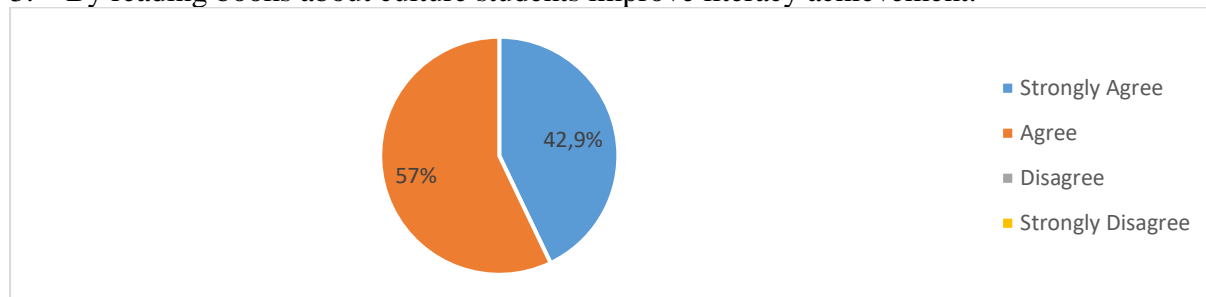
2. By reading cultural books I can understand cultural material well.



The graph shows that 37.1% of students strongly agree, 57.1% agree, and 2.9% disagree. So cultural material has a positive impact on learning English and being able to understand cultural

material, especially in understanding the content of cultural material. Of all the students, 57.1% agreed with using culturally oriented material, because with the material students could read more, could understand, and could explain or could tell.

3. By reading books about culture students improve literacy achievement.



The graph shows that 42.9% of students strongly agree and 57% agree. That is, reading culture materials can help students become more interested in increasing the achievement of their interest in reading. Reading books about student culture can increase literacy from the data 57% of students agree that by doing literacy a student can increase student interest in reading and also be able to understand a text so that they can learn what the culture is like.

CONCLUSION

Based on the data obtained by the researcher, it is known that there was an increase in the effect achieved by 33%. The results of this proportion were obtained from the results of the pretest before treatment, which was 59.83 and the posttest after treatment, which was 79.58, and from the questionnaire, showed that there were no obstacles faced by students using this method. Based on the data presented, it can be interpreted that material directed at culture has a positive impact on learning English and understanding cultural content. The majority of students agree that reading cultural books can provide new information that can be used as learning material and increase their interest in reading. In addition, reading cultural materials can help students learn more about culture and improve their literacy skills. It can be seen that a significant proportion of students 71.4% strongly agree or 28.6% agree with the positive impact of learning-oriented materials and their interest in reading. Overall, the results show that incorporating culturally oriented materials into learning English can be an effective way to engage students and enhance their learning experience. This can be especially important for students who come from culturally diverse backgrounds and may benefit from seeing their own culture represented in the material they are studying.

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