

**THE USE OF CULTURE ORIENTED MATERIALS IN IMPROVING
STUDENTS' READING COMPREHENSION AT THE SECOND YEAR
STUDENTS OF SMAN 8 SELAYAR**

(Pre- Experimental Research)



A Thesis

*Submitted to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
For the degree of education in English department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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TABLE OF CONTENT

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
CONSELING SHEET	iv
SURAT PERNYATAAN	vii
SURAT PERJANJIAN	viii
AKNOWLEDGMENT	ix
TABLE OF CONTENT	xi
LIST OF TABLE	xiii
LIST OF FIGURE	xiv
LIST OF DIAGRAMS	xv
ABSTRACT	xvi
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statements.....	3
C. Objective of the Study.....	3
D. Significance of the Study	3
E. Scope of the Study	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Research Findings	5
B. Reading Materials in Buginese Culture	6
1. Reading	6
C. Buginese Culture	17

1. History of the Buginese Culture.....	17
2. The Area that is a Bugis Tribe.....	18
3. Bugis Tribe Culture.....	22
D. Culture Oriented Materials.....	23
E. Theoretical Framework.....	24

CHAPTER III RESEARCH METHOD

A. Research Design.....	27
B. Variable and Indicators of the Research	27
C. Population and Sample.....	28
D. Instrument of the Research.....	29
E. Procedure of Data Collection	29
F. Technique of Data Analysis.....	30

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings.....	34
B. Discussion	40

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	43
B. Suggestion	44

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

Table 3.1 Research Design.....	26
Table 4.1 Mean Score	33
Table 4.2 Rate Percentage Pre-test and Post-test.....	34
Table 4.3 Rate Percentage Pre-test and Post-test.....	36
Table 4.4 Test Calculation	38

LIST OF FIGURE

Figure 3.1 Conceptual Framework..... 25

LIST OF DIAGRAM

Diagram 4.2 Frequency of Pre-test	35
Diagram 4.2 Frequency of Post-test.....	36
Diagram 4.3 Frequency of Pre-test	37
Diagram 4.3 Frequency of Post-test.....	38

ABSTRACT

Nur Fitriani Burhan, 2018. *The Use of Culture Oriented Materials in Improving Students' Reading Comprehension at the Second Year Students of SMAN 8 Selayar (Pre- Experimental Research)*. English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervised by Nunung Anugrawati and Muh. Astrianto Setiadi.

The objective of the research was to find out whether or not the use of culture oriented materials effective to improve students' reading comprehension at the second year students of SMAN 8 Selayar.

The research applied pre-experimental method with pre-test and post-test design. The sample of this research was the second year students which consisted of 25 students (1 class). This sample used purposive sampling technique.

The research findings indicated that the use of Culture Oriented Materials are able to increase students' in literal reading comprehension. The mean score of students pre-test was 5.48 and post-test 7.48. It means that there was the improvement of students reading after the students being taught by using Culture Oriented Materials and also it could be seen by the t-test was 3.565 which was greater than t-table 2.064 Therefore, hypothesis (H_0) was rejected and (H_1) was accepted.

The result of analysis indicated that the use of culture oriented materials was effective to improve students' reading comprehension especially at the second year students of SMAN 8 Selayar. It was also expected that the teacher use culture oriented materials to motivate the students to read.

Key words: Reading Comprehension, Culture, Teaching Reading

CHAPTER 1

INTRODUCTION

A. Background

English is a foreign language as a global language spoken worldwide. Most of the multilingual community uses it as the official language of law, administration, commerce, and education. Almost in every country in the world, English is taught in school (Sundayana, dkk 2004). Based on the description, it can be concluded that the notion of English is a foreign language as a verbal communication used throughout the world studied to share knowledge in order to maintain the existence of traditions and culture and in particular to maintain human relationships.

There are 4 skills in English (also known as the four of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These are listening, speaking, reading, and writing. In learning English, students are expected to be able to master all language skills of English. It is based on the goal of teaching English.

Reading is the language skill we may acquired in our native language. Therefore, to be able to use English well, reading is one of important skills. English reading becomes a more and more important in international

communication. However, teachers of English often ignore the importance of reading in the classroom. Whereas, students need reading skill to be able to understand the reading and get information from books, magazine, novels, essays, and internet. Therefore, the need for reading and taking out the information from various text above seems to be extremely important.

English is taught as a foreign language in Indonesia. Hence, there are some problems in teaching reading. One of the problems that can be found is the method used by the teachers. Many kinds of teaching method may result bad or negative effects on students' reading skill. So many students are hard to get the idea or meaning of the text. Another problem is lack of the students' participation in the classroom. For example when the teacher dominates the activity in the classroom, the students may feel like they do not have enough chance to participate actively. The lack of participation may result in lack of motivation and lack of motivation may influence students' reading comprehension.

Based on the observations, found that students are still difficult to understanding the text reading. Students still have problems to understanding the text. One of the reason maybe the students feel bored with the reading material given by the teacher. Therefore it is important for English teachers to make reading material more interesting and to motivate students to understand the reading.

Based on the above statement, the writer will give material about culture to improve students' reading comprehension and making student active in the

learning process. In this case the students not only learning English but indirectly students also study the culture in the region.

Based on the description above, the writer is inspired to conduct a research with the title **‘The Use of Culture Oriented Material in Improving Students’ in Reading Comprehension at the Second Year Students Of SMA Negeri 8 Selayar’**”.

B. Problem statement

Based on the background as well as the title, the writer formulate one problem as follow: *“Is the use of culture oriented material effective to improve students’ in reading comprehension at the second years of SMA Negeri 8 Selayar?”*

C. Objectives of the study

Based on the problems stated above the objective of the study is to find out whether or not the use of culture oriented materials is effective to improve the students’ in reading comprehension.

D. Significance of the study

This research is expected to be useful for the teacher of English at all education levels improving the quality of teaching specially reading comprehension.

The significance of the research are:

1. Theoretically, the result of the research is expected to be useful information for science or knowledge especially in teaching reading.
2. Practically:
 - a. For the students, the result of this research is expected the students to understand about English, and the students will be more interest to read the text.
 - b. For the English's teachers at all levels of education, the research is expected to be useful reference to make some strategies of how to make the learning process interest and they can improve the quality of teachers, especially in teaching reading comprehension.
 - c. For the curriculum designer, it is expected to be a consideration in arranging a curriculum.
 - d. For the next researcher, the result of this research expected to be useful information and to create another idea about the good technique to improve the reading comprehension.

E. Scope of the study

The research focused on applying Culture Oriented Materials to know students' in improving reading comprehension (main idea and supporting details) at SMAN 8 Selayar.

CHAPTER II

REVIEW OF RELATED LITERATUR

This chapter presents the review of related literature dealing with some related research findings, some pertinent ideas, resume, theoretical framework and hypothesis.

A. Previous Related Research Findings

Demir (2012:188) in his thesis, concluded that background knowledge had a significant role in the learners' reading comprehension performance since it helped them to become aware of their cultures. So it improved the process reading comprehension and it effect their minds and representation so that they could have better performance.

Garth-McCullogh (2008:49) in his thesis, concluded that content familiarity and cultural knowledge increased learners' reading comprehension and facilitated the process of reading comprehension and the learners who were familiar with the culture of target language had higher score.

Hayati (2009:34) in her thesis, concluded that the learners listening comprehension who received the culture of target language increased. So it is good to select different listening materials which are related to the target language and make the learners aware of what they acquiring.

Based on the previous findings above, three researchers have done research on reading comprehension in different methods and strategies. Those show that there are many teachers in different school have use some strategies to improve students reading comprehension. So that is way it is correlate with researcher will be done to improve the students reading comprehension. And this research the writer will try to apply “Culture Oriented Materials” to improve the students reading comprehension. The research hopes this could give contribution to improve the students reading comprehension.

B. Reading Materials in Buginese Culture

1. Reading

a. What is reading ?

Reading is a complex process. The complexity of reading process leads many aspects to various definitions of reading comprehension as interaction between thought and language.

Smith and Robinson (1980: 205) state that reading comprehension means understanding, evaluating, utilizing of information and ideas gained through and interaction between the author and the reader. Reading comprehension is such a kind of dialogue between an author and where the written language is the media that permit the dialogue occurred when the two persons communicate through the printed materials. It can inferred that reading comprehension is an active process involving the readers knowlwdge background and the print in which a dialogue

run between the reader and the author through the text where the reader can discover the meaning needed to achieve the particular purpose set by himself.

In this context reading is not just at a kind of transfer from written symbol to a sound. Reading is not just solving the words, but it must always be meaning getting process. Kustaryo (1988: 2) states that reading is the instantaneous recognition of various writing symbol with exiting knowledge and comprehension of information and ideas communicated. From this point of new some expert formulated definition of reading comprehension.

Anderson and Turner in Haeba (1999: 7). States that comprehend is a special kinds of the kinds process. The reader comprehends by actively constructing meaning internally from intercting with the material that is read the reader can be categorized comprehend the test if he successful discovered the meaning needed to achieved his particular purpose from the text. Reading comprehension depend on many factor : (a) the readers ability to attend to the printed ideas, (b) the readers background knowledge to which new information be added, (c) the quality of the writing it self, (d) the readers purpose in reading materials.

Thinker in Yunus (1999: 16) states that during reading reading comprehension process, the students most pay full attention in order to be able to catch all ideas written in the passage. As what he says, students, reading ability is very impotent in dealing with reading comprehension because reader can comprehend the passage if he is able to understand the meaning of very word or

sentences and their correlation among one and other he, furthermore offers a way of conducting a comprehension lesson as follow: all those four stages in conducting a comprehension class a show above is considered very hap full. Pre-reading is to assist students to the passage where they have a prior perception above the content of passage. Reading the passage is a way where the students are involved in a given information and understand it them, giving question is to ask to students to have a careful reading certain information. And the last, supplementary activities are to assert the students to re-study again wither about the passage or sometime that related to the passage.

Learning to read as processing language from its graphic form involves identifying words in phrases and sentences in context when the context provides clues and when does not. According Lado (1988: 172), the learners goal is to become a skilled reader directly in the second language, that is, one who understands the meaning of materials read at normal speed and relates it to his her intentional thinking as the language is processed.

Futher Steinberg (1982: 192) state the reading is a form of comunication the goal of which is the reception of information through written forms. It means in teaching program, consequentlty, should direct it self to the relazation of that goal.

Finally, Kustaryo (1988: 2) defines reading as the activity that consist the combination of word recognition, intellect, and emotion interrelated with the prior knowledge t understand the message being communicated.

b. Levels of reading

In language teaching, reading is one of the language skills that should be developed. Anyhow, each person may have different capability when reading in relation with this reading materials also effect reader to develop his reading skills. Based on this psycholinguistic particularity those who are expert in reading make clasification of reading levels. This is because not all readers have the same levels.

Simanjuntak in Normah (2003: 8) says that expert set up reading curriculum into levels, mainly:

a. Initial level

The intruactional goals in initial level are the student will be able:

- 1) To read silently a passage of at least two paragraphs in lenght
- 2) To demonstrate comprehension by responding to oral or written question within their range of vacabulary and grammar.
- 3) To understand written direction

And the study skill in this level is the ability to use of consult reference materials.

b. Elementary level

The instruction goals in elementary level are that the students will be able :

- 1) To read short English selection of passage and demonstrate and understand the content by location specific information
- 2) To identify sequence of event;
- 3) To recognize cause and effect and perceive organization.

The study skills of this level are the ability.

- 1) To use consult reference materials;
- 2) To comprehend information on graph, chart, maps, and tables as well.

c. Intermediate level

The instructional goal are the students will;

- 1) Continues to refine reading skills acquired at the earlier levels,
- 2) Refine word attack skills
- 3) Develop critical reading ability;
- 4) Apply reading ability to the development of study skills
- 5) Develop greater ability to comprehend more complex content areas of the instructional materials;
- 6) Scan for concluding sentences, main ideas, and specific information the study skills of this level are;
- 7) Reading and following instruction/directions;
- 8) Skimming to locate information quickly;
- 9) Evaluating information found in reference materials:

d. Advanced level

The instructional goal of this level are the students will :

- 1) Continue to refine the reading skill acquired at earlier levels and will also refine text attack skills.
- 2) Develop critical reading ability
- 3) Apply to the development of study skills.
- 4) Read selection of increased difficult for study purposes content area instructional materials.
- 5) Scan for concluding sentences, main ideas, and specific information the study skills in advanced level are;
- 6) Using content area of text books and reference materials used by native english speaking peers.
- 7) Scanning to located specific details of information and adjust the rate of speed to the level of difficult of a selection.

c. Categorizing reading comprehension

Comprehension is an active process that involves the integration of prior knowledge with information in the text in order comprehend the text (Alexander: 1988 : 127).

Comprehension is an active thinking process that depends not only on comprehension skills but also on the student experience and prior knowledge. It is possible to comprehend materials on a number of different levels. Specifics comprehend skills can not be completely isolated because they are so irritated that one skills depends so some degree on another skills.

Smith (1977: 107) divides the comprehension skill into four categories.

The four categories are :

a. Literal reading (reading the lines)

Literal reading involves thinking the ideas and facts that are directly stated on the printed pages. It is the skill of getting the literal meaning of word idea or sentence in a text.

b. Interpretative reading (reading between the lines)

Interpretative reading involves reading between the lines or making inferences. Interpretative level of comprehension goes beyond literal comprehension to supply means in which are not directly states in the text.

c. Critical reading (reading beyond the lines)

Critical reading is higher level than the other two categories because it involves evaluation, the making of personal judgement on the accuracy, value, truth-fullness of what is read

d. Creative reading

Creative reading uses different thinking skills to go beyond the literal comprehension, interpretaion, and critical reading level. In creative reading, the reader tries to come up with now or alternative solutions thses presentised by the writer.

d. Technique of reading

In reading, the teacher should introduce the strategies to read a text there are three main reading techniques, namely : survey reading, skimming, and scanning (Grellet, 1986: 2).

1) Survey reading

In survey reading, before reading we must analyze what we want we to analyze, we survey the material that will learn, (1) look into the scema, (2) the outline of the book, (3) the title of chapter in the book accurately.

2) Skimming

Skimming is kind of reading that make our eyes move quickly to get the main ideas from the reading material. In order words, in skimming we need quickly to get the main idea and when we want to gain a quick impression of a text article.

3) Scanning

In scanning, we read quickly to answer a specific question. Pugh (1978: 58) stated that, scanning is used within a text to located symbols of group of words (such as particular piece of information).

Zorn in Yunus (1994: 11) explains deeply seven steps that can increasing the reading comprehension, they are:

4) Attention. It is absolute prerequisite to intensive mental impression.

- 5) Interest. When we are interested in author's ideas, it will be easy for us to comprehend to material.
- 6) Purpose. A purpose contributes greatly to the amount of attention that we spend on a certain reading. Strong attention will result in vivid impression. Consequently, the comprehension will be obtained, and so will be attention.
- 7) Concentration. Concentration is the process of holding long enough attention to establish the vivid impression which contributes so much to recall abilities.
- 8) Association. Association in reading is another great factor in recall and comprehension. A natural and rational association of ideas is very useful ways to fix them in one's for later retention because the reader tries to associate the author's ideas what he has in mind.
- 9) Repetition. Repetition in reading is mean's reviewing. A reader makes reviews in his reading because he want to know more about what he has found in his first reading.
- 10) Distributed practice. If a reader always practices speed daeling and comprehension towards retention, he will be a good speed reader and will have better retention in his reading. Distributed practice plays a significant in improving comprehension.

e. The factors affecting comprehension

Thinker in Yunus (1999: 16) states the reading comprehension is not just reading with loud voice words, sentences and paragraph sense relationship among

the ideas. As it is, if the students just reads loudly but can not understand the content of the passage, it means he fails in comprehending the passage.

In term of the reading comprehension, Jeremi Harmerin Haeba (1999: 21) states some requirement for understanding the reading material are vocabulary, knowledge of grammatical structure, reading comprehension exercise and transiting activities.

Abu Hamid in Haeba (1999: 21) states that the factor influence reading comprehension are: (a) grammatical sructure aspect and complex sentences sructure, (b) the formation of derived words from roof of a word, (c) coherent between sentences, (d) culture aspect of foreign language (English) which is not the same of indonesian culture.

The three opinions above generally the factor influence reading comprehension are vocabulary and grammatical structure beside the other factors like repetition and translating activity and culture aspect. But there are some flaw of the opinions above because they only refers to the language aspect, they minimize internal factor which also have important role increasing the reading comprehension. Alexsander j. Still (1998:161) points out that the reading material, the total program of reading istruction; the personality, attitude, interest, motivations, and habits: and his out-school enviroment all influence development reading comprehension.

Reading comprehension is a complex problem, it involves several factors both external and internal and those factors share the success in reading comprehension. There factor are:

a. Motivation

Our success in reading well also depends on motivation. This need or desire to achieve a certain goal can make difference between success and failure.

b. Concentration

To concentrate means to focus our attention clearly on a purpose. This very easy to do when we are interested in what we are doing

c. Purpose

The purpose the reading in any language is to inform ourselves about something we are interested in or to challenge our knowledge on certain matters.

d. Guidance

The teacher guidance influences how the students particular assignmment. Certain students may make better readers than other, but anyone can learn without his help.

Reading is a proposal experience and teacher can not peer over the shoulder of the student conscious development of reading skill is important because it is obviously impossible for the teacher to familiarize his students with every text they will ever want to read. Instead the teacher must give them techniques for approaching texts of various kinds, to be read for various purpose.

Goodman in Otto et al (1979: 151-152) defines that reading comprehension is an interaction between tough and language. How far the reader can comprehend the passage in reading process is represented by his ability to understand criticize the author's passages.

As we know, several factors affecting the students to read and to comprehend the passage are vocabulary mastery good in reading skills, affective material selection and appropriate reading strategies. In this part, the tendency will be put on the material selection which relevant to reading achievement. The material required is not to difficult. Suitable on native culture and interest.

The achievement in reading comprehension is really based on how far the reader can comprehend or understand and gain meaningful information encoded by the author. Reading achievement can be gained toward reading skills and reading competence. Beside that, good in reading strategies also treated as requirement.

C. Buginese Culture

1. History of the Buginese Culture

Buginese are a tribe belonging to the Deutrou Melayu tribes. Enter the archipelago after the first wave of migration from the Asian mainland precisely Yunan. The word Bugis comes from the word “to ugi”, which means Bugis people. Bugis naming refers to the first king of Chinese Kingdom located in Pammana, Wajo district today, namely La Sattumpugi.

When the people of La Sattumpugi named themselves, they referred to their king. They call themselves as To Ugi or the people or followers of La Sattumpugi. La Sattumpugi is the father of We Cudai and a sister with Batara Lattu, the father of Sawerigading. Sawerigading is the husband of We Cudai and gave birth to several children including La Galigo who makes the largest literary works in the world with an amount of approximately 9000 pages of folio. Sawerigading Opunna Ware (The guide in Ware) is a story that is written in literature La Galigo in Bugis society tradition.

In its development, this community developed and formed several kingdoms. These communities then developed their own culture, language, script, and government. Some of the classic Bugis kingdoms include Luwu, Bone, Wajo, Soppeng, Suppa, Sawitto, Sidenreng and Rappang. Although spread and form Bugis tribe, but the marriage process caused blood connection with Makassar and Mandar.

Currently Bugis people spread in several districts of Luwu, Bone, Wajo, Soppeng, Sidrap, Pinrang, Barru. The transitional areas between Bugis and Makassar are Bulukumba, Sinjai, Maros, Pangkajene, and Island. Bugis transitional areas with Mandar are Polmas and Pinrang districts. The kingdom of

Luwu is the kingdom considered the oldest with the Chinese kingdom (which later became Pammana), Mario (later part of Soppeng) and Siang (the area in Pangkajene and the Island).

2. The Area that is a Bugis Tribe

Bugis tribe in South Sulawesi is a tribe that inhabits a large area. Although in each region inhabited it has the same language that is Bugis language, but each region has a different dialect or accent. Some of the areas that became the residence of the Bugis tribe include:

a. Bone District

History records that Bone was one of the great empires of the archipelago in the past. Bone kingdom in history was founded by Manurunge Rimatajang in 1330, reaching its peak in the reign of Latenritatta Towappatunru Daeng Serang Datu Mario Riwawo Aru Palakka Malampee Gemmekna Petta Torisompae Matinroe ri Bontoala, mid-17th century (A.Sultan Kasim, 2002). The greatness of Bone's empire can provides an adequate lesson and wisdom for today's Bone society in order to address the dynamics of development and social changes, economic change, cultural shifts and in the face of global trends.

b. Sinjai District

Sinjai District has its own historical value, compared to the district in South Sulawesi Province. It used to consist of several kingdoms, such as the kingdom incorporated in the Tellu Limpoe Federation and the

kingdoms incorporated in the Pitu Limpoe federation. Tellu Limpoe consists of kingdoms that are near the coast of the kingdom namely Tondong, Bulo-bulo and Lamatti, and Pitu Limpoe are kingdoms on the mainland of the kingdom of Turungen, Manimpahoi, Terasa, Pao, Manipi, Suka, and Bala Suka.

c. Municipal of Pare-pare

At the beginning of the current highland development, called the City of Pare-pare, was once a shrub of bushes interrupted by sloping earthy holes where the bushes grow wildly and irregularly, starting from the north (Cappa Ujung) to the southern department of the city. Then by going through the process of historical development in such a way the plain was named Pare-pare.

d. Pangkep District

Pangkep was established as a part of RI territory since early September 1945, announced by Andi Burhanuddin. All local royal governments, who are also heads of governments of the district, are supportive. Strong support comes from Andi Mandacini (Karaeng Mandalle), Andi Page (Karaeng Segeri), and Andi Makin (Karaeng Ma'rang). Even the three of them directly facing the Governor of Sulawesi, Dr.GSSJ Ratulangi in Makassar. Other support comes from Bungoro, Balocci, Labakkang and Pulau.

e. Barru District

The district of Barru before it was formed was a small kingdom, each led by a king, namely: the Kingdom of Berru (Barru), the Kingdom of Tanete, the Kingdom of Soppeng Riaja and the Kingdom of Mallusetasi.

f. Bulukumba District

The naming mythology of “Bulukumba”, purportedly derives from two words in Buginese, namely “Bulu’ku” and “Mupa” which in Indonesian means “still a mountain of mine or a mountain of main”. This myth first appeared in the 17th century AD when there was a civil war between two large kingdoms in Sulawesi, namely the Kingdom of Gowa and the Kingdom of Bone. On the coastline named “Tana Kongkong”, that is where the messenger of the King of Gowa and King Bone meet, they negotiate peacefully and set the boundaries of the kingdom’s influence territory respectively. Bangkeng Buki’ (literally means the foot of the hill) which is a row of hillsides from Mount Lompobattang claimed by the Kingdom of Gowa as the boundary of its territory ranging from Kindam to the eastern region. But the Kingdom of Bone insisted on maintaining Bangkeng Buki’ as its territory ranging from west to south. Starting from the incident then the sentence in Bugis language “Bulu’kumpa” which later on a certain dialect level changed the sound process into “Bulukumba”. It is said that since that name Bulukumba started there and until now officially become a district.

g. Maros District

Maros District is located in the western part of South Sulawesi, geographically located between 40045 – 50007 LS and between 1090205 – 129012 BT. District of Pangkep in the north, Makassar City and District of Gowa in the east, District of Bone in the east and Makassar Strait in the west and 1,619,12 km² in the west.

3. Bugis Tribe Culture

The actual Bugis cultures that are applied in daily life teach matters relating to morality, such as pronouncing *tabe* '(excuse me) while bending over the body when passing in front of a group of elderly people who are telling stories, pronouncing *iyé*' (in Javanese languages *nggih*), if answering questions before expressing the reasons, friendly, and respecting the elderly and loving the young. This is among the teachings of Bugis tribe actually contained in Lontara 'which must be realized in everyday life by Bugis society.

Bugis tribe is also thick with distinctive customs: customary marriage, custom visiting, custom house build, farming customs, principles of life, and so forth. Although a bit more has been mixed with the teachings of Islam. Indigenous own owned Bugis tribe signifies one thing: Bugis tribe in his time has a tremendous civilization great. Bugis tribe ancestors are smart people who are able to create and bequeath science.

Bugis Tribe Generally the Bugis house is a long rectangular wooden platform with tall poles carrying floors and roofs. Home construction is made loose (knock down) so that it can be moved from one place to another.

Bugis people view the house is not just a place to live but also as a central space of the life cycle. Where human beings are born, raised, married, and died. Therefore, building a house should be based on traditions and beliefs inherited from generation to generation. The stage construction consisting of top, middle, and lower level is described as follows:

The upper level is used for storing rice and heirlooms. The middle level, which is used as a residence, is divided into spaces for receiving guests, sleeping, eating and kitchens. The ground level on the lower floor is used for storing farming tools, and livestock sheds. Bugis traditional homes can also be classified by owner status or by applicable social coatings.

D. Culture oriented materials

Culture is activity of thought and sensitiveness to beauty and human feeling. Culture may be described as socially acquired knowledge the someone has by virtue of this being a member of particular society. Culture is a way of life. Culture is the context within which we exist think feel, relate to others it is the give that binds a group of people together.

Definition about culture is take in the sense in which it is use by cultural anthropologists according to whom culture is something that everybody has, in contrast with the culture which is found only in cultured circles.(Hudson. R. A, 1980:73).

Brown (1980:122) argues that “no man in an island entire of itself, every man is piece of the continent, a part of the main”. Culture is our continent, the

collected identify of which each of use is part. Culture is a “blue print”. It guides the behaviour of people in a community and is developed in family life. This blue print control our behaviour in groups and makes us sensitive to matters of status. Culture helps us to know what we can do as individuals and what our responsibilities are as members of group (Larson and Smalley in Brown, 1980: 122).

Culture is control of people’s behaviour in community and development in family life. It also helps people to know what others expect from them what will happen if they life up to their exception. Furthermore, Brown (1980:123) state that culture as the idea, customs, skills, arts and tools which characterized a given group of people in a given period of time, and help people to know what they can do as individual and as a member of group.

Tomasson (1986:12) state that society’s culture consists of whatever is one has to know or believe in order to operate in a manner acceptable to its member.

The term culture oriented materials here means the reading materials containing the students culture either in the target language or in a general sense refer, literature, music, painting, etc, but. Embraces all aspect of pattern of life, the value, the problems and achievement of national group. This material concern with the culture in the rural areas of the students or of the citizen area.

E. Theoretical Framework

Reading material as one element in English language teaching has important role. Because reading material as one factor that might influence the students reading comprehension.

Theoretical framework explain about the process of teaching English in students' reading comprehension, especially about the Buginese culture by using culture oriented materials.

The theoretical framework is put in the diagram below

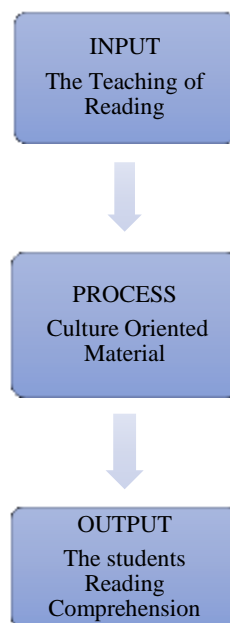


Figure 2.1 concepts framework

1. Input refers to giving reading material that covers some topics.
2. Process refers to the teaching and learning through Culture Oriented Materials.
3. Output refers to improvement of the students' reading comprehension through Culture Oriented Materials.

F. HYPOTHESIS

The hypothesis if this research is formulated as follows :

1. Null Hypothesis (H_0)

Cultural oriented material does not improve the students' reading comprehension.

2. Alternative Hypothesis (H_1)

Cultural oriented material improves the student's reading comprehension.

CHAPTER III

RESEARCH METHOD

This chapter present research design and variable, population, sample, sampling technique, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

This research applied pre-experimental design with one groups namely pre-test and post-test design. The design is formulated as the following tables:

Table 3.1 Research Design

Pre-test	Treatment	Post-test
(O ₁)	X	(O ₂)

Where: O₁ the pre-test
 O₂ the post-test
 X the treatment

(Gay, 1981:22)

B. Variable and Indicators of the Research

1. Variable

There were two variables of the research namely, independent variable and dependentvariable

- a. Independent variable was the use of culture oriented materials for the experimental class.
- b. Dependent variable was the students' reading comprehension.

2. Indicator

The indicators of this research were the use of culture oriented materials especially about Buginese culture, which was used to improve students' reading comprehension. Where the reading comprehension was included in the literal reading category that involves thinking the ideas and facts that are directly stated on the printed pages. It was the skill of getting the literal meaning of word idea or sentence in a text.

C. Population and Sample

1. Population

The population of the research was taken from the students at the second year students of SMA Negeri 8 Selayar. This population consisted of the students of XI class. Which consisted of two classes of this grade namely XI IPA and XI IPS. XI IPA was consisted of 25 students and XI IPS was consisted of 30 students. The total of population were 55 students.

2. Sample

The sampling technique of this research used purposive sampling, which every member of the population has the same opportunity to be the sample of the research. The researcher taken was XI IPA consisting of 25 students.

D. Instruments of the research

In collecting data, the research used one kind of instrument namely reading test that which was consisted of essay test where it was administrated in pre-test and post-test as the instrument of the research. Pre-test was intended to find out the prior levels of students reading comprehension, while post-test was intended to find out the effectiveness and the improvement of the treatment. The test for pre-test was the same for as post –test these consisted of 5 items.

E. Procedure of data collection

1. Pre-test

Before giving the treatment, the researcher give a pre-test to the sample. There aimed to identifying the students' prior knowledge of Reading Comprehension.

2. Treatment

The students were treating by using teaching speech technique. In this case, the researcher taught the students by using Culture Oriented Materials in reading comprehension. The research used speech technique to present this method. Treatments were held for 4 (four) meetings where the topic present in the classroom, through Culture Oriented Materials.

a. First Meeting: The researcher gave the students' reading material "the history of Buginesse and world origin Buginesse" with text book to improve reading comprehension.

- b. Second Meeting : The researcher gave the students' reading material "a traditional wedding ceremony in the east area of bulukumba," with text book to improve reading comprehension.
- c. Third Meeting : The researcher gave the students' reading material "Datok Tiro" with text book to exercise to improve reading comprehension.
- d. Fourth Meeting : The researcher gave the students' reading material "Phinisi" with text book to exercise to improve reading comprehension.

3. Post-test

The researcher gave post-test to find the value or the students' in learning reading comprehension. In this part, the students' gave the test with the same question with pre-test. It was to know the students' before and after giving treatment by using culture oriented materials to improve reading comprehension.

F. Technique of data analysis

The data collected through the pre-test and post-test were analyzed statistically through the following steps:

Rubric Assessment of literal comprehension in reading comprehension by using this formula :

NO	Main Idea	Score
1	Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
2	Identified main idea and provided adequate evidence, details relating to the main idea.	3
3	Limited main idea identification and limited evidence, details relating to the main idea.	2
4	Did not identify the main idea of the story or provided any limited evidence, details relating to the main idea.	1

NO	Criteria Supporting Details	Score
1	Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable.	4
2	Supporting details and information were relevant, but one key issues maybe unsupported or more predictable than others.	3
3	Supporting details and information were relevant, but one key issues maybe unsupported or fairly predictable.	2
4	Supporting details and information were relevant, but several key issues were unsupported or were fairly predictable.	1

(Harmer, 1996) in Nirwana (2014:28)

1. Scoring the students' correct answer in pre-test and post-test by using this formula

$$\text{Score} = \frac{\text{the student correct the answer}}{\text{the total items of the test}} \times 100$$

(Sugiono, 1997:52)

2. Classifying the students' score into seven base on the following criteria:

No	Score	Criteria
1	9.6 to 10	Excellent
2	8.6 to 9.5	Very Good
3	7.6 to 8.5	Good
4	6.6 to 7.5	Fairly Good
5	5.6 to 6.5	Fair
6	3.6 to 5.5	Poor
7	0 to 3.5	Very Poor

(Layman, in Nirwana 2014:30)

3. Test significance

Calculating the value of the t-test to show the mean score of pre-test was significantly different from that of the post test by applying this formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = test of significance
D = the different of mean score
D² = deviation standard quadrate
Σ = sigma
N = number of students

(Gay, 1981: 331)

4. Calculating the mean score.

The mean score that the students achieve both pre-test (X_1) and post-test (X_2) in their reading comprehension test were calculated by using the mean score formula as follows :

$$\bar{X} = \frac{\sum x}{N}$$

Where :

\bar{X} = mean score

$\sum x$ = total score

N = number of students

(Gay, 1981: 298)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher present findings of the research and discussion. Finding consists of the ability to identify the main idea and supporting details of the text through culture oriented materials. The discussion of the research cover further explanations of the findings.

A. Findings

In these findings, the researcher presents the effectiveness of culture oriented materials to identify the main idea of paragraph and supporting details in the text trough culture oriented materials and provides the answer of the problem statement that was presented in the first chapter. These findings are described as follows:

1. The result of the students Pre-test and Post-test

Table 4.1

Calculating the result of the students score in Pre-test and Post-test

The mean score are presented following table

Indicator	Pre-test (X_1)	Post-test (X_2)	Mean Score	Improvement ($X_2 - X_1$)
Main Idea	5.344	7.384	5.48	2.04%
Supporting Details	5.616	7.576	7.48	1.96%

The table 4.1 above shows the mean score of pre-test indicator main idea was 5.344 and indicator supporting details was 5.616 and the main score post-test indicator main idea was 7.384 and indicator supporting details was 7.576. it shows that the mean score of post-test was higher then the mean score of pre-test. In addition, the mean score of gain (D) is 2. It show that is an increasing for each student after threatment.

2. The Students' Literal Reading Comprehension Component of Main Idea and Supporting Details

a. Main Idea

The effectiveness of culture oriented materials in improving the students' reading comprehension of text in term of main idea can be seen the different by considering the result of the students' pre-test and post-test.

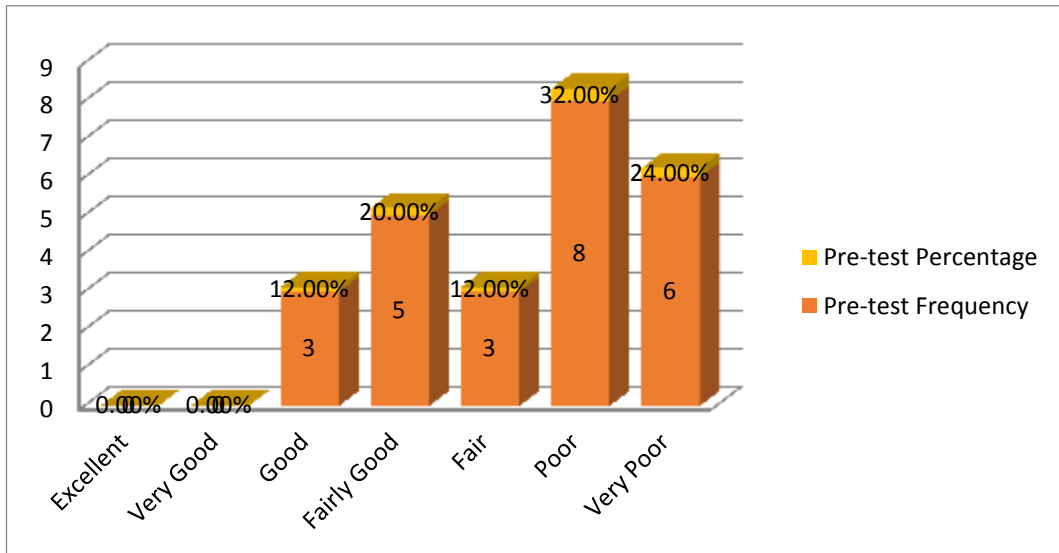
Table 4.2

The classification and percentage of the Students' Literal Reading Comprehension in Component Main Idea

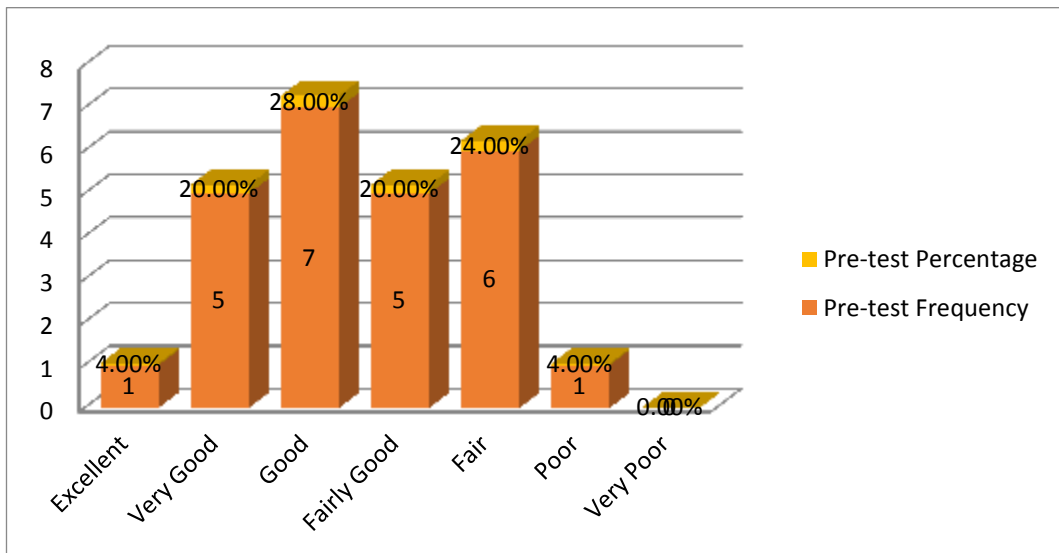
No.	Criteria	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	9.6 – 10	-	-	1	4%
2	Very Good	8.6 - 9.5	-	-	5	20%
3	Good	7.6 - 8.5	3	12%	7	28%
4	Fairly Good	6.6 - 7.5	5	20%	5	20%
5	Fair	5.6 - 6.5	3	12%	6	24%
6	Poor	3.6 - 5.5	8	32%	1	4%
7	Very Poor	0 - 3.5	6	24%	-	
Total			25	100%	25	100%

Diagram 4.2

Frequency Pre-test



Frequency Post-test



The table and diagram show that the percentage of students main idea in reading. Pre-test indicated that 3 students (12%) got good, 5 students (16%) got fairly good, 3 students (12%) got fair, 8 students (32%) got poor and 6 students (24%) got very poor.

After taking treatment in four meeting by using culture oriented materials, the percentage of students main idea in post test are 1 students (4%) got excellent, 5 students (20%) got very good, 7 students (28%) got good, 5 students (20%) got fairly good, 6 students (24%) got fair and 1 students (4%) got poor.

b. Supporting Details

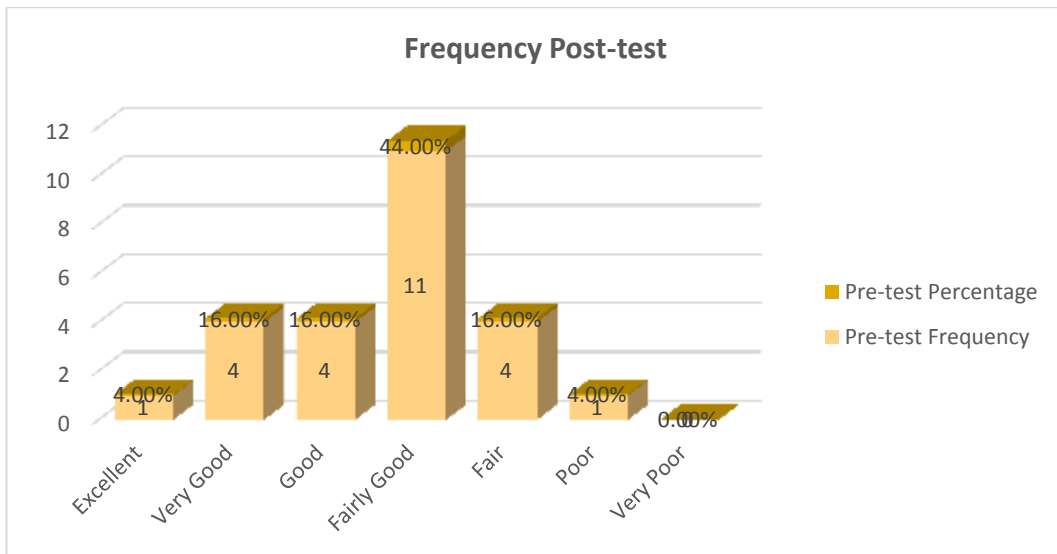
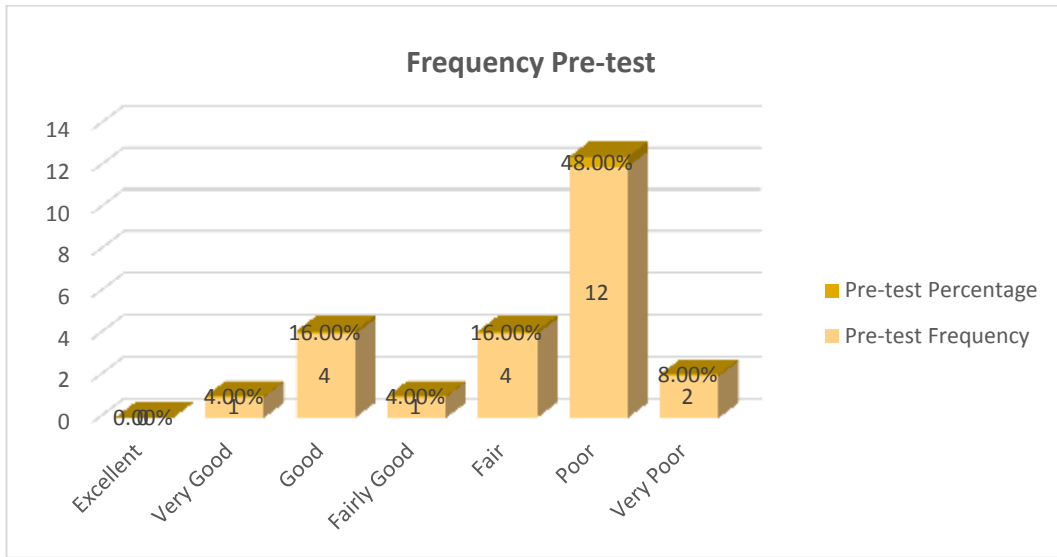
The effectiveness of culture oriented materials in improving the students' reading comprehension of text in term of supporting details can be seen the different by considering the result of the students' pre-test and post-test.

Table 4.3

The classification and percentage of the Students' Literal Reading Comprehension in Component Supporting Details

No.	Criteria	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	9.6 – 10	-	-	1	4%
2	Very Good	8.6 - 9.5	1	4%	4	16%
3	Good	7.6 - 8.5	4	16%	4	16%
4	Fairly Good	6.6 - 7.5	1	4%	11	44%
5	Fair	5.6 - 6.5	4	16%	4	16%
6	Poor	3.6 - 5.5	12	48%	1	4%
7	Very Poor	0 - 3.5	2	8%	-	
Total			25	100%	25	100%

Diagram 4.3



The table and diagram show that the percentage of students supporting details in reading. Post-test indicated that 1 students (4%) got very good, 4 students (16%) got good, 1 students (4%) got fairly good, 4 students (16%) got fair and 12 students (48%) got poor and 2 students (8%) got very poor.

After taking treatment in four meeting by using culture oriented materials, the percentage of students supporting detail in post test are 1 students (4%) got excellent, 4 students (16%) got very good, 4 students (16%) got good, 11 students (44%) got fairly good, 4 students (16%) got fair and 1 students (4%) got poor.

3. Test Calculation

The following table shows the result of t-test calculation:

Table 4.4
t-test calculation

t-test value	t-table value
3.565	2.064

Based on the table 4.4 above show that the t-test value was 3.565 it was greather then t-table value 2.064. based on the result of the t-test, found that there was an improvement of the student reading comprehension after teaching and learning Culture Oriented Materials method.

B. Discussions

The effectiveness of the use culture oriented materials in reading comprehension

1. Interesting materials of culture oriented materials in reading comprehension

Based on the analysis of data, the researcher found the interesting materials for the students in reading comprehension. As (Sanderson,2002) states

that people learn through reading and reading about interesting new things in one's interest subject, undoubtedly helps motivation. The discussion aims at describing the students' literal reading comprehension including main idea and supporting details after being taught by Culture Oriented Materials.

Demir (2012:188) in his thesis, concluded that background knowledge had a significant role in the learners' reading comprehension performance since it helped them to become aware of their culture. So it improved the process reading comprehension and it affects their minds and representation so that they could have better performance. It supports by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students' score after presenting in teaching reading by using Culture Oriented Materials was better than before the treatment was given to the students'.

2. The students' literal reading comprehension by using culture oriented materials in reading comprehension

The description of the data collected through pre-test as explained in the previous section shows that the students' literal reading comprehension is improved. As (Burns, Roe & Ross, 1984) literal comprehension is the most obvious comprehension involves surface meaning.

At this level, teacher can ask students to find main idea and supporting details that are explicitly stated in the text. Reading for literal comprehension is directly stated in a selection. It is supported by frequency and rate percentage of the result of the students' pre-test and post-test. Students' score after presenting

materials by using Culture Oriented Materials in reading comprehension is better than before the treatment was given to the students.

Before giving treatment, the researcher conducted pre-test. The description of the data collected in pre-test shown the students' reading comprehension is poor. Most of the students are difficult to comprehend the content of the text and answer the reading test.

In the pre-test, there was 3 (12%) out of 25 students classified into good score, 4 (16%) students classified into fairly good score, 4 (16%) students classified into fair score, 11 (44%) students classified into poor score, 3 (12%) students classified into very poor and neither or them were classified into "excellent" not "very good" score.

In the post-test, there was 4 (16%) out of 25 students classified into very good score, 8 (32%) students classified into good score, 6 (36%) students classified into fairly good, 6 (36%) students classified into fair score, 1 (4%) students classified into poor score. And none of them classified into excellent and very poor scores.

Then mean score of the students' pre-test was 5.48 classified into "Poor" and post-test was 7.48 classified into "Good". It indicates that the mean score of the students post-test (after presenting Culture Oriented Materials) was greater than the pre-test.

Then the different between pre-test and post-test was proving by the test value. The t-test value was 3.565 it was greater than t-table value 2.064, at the level significance 0.05 with degree of freedom ($df = n - 1 = 25 - 1 = 24$). Based on

the result of the t-test, the writer found that there was an improvement of the students reading comprehension after teaching and learning Culture Oriented Materials method.

Based on the discussion above, the result of the t-test there was a significant difference between result the pre-test and post-test. It means that there was different result before and after teaching reading comprehension using Culture Oriented Materials method during the treatment. It can be concluded that the students' of the second year students of SMAN 8 Selayar can be argued that using Culture Oriented Materials method is very effective in improving the students reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusions and suggestions of the result from the data analysis.

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 conclusions as follows:

The use of culture oriented materials in teaching and learning English is interesting for the students, it can be seen in the result of treatment and the result of the test. The researcher used culture oriented materials as learning aid because it can motivate students to learn English reading comprehend more enjoyable and easily. However, there were some problems in using culture oriented materials to improve students' reading comprehension.

Culture oriented materials is effective to be used to improve students' comprehension in reading because there is a significant difference between the progresses in reading comprehend of the students who were studying through culture oriented materials and those are not. By culture oriented materials, the students more easily understand the content of reading with ease. They were very enthusiasm when they are asked to read or even about culture. It was proved that there was significant

difference between the result of students' pre-test and post-test. The t-test value was 3.565 it was greater than t-table value 2.064.

B. Suggestion

In relation to the conclusions above, the writer suggests that:

1. The English teachers should use of Culture Oriented Materials to increase their students' reading comprehension achievement.
2. English teacher should be more creative in choosing the culture oriented materials in teaching reading comprehension.
3. The role of the English teacher to manage the materials for reading comprehension is very important. The teacher should be creative to arrange and comprehend the strategy to develop the students' comprehend in teaching reading especially in teaching young learners.
4. Culture is Material used to teach young learners so Culture Oriented Materials can be used in Senior High school.
5. The weakness of material development when the material is not presented and arrange well. It can affect to the students interest, the student will feels bored.

In addition, students are difficult to do when they are given some examples relate to the material which the teacher gave. This research is still need validation from the next researcher that has the same topic with this study.

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LAMPIRAN

**THE STUDENTS' SCORE OF LITERAL READING COMPREHENSION
IN PRE-TEST**

No.	Sample	Students' Literal Reading Comprehension		Total Score	Clasification
		Main idea	Supporting Details		
1	01	3.2	3.8	3.5	Very poor
2	02	3.5	3.5	3.5	Very poor
3	03	3.0	4.0	3.5	Very poor
4	04	5.0	6.0	5.5	Poor
5	05	6.0	4.0	5.0	Very poor
6	06	6.6	5.4	6.0	Poor
7	07	4.2	5.0	4.6	Very poor
8	08	3.6	4.4	4.0	Very poor
9	09	7.6	6.4	7.0	Fair
10	10	5.0	7.0	6.0	Poor
11	11	6.6	6.4	6.5	Fair
12	12	3.5	4.5	4.0	Very poor
13	13	3.5	3.7	3.6	Very poor
14	14	5.1	5.1	5.1	Very poor
15	15	7.5	8.5	8.0	Fairly poor
16	16	7.0	8.0	7.5	Fairly poor
17	17	5.3	7.7	6.5	Fair
18	18	6.0	5.0	5.5	Poor
19	19	8.2	8.8	8.5	Good
20	20	8.0	8.0	8.0	Fairly good
21	21	6.5	7.5	7.0	Fair
22	22	7.0	6.2	6.6	Fair
23	23	4.5	3.5	4.0	Very poor
24	24	3.2	4.0	3.6	Very poor
25	25	4.0	4.0	4.0	Very poor
Total		133.6	140.4	$\Sigma X_1 = 137$	
Mean Score		5.344	5.616	5.48	

**THE STUDENTS' SCORE OF LITERAL READING COMPREHENSION
IN POST-TEST**

No.	Sample	Students' Literal Reading Comprehension Score		Total Score	Classification
		Main Idea	Supporting Details		
1	01	6.0	6.0	6.0	Poor
2	02	7.0	6.0	6.5	Fair
3	03	6.3	6.7	6.5	Fair
4	04	8.5	7.5	8.0	Fairly good
5	05	8.5	8.5	8.5	Good
6	06	7.5	8.5	8.0	Fairly good
7	07	6.5	7.5	7.0	Fair
8	08	6.0	7.0	6.5	Fair
9	09	8.2	8.8	8.5	Good
10	10	7.6	7.4	7.5	Fairly good
11	11	7.6	8.4	8.0	Fairly good
12	12	6.2	6.8	6.5	Fair
13	13	5.8	6.2	6.0	Poor
14	14	7.0	7.0	7.0	Fair
15	15	9.8	9.2	9.5	Very good
16	16	7.9	8.1	8.0	Fairly good
17	17	9.1	8.9	9.0	Good
18	18	6.0	7.0	6.5	Fair
19	19	9.4	9.6	9.5	Very good
20	20	9.0	9.0	9.0	Good
21	21	7.9	8.1	8.0	Fairly good
22	22	7.8	7.2	7.5	Fairly good
23	23	7.0	7.0	7.0	Fair
24	24	5.0	6.0	5.5	Poor
25	25	7.0	7.0	7.0	Fair
Total		184.6	189.4	$\Sigma X_1 = 187$	
Mean Score		7.384	7.576	7.48	

THE STUDENTS' SCORE OF PRE-TEST AND POST-TEST

No.	Sample	Students' Literal Reading Comprehension Score		Gain ($X_2 - X_1$)	D^2
		Pre-test(X_1)	Post-test(X_2)		
1	01	3.5	6.0	2.5	6.25
2	02	3.5	6.5	3.0	9
3	03	3.5	6.5	3.0	9
4	04	5.5	8.0	2.5	6.25
5	05	5.0	8.5	3.5	12.25
6	06	6.0	8.0	2.0	4
7	07	4.6	7.0	2.4	5.76
8	08	4.0	6.5	2.5	6.25
9	09	7.0	8.5	1.5	2.25
10	10	6.0	7.5	1.5	2.25
11	11	6.5	8.0	1.5	2.25
12	12	4.0	6.5	2.5	6.25
13	13	3.6	6.0	2.4	5.76
14	14	5.1	7.0	1.9	3.61
15	15	8.0	9.5	1.5	2.25
16	16	7.5	8.0	1.5	2.25
17	17	6.5	9.0	2.5	6.25
18	18	5.5	6.5	1.0	1
19	19	8.5	9.5	1.0	1
20	20	8.0	9.0	1.0	1
21	21	7.0	8.0	1.0	1
22	22	6.6	7.5	0.9	0.81
23	23	4.0	7.0	3.0	9
24	24	3.6	5.5	1.9	3.61
25	25	4.0	7.0	3.0	9
Total		$\Sigma X_1 = 137$	$\Sigma X_2 = 187$	$\Sigma D = 51$	$\Sigma D^2 = 118.3$
Mean Score		5.48	7.48		

1. Calculating the mean score

a. Mean score of pre-test

$$\bar{X} = \frac{\sum x_1}{N}$$

$$\bar{X} = \frac{137}{25}$$

$$\bar{X} = 5.48$$

b. Mean score of post test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{187}{25}$$

$$\bar{X} = 7.48$$

c. Mean score of gain (D)

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{51}{25}$$

$$\bar{D} = 2.04$$

2. Percentage of the students' improvement

$$P (\%) = \frac{X_2 - X_1}{X_1} \times 100$$

$$= \frac{7.48 - 5.48}{5.48} \times 100$$

$$= \frac{2.0}{5.48} \times 100$$

$$= \frac{200}{5.48}$$

$$= 36.49\%$$

3. Test of significance difference

Calculating the t-test value of mean

$$\Sigma D^2 = 118.3$$

$$\Sigma D = 51$$

$$N = 25$$

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{51}{25}$$

$$= 2.04$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{20}{\sqrt{\frac{118.3 - \frac{(51)^2}{25}}{25(25-1)}}$$

$$t = \frac{20}{\sqrt{\frac{13994.89 - \frac{2601}{25}}{25(25-1)}}$$

$$t = \frac{20}{\sqrt{\frac{18994.89 - 104.04}{25(25-1)}}$$

$$t = \frac{20}{\sqrt{\frac{18890.85}{600}}}$$

$$t = \frac{20}{\sqrt{31.48}}$$

$$t = \frac{20}{5.61}$$

$$t = 3.565$$

CRITICAL VALUE OF T-TABLE

df	Level of Significant for One-tailed test					
	.01	.05	.025	.01	.005	.0005
	Level of Significant for one-tailed test					
	.01	.10	.05	.02	.01	.001
1	3.078	6.314	12.7016	31.821	63.657	636.619
2	1.885	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.307	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.786	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.279	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
	1.282	1.645	1.960	2.326	2.576	3.291

Fisher and Yates(1963)

Pre-test and Post-test

KAJANG AMMATOA

Kajang tribe or better known as the Indigenous Ammatoa is a tribe found in South Sulawesi culture in Kajang Society can be encountered in Bulukumba more precisely districts awning. A Tribe Classic is still thick will very sacred customs. This tribe is one of the tribes that still maintain local knowledge to date

The tribe is located in South Sulawesi precisely about 200 kilometers east of Makassar. Kajang main tribal village is the village of Tana Toa. The rest, they are scattered in villages Bonto Baji, Malleleng, Pattiroang, Stone Nilamung, and mining. This tribe inhabits a sub-districts Kajang, which is part of the district Bulukumba (area best known boat builders phinisi with sailors accomplished this tribal principle that, Kajang area is the area "kamase-masea).

Indigenous entering the area, people are not allowed to wear footwear, including guests who come from outside. The house is the home of the ugliest indigenous leaders. The walls were only made of bamboo. While five other indigenous leaders have a better home than Ammatowa

In Kajang community life, women are required to be made of fabric and cooking. While the men are obliged to work in the fields and make a house of wood supplies. The source of all activities or lifestyle or customary law derived from "pappasang" (a kind of law memorized by oral hereditary). Law "Pappasang" is a sort of unwritten laws that should not be violated. Who is breaking will be hit "pangellai", reprimand or punishment.

Every time after harvest they have always held a traditional ceremony intended as a thank you to the Creator. The traditional ceremony called Rumatang is chaired by Ammatowa. Uniquely lunch at the edge of paddy fields have certain requirements. Rice is prepared to be of black rice. Because this kind of rice is the first time can be planted by their ancestors. The ceremony continued with a lunch a type of liquor drinking typical South Sulawesi called "ballo".

Stilt houses are all facing west neat, especially those located in the hamlet where the house Amma Toa Fortress is located. Looked several houses that line from north to south, in other words, every house is built facing west. Building a house against the direction of the rising sun is believed able to give a blessing. In front of the house there is a row of stone fences times as high as one meter.

Amma Toa home is a few houses from the north. Forms tribal house awning is very unique. The building houses the general typical South Sulawesi is

home stage. But Kajang tribe has a unique shape that is a separate stage house, the kitchen is located at the front, facing the main road. So, if you enter one of the houses "Kajang tau", which first appeared is the kitchen. It symbolizes simplicity, and wanted to show what their

Black is a custom color condensed sanctity and when we enter the area of clothing Ammatoa we have to be black. All black is the same. The black color indicates the strength, equality for everyone before the creator.

Their clothes are clothes woven itself ,. Customary law is based on the book of Kajang Community will still stand. Making clothes is a requirement for a woman to be married. So that the life of women without skills to make clothes, cannot get married. Making clothes is done traditionally, starting from yarn manufacturing, dyeing process to weave them into a piece of cloth.

Community dance Kajang, while the dance is performed is "Pabatte Passapu" or "Cockfighting". In the language of the Bugis Konjo are tribal languages which have as a medium of communication between the members of tribal communities awning.

Their religion is Islam, and will be angry if it says are not Muslims. But when viewed more deeply, people Kajang still embrace animism, dynamism or totemism. The source is "patuntung", so some say that religion is the religion of the Kajang "Patuntung". Patuntung religion is a kind of traditional ceremonies, and highly visible at events death.

PRE-TEST

Answer the question below!

1. What is the main idea of the second paragraph?
2. What is about the topic of the text?
3. Read the text and find the supporting details!
4. What is the meaning of the color black in traditional clothes kajang?
5. Make a conclusion from the text above by using your own word!

POST-TEST

Answer the question below!

1. What is the main idea of the second paragraph?
2. Read the text and find the supporting details!
3. What language used Kajang community as a communication tool between people?
4. What is the meaning of the word pangellai?
5. Make a conclusion from the text above by using your own word!

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 8 Selayar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 1

Pertemuan Ke : 1

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Memahami makna teks bacaan pendek yang berhubungan dengan budaya dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Memahami makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks bacaan yang berhubungan dengan budaya.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">▪ Mengidentifikasi makna bacaan dalam teks yang dibaca▪ Mengidentifikasi makna kalimat dalam teks yang dibaca▪ Membaca dan memahami makna wacana yang di bahas dengan ucapan dan intonasi yang benar▪ Mengidentifikasi topik dari teks yang dibaca▪ Mengidentifikasi informasi tertentu	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D. Tujuan Pembelajaran

- Siswa dapat memahami makna kata dalam teks yang dibaca
- Siswa dapat memahami makna kalimat dalam teks yang dibaca
- Siswa dapat memahami komplikasi dalam sebuah bacaan dalam bentuk materi budaya
- Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca
- Siswa dapat memahami inti dari bacaan yang di baca

E. Materi Pokok

Identify factual meaning in the texts;

Reading and understanding culture oriented material.

The history of the Buginese and Word Origin 'Buginese'

Buginese is a tribe belonging to the tribes Deutero-Malays, or Malay youth. into the archipelago after the first wave of migration from mainland Asia rather Yunan. The word 'Bugis' is derived from the Ugi, which means the Bugis. Naming 'Ugi' itself refers to the name of the first king of the kingdom of China (not the Chinese state, but one of the areas contained in the peninsula of South Sulawesi precisely the District Pammana Wajo today) is La Sattumpugi.

When the people of La Sattumpugi named themselves, they refer to their king. They called him as Ugi or people / followers of La Sattumpugi. He is the father of Sattumpugi We Cudai and brothers with Batara Lattu, father of Sawerigading. Sawerigading himself is the husband of We Cudai and gave birth to several children, including La Galigo who made the greatest literature in the world, amounting to approximately 9,000 folio pages. Sawerigading Opunna Ware (lordship in ware) is a story set in the literature I La Galigo in the tradition of the Bugis community. Stories Sawerigading also known in the community tradition Luwuk Banggai, Kaili, Gorontalo and several other traditions such as the Buton in Sulawesi. In its development, this community evolved and formed

several other kingdoms. The Bugis people then develop the culture, language, alphabet, their own government. Some classic Bugis kingdom and among others Luwu, Bone, Wajo, Soppeng, Suppa and Sawitto (Pinrang), Sidenreng and Rappang. Although scattered and forming ethnic Bugis, but the marriage process causes their blood ties with Makassar and Mandar. Currently the Bugis people scattered in several districts, Luwu, Bone, Wajo, Soppeng, Sidrap, Pinrang, Sinjai, Barru. The transition area between the Bugis and Makassar is Bulukumba, Sinjai, Maros, Pangkajene Islands. Bugis with Mandar transition area is the District policing and Pinrang.

Because of the Bugis community spread in fertile lowlands and coastal areas, then most of the Bugis people live as farmers and fishermen. Another desirable livelihood Bugis people are traders. Besides the Bugis people also fill government bureaucracy and devote itself to education. The conflict between the kingdom of Bugis and Makassar and conflict among the Bugis kingdom on 16,17,18 and 19th centuries, causing no calm area of South Sulawesi. This led many people to migrate Bugis especially coastal areas. Bugis community can almost always be found in coastal areas in the archipelago even to Malaysia, the Philippines, Brunei and Thailand. Cultural nomads who owned the Bugis driven by a desire for independence.

Taken from www.aesopfables.com

F. Kegiatan Pembelajaran

Kegiatan Awal

- Doa
- Absensi
- Apersepsi, motivasi: dengan mengarahkan siswa pada situasi pembelajaran

Kegiatan Inti

- Guru menjelaskan tentang Culture Oriented Materials.
- Guru membagikan kepada siswa teks bacaan Culture Oriented Materials.
- Siswa membaca teks bacaan Culture Oriented Materials.
- Siswa menjawab soal pertanyaan tentang teks bacaan Culture Oriented Materials.

Kegiatan Akhir

- Menanyakan kesulitan yang dihadapi siswa
- Menugaskan siswa mengungkapkan apa yang dipahami tentang teks bacaan pendek.
- Guru memberikan kesimpulan dari materi yang telah diajarkan.
- Salam.

G. Media, Alat dan Sumber Pembelajaran

Internet, Buku Pelajaran Bahasa Inggris, Papan Tulis, Spidol

H. Assessment

1. Teknik: Membaca dan Menulis
2. Menjawab Pertanyaan

I. Kriteria Penilaian

- a. Teknik : Test Tulis
- b. Bentuk Instrument : Menjawab pertanyaan berdasarkan text dan membuat kesimpulan dari text.
- c. Rubrik Penilaian :

NO	Main Idea	Score
1	Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
2	Identified main idea and provided adequate evidence, details relating to the main idea.	3
3	Limited main idea identification and limited evidence, details relating to the main idea.	2
4	Did not identify the main idea of the story or provided any limited evidence, details relating to the main idea.	1

NO	Criteria Supporting Details	Score
1	Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable.	4
2	Supporting details and information were relevant, but one key issues maybe unsupported or more predictable than others.	3
3	Supporting details and information were relevant, but one key issues maybe unsupported or fairly predictable.	2
4	Supporting details and information were relevant, but several key issues were unsupported or were fairly predictable.	1

$$\text{Scoring} = \frac{\text{total correct answer}}{\text{total number of items}} \times 100$$

Selayar,

2018

Nama Sekolah : SMA Negeri 8 Selayar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 1

Pertemuan Ke : 2

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Memahami makna teks bacaan pendek yang berhubungan dengan budaya dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Memahami makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks bacaan yang berhubungan dengan budaya.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"> ▪ Mengidentifikasi makna bacaan dalam teks yang dibaca ▪ Mengidentifikasi makna kalimat dalam teks yang dibaca ▪ Membaca dan memahami makna wacana yang di bahas dengan ucapan dan intonasi yang benar ▪ Mengidentifikasi topik dari teks yang dibaca ▪ Mengidentifikasi informasi tertentu 	<p>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri</p>

D. Tujuan Pembelajaran

- Siswa dapat memahami makna kata dalam teks yang dibaca
- Siswa dapat memahami makna kalimat dalam teks yang dibaca
- Siswa dapat memahami komplikasi dalam sebuah bacaan dalam bentuk materi budaya
- Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca
- Siswa dapat memahami inti dari bacaan yang di baca

E. Materi Pokok

Identify factual meaning in the texts;

Reading and understanding culture oriented material.

A TRADITIONAL WEDDING CEREMONY IN THE EAST AREA OF BULUKUMBA, SOUTH SULAWESI

In every culture a wedding is always an extraordinary event. As it in Makassar culture, especially in Bulukumba culture. Traditionally, in Bulukumba culture before the wedding day a bride has to stay at her home for 40 days. What is happening during that time? It is called "TAROLONG" the girl particularly has to keep her body and face clean using a kind of traditional verbal powder called "BA'RA DIDI" so that on the wedding day her skin will look bright and soft.

On the next day bride's family is visited by the bridegroom parents to take an approach, discuss, decide the value of the gifts and wedding ceremony. It is time called "MA'DUTA". After that, there is a ceremony called "MAPACCING" in which the bride is bathed with water containing a mixture of kind of flower and daun pandan. The she is dressed up by "ANRONG BUNTING" she help as beautician. These time also the bride getting in the room to read the Holy-Quran. It means that she finished her studying and is able to read the Holy-Quran.

On the wedding day, the bridegroom has to promise in the "IJAB KABUL" ceremony primary the promises say that they will be faithful. Gentle and

responsible to his wife and family. As in many culture, the bridegroom also that has to given one another. The rich man of bridegroom will be more expensive. There is also a simple way, they only present a Holy-Quran and wedding ring as their wedding gifts.

The next day, the bride and bridegroom meet each other in wedding ceremony after IJAB KABUL day. That walk in row, hading up things, such as a special food, traditional cakes, fruits clothes, etc. on this occasion goods are brought by twelve young ladies wearing “BAJU BODO, LIPA SA’BE”. Then, the bride and bridegroom sit in the bridal couch. In this time many of her and friend come to the party.

F. Kegiatan Pembelajaran

Kegiatan Awal

- Doa
- Absensi
- Apersepsi, motivasi:dengan mengarahkan siswa pada situasi pembelajaran

Kegiatan Inti

- Guru menjelaskan tentang Culture Oriented Materials.
- Guru membagikan kepada siswa teks bacaan Culture Oriented Materials.
- Siswa membaca teks bacaan Culture Oriented Materials.

- Siswa menjawab soal pertanyaan tentang teks bacaan Culture Oriented Materials.

Kegiatan Akhir

- Menanyakan kesulitan yang dihadapi siswa
- Menugaskan siswa mengungkapkan apa yang dipahami tentang teks bacaan pendek.
- Guru memberikan kesimpulan dari materi yang telah diajarkan.
- Salam.

G. Media, Alat dan Sumber Pembelajaran

Internet, Buku Pelajaran Bahasa Inggris, Papan Tulis, Spidol.

H. Assessment

3. Teknik : Membaca dan Menulis
4. Menjawab Pertanyaan

I. Kriteria Penilaian

- d. Teknik : Test Tulis
- e. Bentuk Instrument : Menjawab pertanyaan berdasarkan text dan membuat kesimpulan dari text.
- f. Rubrik Penilaian :

NO	Main Idea	Score
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$$\text{Scoring} = \frac{\text{total correct answer}}{\text{total number of items}} \times 100$$

Selayar, 2018

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 8 Selayar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 1

Pertemuan Ke : 3

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Memahami makna teks bacaan pendek yang berhubungan dengan budaya dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Memahami makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks bacaan yang berhubungan dengan budaya.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan
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	Karakter Bangsa
<ul style="list-style-type: none"> ▪ Mengidentifikasi makna bacaan dalam teks yang dibaca ▪ Mengidentifikasi makna kalimat dalam teks yang dibaca ▪ Membaca dan memahami makna wacana yang di bahas dengan ucapan dan intonasi yang benar ▪ Mengidentifikasi topik dari teks yang dibaca ▪ Mengidentifikasi informasi tertentu 	<p>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri</p>

D. Tujuan Pembelajaran

- Siswa dapat memahami makna kata dalam teks yang dibaca
- Siswa dapat memahami makna kalimat dalam teks yang dibaca
- Siswa dapat memahami komplikasi dalam sebuah bacaan dalam bentuk materi budaya
- Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca
- Siswa dapat memahami inti dari bacaan yang di baca

E. Materi Pokok

Identify factual meaning in the texts;

Reading and understanding culture oriented material.

Datok Tiro

Dato ri Tiro is one of three people Datuk propagator of Islam beginning in South Sulawesi. Together with two other colleagues, and Dato Dato ri Bandang Patimang, they are paving the way for the spread of Islam in one of the archipelago's cultural heart. His original name was Al Khatib Maulana Sheikh Nurdin Ariyani youngest. The three of them then divided the territory into three parts of South Sulawesi; Dato Patimang spread Islam in the northern areas (Suppa, Soppeng, Luwu), Dato ri Bandang spread Islam in the central area (Gowa, Takalar, Jeneponto and Bantaeng), then ri Dato Tiro spread Islam in the south (Bulukumba and vicinity).

Everyone is then spread Islam by each method are adapted to the local culture. Dato ri Tiro, according to the culture in the southern part of this, then deploy more patterned Islamic Sufism. In the application, he was not too concerned with the regularity of the Shari'a. One of his famous teachings is "in compiling five eggs, which are not always the first to put the first rank". That is, the application of the five pillars of Islam is not the one to be sequentially starting from creed to Hajj. Each of us can choose what we feel is more convenient. Fasting, if it was felt easier than prayer, can be done in advance, as well as the Shari'a Shari'a other.

Needs to be presented that this area is very strong community hold the belief dynamism, and many have supernatural powers and spells that worked. According to stories passed on from generation to generation, Dato ri Tiro choose Bontotiro coastal areas as the center of Islamic religion. This area is barren and rocky areas. He then search for the source of the water (because apparently this area fed by an underground river with a large capacity), with his stick stuck on a rock and the water gushed. The source of water is then menganak-river, which was then called the Salsabila River, taking the name of one of the rivers that are in Heaven.

After getting the trust of all communities in Bontotiro through the "miracle" of the display, he then faces the Karaeng Tiro, the reigning monarch in this area with the intention to convert the king. But since Karaeng Tiro in a state of death's door, then ri Tiro Dato directly led the king to say two sentences creed. In three trials pronunciation, Karaeng give Tiro is always wrong; "ASYHADU allaa hilaa hila hila", and only he can melafazkannya fourth pronunciation correctly. Because of this incident, the village where live Karaeng Tiro later named Hamlet-Hila Hila. Until the end of his life, Dato ri Tiro spend his life in this village.

Dato ri Tiro then continued his message to the Kajang area. This area is governed by the tribal regions Ammatoa. This area is the area that holds the most powerful indigenous, even to this day. Something like Bedouins in Banten, the inhabitants of this area using black clothes and do not permit the development of technology entering their area. In the process of preaching, Dato ri Tiro then

managed to convert this area. But because the process is not yet complete, there are some misunderstandings that arise. One of them is a resident of Kajang belief that the Qur'an was revealed first in this area, because Dato ri Tiro bring the Scriptures of the Qur'an to this area during the process of preaching takes place. Another thing is the Sufi philosophy that they hold strong; "Tamma Sambayang shaggy, je'ne Tamma wound", which means "prayer that never end, ablution never canceled". This implies mastery of the nature of prayer and ablution requires physical and mental condition of sacred and spread the goodness to the whole universe. Ramadan fasting in which they live was just three days; beginning, middle and end of Ramadan alone. This is understandable because it may Dato ri Tiro did not want to incriminate them in their early convert to Islam.

So, from hamlets in the district hila Hila-Bontotiro, Dato ri Tiro spread the light of Islam that is very inclusive to his teachings on Islam which requires the goodness of the universe could continue to be carried out. The relics he is Salsabila River that continues in ziyarahi visitors until now, well Limbua on the beach Tiro, as well as the Tomb of Dato Tiro ri diziarahi which also remained to this day. His relics are in the form of social capital is that his brotherly bond forms between the Tiro and the Kajang; "Kaluku attimbo ri Kajang, bua a'dappo na ri Tiro", which means "palm tree that grows in Kajang, fruit enjoyed in Tiro". Therefore, legally baligh ceremony awning required people to bathe in the river Salsabila in Hila-hila.

taken from: http://www.kompasiana.com/massuroisme/dato-ri-tiro-antara-kisah-dan-mitos_55000c48a33311376f50fc87

F. Kegiatan Pembelajaran

Kegiatan Awal

- Doa
- Absensi
- Apersepsi, motivasi: dengan mengarahkan siswa pada situasi pembelajaran

Kegiatan Inti

- Guru menjelaskan tentang Culture Oriented Materials.
- Guru membagikan kepada siswa teks bacaan Culture Oriented Materials.
- Siswa membaca teks bacaan Culture Oriented Materials.
- Siswa menjawab soal pertanyaan tentang teks bacaan Culture Oriented Materials.

Kegiatan Akhir

- Menanyakan kesulitan yang dihadapi siswa
- Menugaskan siswa mengungkapkan apa yang dipahami tentang teks bacaan pendek.
- Guru memberikan kesimpulan dari materi yang telah diajarkan.
- Salam.

G. Media, Alat dan Sumber Pembelajaran

Internet, Buku Pelajaran Bahasa Inggris, Papan Tulis, Spidol

H. Assessment

5. Teknik : Membaca dan Menulis
6. Menjawab Pertanyaan

I. Kriteria Penilaian

- a. Teknik : Test Tulis
- b. Bentuk Instrument : Menjawab pertanyaan berdasarkan text dan membuat kesimpulan dari text.
- c. Rubrik Penilaian

NO	Main Idea	Score
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Selayar,

2018

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Nama Sekolah : SMA Negeri 8 Selayar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 1

Pertemuan Ke : 4

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J. Standar Kompetensi

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D. Tujuan Pembelajaran

- Siswa dapat memahami makna kata dalam teks yang dibaca
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E. Materi Pokok

Identify factual meaning in the texts;

Reading and understanding culture oriented material.

Phinisi

Pinisi boats including traditional marine transportation Bugis community that has been known since centuries ago. According to the story in the text Lontarak I Babad La Lagaligo, Pinisi existing boat around the 14th century AD. According to the manuscript, Phinisi Boat was first made by Sawerigading, Crown Prince of the Kingdom of Luwu. Materials to make the boat taken from welengreng tree (the tree of the gods) famous very sturdy and not easily fragile. However, before the tree was cut down, first held a special ceremony to be supernatural beings willing to move to other trees. Sawerigading make the boat to sail to the land of China was about to woo Chinese princess named We Cudai. Long story short, Sawerigading managed to marry Puteri We Cudai. After a long stay in China, Sawerigading longing for his hometown. By using the boat that once, he sailed to the Luwu. However, when the boat will enter the beach Luwu, a sudden large wave hit the boat to burst. The fragments of the stranded boat to three (3) places in the Bulukumba, namely in the village of Ara, Tanah Beru, and Lemo-Lemo. By the people of the three villages, parts of the boat were then

reassembled into a magnificent boat and boat called Pinisi.

Until now, Bulukumba still known as the manufacturer of boat Pinisi, where the craftsmen maintain the tradition in boat building, especially in Tanah Beru. In the manufacture of boats, When in Phinisi Boat Craft Centre in Tanah Beru, visitors will be amazed to see the skill of the craftsmen make the boat Pinisi. They were able to make the boat very sturdy and stately just based on the experience and knowledge acquired from their ancestors, without using pictures or written literature. History proves that the boat Pinisi Nusantara has successfully sailed to Vancouver Canada, USA, in 1986. Because of the expertise of the craftsmen, Bulukumba dubbed as Butta Panrita Lopi, the earth or ground experts Phinisi Boat maker. Boat Building Pinisi quite unique, because the manufacturing process combines technical skills with magical powers. The first phase begins with the determination of a good day to find wood (raw material). Good day to find wood usually falls on the 5th and 7th in the running. Figures 5 symbolizes neparilimai dalle'na, which means that the provision is already in hand, while the number 7 symbolizes natujuangngi dalle'na, which means always gets sustenance. The next stage is to cut, dry and cut wood. Then the wood or raw materials are assembled into a boat with keel installed, ironing, polishing, and put up masts. The last stage is the launch of the boat into the sea.

Each of these stages has always held a certain religious ceremonies. Before the boat Pinisi launched into the sea, a ceremony was held beforehand maccera lopi (purify boat) which is marked by slaughtering animals.

Taken from www.aesopfables.com

F. Kegiatan Pembelajaran

Kegiatan Awal

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- Salam.

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Internet, Buku Pelajaran Bahasa Inggris, Papan Tulis, Spidol.

F. Assessment

7. Teknik : Membaca dan Menulis

8. Menjawab Pertanyaan

G. Kriteria Penilaian

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Selayar, 2018

Documentation





CURRICULUM VITAE



The researcher, **NUR FITRIANI BURHAN** was born on February 19th, 1996 in Selayar. She is the first child from two siblings from the marriage of Burhanuddin and Jumriati. She began her study at SD Inpres Bonto-Bonto and graduated in 2008. Then, continued her study at SMPN 1 Bontomatene and graduated in 2011, in the same year she continued her study at SMAN 1 Bontomatene and graduated in 2014. In year 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *The Use of Culture Oriented Materials in Improving Students' Reading Comprehension at The Second Year Students of SMAN 8 Selayar*.