

**THE ANALYSIS OF STUDENTS' ETHNIC BACKGROUND  
TOWARD THEIR UNDERSTANDING ON LEGENDS AT  
SMAN 1 BANDAR LAMPUNG**

**(A Script)**

**By**

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## **ABSTRACT**

### **THE ANALYSIS OF STUDENTS' ETHNIC BACKGROUND TOWARD THEIR UNDERSTANDING ON LEGENDS AT SMAN 1 BANDAR LAMPUNG**

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The research was conducted to know whether the ethnic backgrounds is able to influence students' understanding on Lampung legends and how the students understand what they get from the legends.

The subjects were the students of XI MIPA 1 in SMAN 1 Bandar Lampung. This research was a descriptive design that described the students' answers of the tests and used matrix table in analysing the data. The researcher also divided the students based on their ethnic background.

The result shows the ethnicity is able to influence students' understanding on legends. This research takes two Lampung legends entitled Ranau Lake and A Tiger beetle and A Wasp. Based on the students' answers, there are some differences among those three ethnic backgrounds. Some students have critical mind in criticizing the legends, while the other students do not explain what they understand clearly. On the first test about Ranau Lake, Lampungese students concluded the text from the side of humanity, such as "Human may not be arrogant to the other.". One student of three Javanese students explained from the positive side that "Ability must be mastered.". the last, Batakese students also had different thought from the other students, they stated that " Humans must be useful for the other.". Based on the students' answer, ethnicity is able to influence the students' understanding.

**Keywords:** *Ethnic Background, Legends, Understanding.*

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**By**

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## **CURRICULUM VITAE**

The writer was born on July 1994 in Palembang, South Sumatera. She is the first child of Robin Saragih and Rr. Poncosih Titi Nugeraheni Soedjadi.

In 1999, the writer entered in TK IBA Palembang, South Sumatera. Then, because of her father's work, in 2000, she moved to TK Pertiwi, Bandar Lampung. She enrolled in SDN 2 RawaLaut and graduated in 2006. She continued her study to SMPN 5 Bandar Lampung and finished the study in 2009. Later, she continued her study to SMAN 8 Bandar Lampung and graduated in 2012.

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## **DEDICATION**

This script is proudly dedicated to:

My beloved parents

Robin Saragih S and Rr. Poncosih Titi Nugeraheni Soedjadi

My beloved sisters

Fencia Desiana Saragih S and Febyola Rosheni Saragih S

The Real Brotherhood, English Department 2012

My Almamater

Lampung University



## **MOTTO**

“Every tomorrow has two handles. We can take hold of it with the handle of anxiety or the handle of faith.”

-Robert Frost-

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**Bandar Lampung, 12 November 2017**

**Felicia Gabriela Wulandary Saragih**

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## **I. INTRODUCTION**

This chapter will be divided into six parts of the discussion which deals with several points i.e., background, research questions, objective, uses, scope, and definition of terms in order to provide explanation of this research.

### **1.1. Background**

As the world's largest island, Indonesia has many cultures that we call ethnicity. Ethnicity can refer to a group of people of the same descent and heritage who share a common and distinctive culture passed on through generations. Thus, culture finds its expression in language and understanding. Ethnicity also shows how someone might describe themselves by an ethnicity different to their birth identity if they reside for a considerable time in different area and they decide to adopt the culture, symbols and relationships of their new community. Persons will be identified by others as belonging to one or another ethnic group even if they do not actively share anymore any cultural patterns with that ethnic group as long as a link to their ancestors can be made. According to Sowell (1989), ethnic group is a group of people who has the same point of view for some norms. For example, having a same religion, country, language and culture. The variety of people and culture are able to help the teacher to know and understand his or her students in



teaching reading on the traditional legends, yet each ethnic has different characteristics.

Talking about culture in education, it is also related to how the students understand what they get at school. In Indonesia, the practice of English language learning uses texts as the learning material. One of the texts that teachers use is narrative text. In choosing the narrative text, teachers have to choose texts which are relevant to learners' purpose. Generally, narrative includes legend, myth, tale, fable, and so on. The aim of using narrative is to entertain the readers and give moral value. Based on English Curriculum 2013 that is applied in SMAN 1 Bandar Lampung, narrative text is used in English teaching learning. Learning narrative text is very enjoyable, interesting and fun. Here, the researcher only takes a legend as media in her research. The legend is chosen because it has a relation with the traditional culture. There are many stories that come from different regions, so that it makes us as readers get new point of view from that story. If we talk about legend, it also means that we talk about traditional culture. According to Djamaris (1993: 15), legend is a kind of live stories that is developed hereditary from one generation to the next one. It is called as a legend because the story is about the society, and almost each person knows about that story. Moreover, in one region, it usually has many legends that contain good moral values to be applied in our daily life. The legend is not about the person and it does not belong to someone. Usually, legend is told verbally by someone who knows the story clearly, like a humanist.

It is known that a legend is about culture, so it must be a relation with the ethnic group. Each ethnic group has their own legend. It is clear that people who have different ethnic background will have a different understanding in perceiving the text. This is the same as the situation at school who has many students that come from different ethnic background.

Meanwhile, the fact is in each examination, the questions refer to the multiple choice. That fact is clear that the students have no freedom to explore their mind in understanding the meaning of the story. The students used to choose the answers that are not suitable with their understanding. Besides, we have known that school has students who come from different ethnic background. As a teacher, we should be sensitive in this case. We cannot force the students to have a consideration like the teacher. We should give the students a freedom in exploring and expressing their mind about something. Moreover, as teacher, we have taught them about criticising. Unfortunately, in Indonesia, teaching-learning language which is using a narrative text is not maximum. The students are used to get the questions which do not open their mind. They just have to choose one of the answers available. Hence, if we talk about the understanding, we may not judge whether other people's understanding is right or wrong.

People, especially students have a right to think what they get on the story. For example, usually if the students are given a Malin Kundang story, they only have one point, that is "Don't be rude and perfidious to our parents!" or "Love our parents however their condition!". We used to think that the point of Malin Kundang from one side. When we were child, we were never taught to get the

point by our mind. So, it is interesting to investigate whether the different cultural background have influences on students' understanding on the narrative text in form of legend given during the lesson.

In this research, the researcher takes three ethnic background, they are Lampungese, Javanese, and Batakese. The choice of those three ethnicity is based on the majority of ethnicity and the researcher's interest. First, Lampungese is chosen because the research is held in Lampung. Then, Javanese is the largest ethnic group in Indonesia with a population of over 100 million according the census 2010. The last, Batakese is chosen based on the researcher's ethnic background.

## **1.2. Research Questions**

In line with the background stated previously, the problem arises is:

How do the ethnic backgrounds influence students' understanding on legends?

## **1.3. Objectives**

By relating to the research question, the objective of the research is:

To know how the ethnic backgrounds influence students' understanding on legends.

## **1.4. Uses**

In relation to the problems and objectives, the findings of the research are expected to be beneficial not only theoretically but also practically. Therefore, these uses can be described as follows:

### **Theoretical Use**

The result of this research is expected to support the other theories about ethnicity in teaching learning language, especially in teaching learning narrative text. It may also contribute some informations about the influence of students' ethnic background toward their understanding on the legend.

### **Practical Use**

The result of this research can be a consideration for teachers that students' ethnic background is able to influence their understanding and perception on the narrative text, especially the legend. Also, teachers can consider that teaching reading on narrative text can open students' mind.

## **1.5. Scope**

This research discusses about the influence of students' ethnic background toward their understanding on the legend. The researcher aims to describe students' understanding on the legend based on their ethnic background. to be more focused, the ethnicity is limited into three ethnic background, they are Lampungese, Javanese, and Batakese. This research is conducted to the second grade students of SMAN 1 Bandarlampung of academic 2016/2017.

## **1.6. Definitions of Terms**

There are some terms in this study that should be clarified, as follows:

### **a. Legend**

Legend means a story that is developed hereditary from one generation to the next one and there is a moral value that can be applied in our daily life. Usually, the legend is also known by everyone; not only by their own group.

### **b. Ethnic Background**

Ethnic Background means a group of people who share a common race, religion, language and other characteristic. They have the same background in one group.

### **c. Analysis**

The process of breaking down one thing into its parts to learn what they do and how they relate to one another.

This chapter already discussed introduction of the research. Including the explanations about the background of the research, the research questions, objective of the research, uses of the research, scope of the research, and definition of terms are discussed in order to provide an insight to this research. The next chapter will deal with literature review of this research.



## **II. LITERATURE REVIEW**

This chapter presents literature review related to the research problem. Therefore, a number of relevant topics are reviewed here.

### **2.1. Ethnic Groups**

At first glance, ethnicity is seemingly a straight forward concept, but in fact it is subject to different interpretations. The literature shows a good overview of community supporters. It does not reveal the things that are surface, but also deeper community. Literature expresses every activity that is the tool of increasing the activity, imagination, intellectual of local community. It is also as social and cultural criticism tool to eliminate the mental that hamper the development. The objective dimensions of ethnic groups include presence of at least some community institutions or organizations, the fact of having descendants and ancestors, as focus of cultural transmission and identify formation.

According to Phinney (1996), ethnicity refers to the form of character that is being owned by some certain group. That is why, ethnicity is often considered as a culture. Brath (1988) and Zatz (1989) says that ethnic group is a group of people who has a similarity of some things like religion and culture. Sowell

(1989), the writer of *Ethnic of America*, who states that ethnic group is a group of people who has a same point of view for some norms. For example, having a same religion, country, language, and culture.

We also often call ethnic group as a social group. It is based on the statement of Koenjtaraningrat (1989) says that an ethnic group is a social group who has an interaction system, norm system that sets that interaction, and has a solidarity.

According to Feagin (1993), an ethnic group is a social group that is able to differ some or even overall with other people or their own self.

Bulmer (2001) states that an ethnic group is a group of collective people that has a same history and they focus on one symbolic unsure like a family, religion, language, nasionality look and phsyscs, and it is nearly the same as Gasser and Tan (1999) who agree that ethnicity and culture as two same concepts.

Based on the theories mentioned, it can be concluded that ethnic group is:

1. A group of people who has same point of view or the similarity in some norms of life.
2. A group of people who has different culture, however they have the same culture.

## **2.2. Ethnic Group in Teaching-Learning Activity**

Ethnicity is also considered to be able to influence students' English learning. It can refer to a group of people of the same descent and heritage who share a common and distinctive culture passed on through generations.

In teaching-learning activity, we usually find many characteristics of ethnic group. As a teacher, we are hoped not to differentiate the students based on their ethnicity. The condition of variety of people and culture is able to help the teacher to know his or her students to other cultures, because each ethnic has different characteristics. The differences of culture is often called as multicultural. In this thing, Farris and Cooper (1994) states that multicultural education is applied to develop students' ability in seeing the other lives based on the difference of culture. He believes that it can develop the students' positive feeling and mind about the difference.

As a teacher, we often find the students who feel that their tribe is better than the others. According to Savage & Armstrong (1996), multicultural education is good because it can help the students, not only know, but confessing the other tribes. It also can make the students realize that there are many tribes. Because some of us who often consider that their tribe is better, it causes a conflict between some tribes.

In school, we have to put a values of cultures, so that the students know and understand that each tribe has its own rule, and there is no negative tribe. Each tribe teaches the people a goodness. In learning language, a tribe or ethnic

group is able help the students in comprehending the lesson, especially literary work. As we know, without a language, we cannot understand what the other people mean. It is similar with we will not be able to understand if we do not learn the other tribes. In language teaching-learning, culture is one of the components that must be introduced. Introducing the cultures can help the students to build the cross culture understanding and give a positive view about the differences of culture.

We cannot deny that each ethnic has the differences in understanding something. According to Samovar and Porter (1985: 106), there are 6 factors that influence human perception in communicating with other cultures:

1. *Beliefs, values, and attitudes*

Belief is a subjective opinion that an object or incident has their certain value. The characteristic of belief is unlimited, for example: Adam is the first human in the world; speaking English ability is important for the career. Then, values is normative, since it is about a group of ethnic that tells something good or bad. Based on that thing, usually the people who are in that ethnic will follow the rule of their ethnic.

2. *Worldview*

World view involves religion and ideology. Some religions have different concepts about divinity, and ideology also has different concept about how the relation between human to other humans. So, this is an important factor that influence human perception in communication, especially they are who come from different ethnic.

### 3. *Social organization*

There are two types of social organization; formal (government) and informal (family). In formal social organization, people's understanding are formed by the condition and situation. It is different from how people criticize a problem in informal type of social organization. For example, at school, students are required to ask, share and criticize a class or subject problem in educated way. Usually, students' way in criticizing is being more formal. It is really different from how people criticize something at home. People usually are more relax when they share with their family.

### 4. *Human nature*

Usually, human nature is formed by their own personality and domain. Personality is able to break the communication with other people if people have no effort to understand each other. Meanwhile, domain is related to people's culture. Culture is able to influence how people understanding and solving a problem. For example, students who have Java background are softer than students who come from Sumatera who speak loud in delivering their idea at class.

### 5. *Activity orientation*

This is related to the group that has their importance. It means that people's importance is able to influence how people act. For example, students who want to be a chairman of extracurricular will talk clearer and have a vision in order to be chosen as a chairman.

### 6. *Understanding of self and others*



Understanding of self and others begin from how they see other people who are from different ethnic in communication and behaviour.

Those factors often occur in understanding someone or something. From this, we also know that different understanding is able to cause some views from different ethnic group itself. To know how the differences occur, the writer will try to use literary work as her instrument. The regional literature has been a picture of people's minds. By knowing that view, this regional literature is the tool to know each other, so that the use is to understand the different ethnics whether it is a faith or the view of life. At the end, it can ultimately create a society that is open, creative, sensitive, and critical to the environment.

Based on the theories mentioned above, one of the influences in communicating is understanding of self and others. This is a theoretical approach in sociology based on the belief. For the further explanations will be explained in the following paragraphs.

### **2.3. Ethnomethodology**

Heritage (1984: 4) defines ethnomethodology as the study of a particular subject matter: the body of common-sense knowledge and the range of procedures and considerations by means of which ordinary members of society make sense of, find their way about in, and act on the circumstances in which they find themselves.

According to Bulmer (2001), ethnomethodology is a study of meaning expression of an ethnicity in a particular social situation.

Garfinkel (1967: 37) states that ethnomethodology is to detect some expectancies that lend commonplace scenes their familiar, life-as-usual character, and to relate these to the stable social structures of everyday activities. Ethnomethodology provides methods which have been used in ethnographic studies to produce accounts of people's methods for negotiating everyday situations. He created the term "ethnomethodology" as a way to describe how people use different methods in order to understand the society they live in. He thought that the experiments of ethnomethodology were important because they helped us understand that the socially standardized and standardizing, seen but not unnoticed, expected, background features of everyday scenes. In essence, ethnomethodology attempts to create classifications of the social actions of individual experience of the groups directly, without imposing on the setting opinions of the researcher with regards to social order, as is the case with sociological studies. Example of ethnomethodology is a conversation. A conversation is a social process requires certain things in order for participants to identify it as a conversation and keep it going. People look at each other, nod their heads in agreement, ask and respond to questions.

### ***Kind of Ethnomethodologies***

According to Zimmerman (1988: 428), the kind of ethnomethodologies are divided into two kinds:

### 1. *Setting Institutional Study*

The study that involves the institution to get the data of the research based on the observation. In this case, the researcher will get the data that is appropriate with the human's perception in perceiving situation and condition.

### 2. *Conversation Analysis*

Conversation analysis is to understand the detail of interaction structure by the conversation. In this study, the conversation can be considered as the interaction activity that shows the stable activity which can be analyzed.

## **2.4. Legend**

Legend was the story prose considered by the source of the story as an event that truly ever happened. It is often used as media in english teaching-learning, especially in narrative material. A legend is also uused to explain an event, transmit a lesson, or simply entertain an audience.

According to Djamaris (1993: 15), legend is a kind of live stories that is developed hereditary from one generation to the next generation. It is called as a legend because this story is about the society, and almost each person knows about that story. The legend is not about a person and it does not belong to someone. Usually, the legend is told verbally by someone who knows the story clearly.

Andre (1981: 1) states that a legend is a culture who grows and lives together that is verbal and belongs to society. The legend is not only about

entertainment or the story to fill people's spare times. It is considered as a figure of groups, education tool, and a culture.

According to Spaulding (2011), legends are narratives handed down from the past containing historical elements and usually prose elements that tell about someone or something which do not always based on the fact and they are overtly stated or not from previous generations to the next generations.

Legends are useful for English learners, yet legends are known as one of literay works is drawn then to students' mind. That is why, the researcher chooses legend as one of literary works in her research proposal to know how students' understanding on legend based on their ethnical background.

### ***The Structure of a Legend***

Anderson (2003: 8) states that the structure of a legend begins with orientation. Orientation means introduction in which the characters, setting and time of story are established. The next stage is complication. In this stage, the conflicts arise and the main character attempts to solve the problem. Third stage is resolution, where the complication of the story is sorted out of the problem is solved. Resolution is containing the solution of the complication. The complication usually may be resolved for better or worse. It can be happily or unhappily. The last stage is coda. It is a stage where the writers found a moral or message to be learned from the story.

Furthermore, according to Gerot and Wignell (1994: 204) state that legend has series of actions, they are:

1. Orientation : sets the scene and introduces the participants.
2. Evaluation : a stepping back to evaluate the plight.
3. Complication : a crisis arises.
4. Resolution : the crisis is resolved, for better or for worse.
5. Re-orientation : optional.

Based on the explanation above, it can be concluded that legend has series of stages. Generally, the generic structure of legend consists of three stages. The first is orientation. The second is complication, and the last is resolution. So, to make a complete story of legend, those stages must be integrated as a whole.

## **2.5. The Role of Legend in Language Learning**

Each legend has its own function and aim that want to be said. The aim and function can be different appropriate with the society's view. There are four functions of the legends, they are:

1. Legend is able to reflect the groups' expectation. The event in the legend seldom happens in daily life. So, it can be an expectation of a group.
2. Legend is used as a power or a ratification a group's habit.
3. Legend is able to be an education for children, and it is able to teach the goodness to the children in life.
4. Legend is able to be a social control so that the people can obey the norms.

In language learning, there are many things that students learn about culture, especially comprehending the moral value of the story. It is able to build the

students' thought to think positively. We also know that teaching the legend can put the goodness to them and it is good for their lives.

As said above, legends are useful for English language learning in the following points:

### **1. Motivating authentic and has a general value**

Literature exposes students to complex themes and fresh, unexpected uses of language. If the students are familiar with literature in their own language, then studying some literature in English can provide an interesting and thought provoking point of comparison. A legend may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives.

### **2. Help students to study and understand different cultures**

Soter (1999: 8) said that literature in English language teaching does encourage students to become broadly aware of the social, practical and historical events which form the background to a particular legend. At the reader who brings all his/her experiences (cultural, social, cognitive, emotional, literary, linguistic) to bear in the engagement with a text.

### **3. Expand students' language awareness**

From legends, students learn to interpret the themes more easily. By focusing on the deviant use of the verb, students are both assisted to become aware of specific stylistic effects in the literary work and to

consider how this effect is achieved by departing from a norm. For example, the Legend of Bromo Mountain can be used in expanding students' language awareness and preserving local wisdom. Furthermore, they can describe that the moral values in the story, reflecting the local wisdom that may be applied in wider and more recent context.

## **2.6. Theoretical Assumption**

Each person has ethnic group, and based on that, we also know that ethnic group can be one of the factors that cause the different understanding. In this case, the researcher is also interested in knowing student's understanding on the legend based on their ethnic background. Considering the concept came from the theories, the researcher assumes that there is the difference with students' understanding of literary work (legend) with their ethnic group. It is not a new thing since literature is language in concrete form.

The reseacher wants to use a legend which many people do not know about it. The aim of using legend is to introduce about Lampung culture and to try to analyze students' understanding about traditional legendsbased on their ethnic background.

### **III. METHOD**

This chapter discusses the method of the research which consist of design, participants, data collecting strategies, and data analysis.

#### **3.1. Design**

This research is a descriptive design. According to Hopkins (1984), descriptive analysis design is about the fact finding with the right interpretation. Descriptive research studies about the problem of society, with the system which acts in society together with certain situations including the relationship, activities, behavior, point of view with the process which happened and the influences of phenomenon. In this case, Borg (1989) states that descriptive studies are aimed at finding out “what is”, so observational and survey methods are frequently used to collect descriptive data. The researcher’s aim is to analyze the students’ ethnic background toward their understanding on the legend. As the main instrument, the researcher will use a matrix or table instead of grouping the student’s result test to get the data in this research. This method is considered appropriate because it is able to help the researcher to analyze the students’ ethnic background toward their understanding on the legend based on their own answers.



### **3.2. Research Participants**

The research is conducted at SMAN 1 Bandarlampung 2016/2017 academic year for the second grade students, and takes one class consisting about 30 students, but only takes 9 students that has 3 students in each ethnicity to take the data. The reasons of choosing students' second grade of Senior High School, it is believed that the students in that grade have a critical mind or thought in reading and answering the questions related to the legends. Moreover, in doing this qualitative research, the researcher must have a gap between the students in order to produce the result of the test maximally. In this research the students are given the legends, then, they are asked to read and understand the story. After that, they answer the questions related to the legend. To add what factors that can influence the students' understanding, they are asked to make a descriptive about themselves. By this way, it has been known that the ethnic background is able to influence students' understanding on Lampung legends.

### **3.3. Instruments**

In order to collect the data, there are two instruments used in this research, they are ethnomethodology and reading test.

#### *1. Ethnomethodology*

According to Heritage (1984: 4), ethnomethodology is the study of a particular subject matter: the body of common-sense knowledge and the range of procedures and considerations by means of which ordinary members of society make sense of, find their way about in, and act on the

circumstances in which they find themselves. One way of thinking about ethnomethodology is built around the belief that human interaction takes place within a consensus and interaction is not possible without the consensus.

## *2. Reading Test*

Reading test is primarily used to get the data in the research. In this case, the researcher will use essay as students' reading test. The purposes of using essay are to know students' objective answers in answering the test based on their own mind. Another aim of using essay reading test is to help the students in criticizing a written text.

### **3.4. Data Collecting Strategies**

In collecting data of qualitative research, it used the theory of Creswell (1998) "five tradition of inquiry" as quoted by Suparman (2009). Qualitative approaches rely on precedent literature for theoretical constructs. The following qualitative traditions of inquiry are:

#### *1. Biography*

This approach consists of a brief summary of the person's life and work, including, as may be appropriate and available, a photographic or other image, list of publications, and links.

#### *2. Phenomenology*

The goal of phenomenological research is to describe participants' experiences in a specific context and understand a phenomenon. For example, what is it like to be homeless in Los Angeles, California?

### *3. Grounded Theory*

This type of qualitative approach investigates a process, action, or interaction with the goal of developing a theory. To illustrate, observe 20 faculties dean located across Lampung Province.

### *4. Ethnography*

The mainstay of early culture anthropologists, ethnography is an in-depth description of a people group done through “immersed” participant observation and recorded in the vernacular of the host society. Agar (1986) states that a group or an individual has to be selected to be explored, preferably the participant to whom the researcher is a “stranger” and can obtain access.

### *5. Case Study*

The most common type of episodic events in a definable framework bounded by time and setting. The overall purpose is generally to explain “how”. An example of a case study may be how the teacher uses different method in teaching students who are focus on studying and students who have difficulties on understanding the lessons.

Based on the explanation of the theory above, among five researches, this research takes narrative research as the data collecting strategy. The kind of narrative research that is taken in this study is a biographical study. According to Plummer (1983), a biographical study is a form of narrative study in which the researcher writes and records the experiences of another person’s life.

Using the approach taken by Clandinin and Connelly (2000) as a general procedural guide, the methods of conducting a narrative study do not follow a lockstep approach, but instead represent an informal collection of topics. Riessman (2008) adds useful information about the data collection process and the strategies for analyzing the data.

*1. Determining the participants*

In determining the participants, the choice of students of second grade is being done because the students have been considered to have a critical mind in explaining what their mind.

*2. Selecting and giving a short legend*

In selecting the short story, the focus of the stories are on the traditional Lampung legend. Moreover, it has been chosen as the standard of curriculum that is used in that school.

*3. Giving the test related to the story*

In doing this kind of research, the essay reading test is considered as appropriate test to get the data. The test is divided into two parts, and each part has three questions.

*4. Analyzing the data*

If the data collected, the researcher analyzed the data. Meanwhile, in this research, the datas are divided into 3 group based on their group (Batak, Lampung, and Java). Then, the students are asked to fill the answers based on their understanding on the text.

### 5. *Making report of the research*

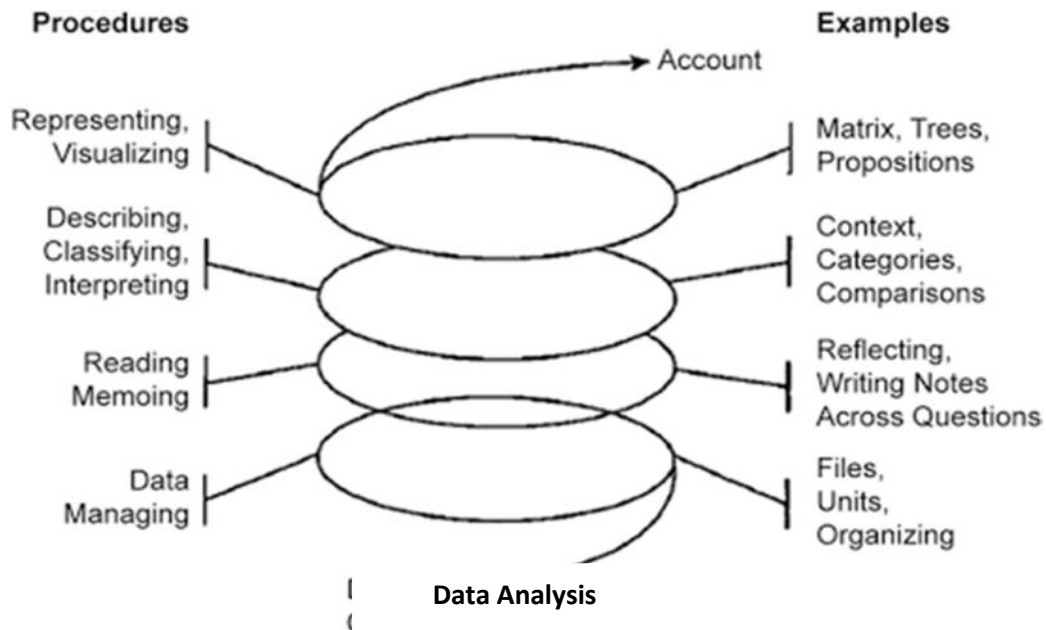
This is a descriptive analysis design. The report explains about the explanation of what, how, and why.

This research used

### **3.5. Data Analysis**

This section provided a brief introduction to qualitative content analysis as an analysis method for qualitative social research. According to Marshall (1999: 150), data analysis is the process of bringing order, structure and meaning to the mass of collected data. This means that data analysis is the way for researcher to analyze the data they get. Creswell (1998) argues for the qualitative researchers' protection of undoubtedly the unusual, valuable, and agreeable, and qualitative writers produce each study carefully and differently, using analytic procedures that evolve in the field. Based on this perspective, Creswell believes that the analysis process is relevant to a general contour.

Picture 3.1



Source: Creswell (2007)

This is a data analysis spiral. Based on the guide of the figure above, the analysis starts from:

### 1. Data Managing

In this step, data managing started from organizing the data into file folders, then the datas were divided into three parts based on students' ethnicities, Lampung, Java, and Batak. After that, the datas were saved at computer to be filed based on students' ethnicities.

### 2. Reading, Memoing

After doing the first step, the researcher read the questions and students' answer as the data. Then, the datas had been made into note. Making the notes were done to note the students' answers that had been considered as the suitable

data. The last step of reading and memoing, the data were reflected to summarize field notes.

### *3. Describing, Visualizing, Interpreting*

These steps were divided into three, they were context, categories, and comparison. The first step was context that had been done to refer the students' answers from the first and the second test. Then, categorizing was done to group the students' answer based on their ethnicities. The last step was comparisons that mean to appeal the students' answer among Lampungese, Javanese, and Batakese.

### *4. Representing, Visualizing*

Visualizing was meant to conceive the students' understanding in accordance with the students' answer of the tests. This step was useful for the researcher to conclude and make summary of the result of the tests. Then, representing was to conclude the data based on students' ethnicities that had been divided, Lampungese, Javanese, and Batakese.

Based on the explanation above, analysis spiral was used to analyze the data. The data analysis spiral began with the data of text or image and ended with analysis and circles around and around. Before coming to this step, the data the data were grouped using table matrix. The use of table matrix was to divide the students' answers according to their ethnic background.

**Table 3.1 Codification for Lampungese/ Javanese/ Batakese Students**

<b>No.</b>	<b>Name</b>	<b>Question 1</b>	<b>Question 2</b>	<b>Question 3</b>
		<b>The Attitude of Characters</b>	<b>Setting Detail of Story</b>	<b>Moral Value of Story</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
...				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
...				

Based on the explanation above, this research used the essay reading test for the subjective answers in getting the data, then used the matrix table or table group to put students' answers and divided them based on their ethnic background. After the researcher separated the students' answers based on their culture, the data were analyzed using analysis spiral.



## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter serves the conclusion based on the research's result and discussion. Some suggestions are also provided here for other researchers who want to put effort and are interested in analysing the student's understanding based on their ethnic background.

### **5.1. Conclusions**

In line with the results of the data analysis and discussion, the following conclusion can be drawn.

1. One of Lampungese students has different view on understanding Ranau Lake Legend. He has different side in describing his answer for the last question which is related to moral value.
2. There is also one of three Javanese students who describes little different from two other students for the last question about moral value. There, that student criticizes from another side with talking about the ability. talking about the difference of view on moral value of the story, in fact there is another factor of parents' background. One of Javanese has a mother who comes from Lampung, hence two of Javanese had the parents who are from Java.

3. Batakese has the same on the answer of moral value, but they has different way in explaining what the mean.
4. Almost every student has a different view on the last question whic is related to moral value, because they are asked to criticize the legends based on their own mind without cheating each other. From here, the researcher is able to see the students' objective answers.
5. Ethnic background is able to influence the way of thinking and understanding to something new. For this research, each student is given two legends that they have not known before.

## **5.2. Suggestions**

Based on the conclusions above, there are several suggestions that are put forward:

1. This study was conducted in High School level, because this research needs the critical thinking. Thus, further research should try to investigate in other levels of learner (primary and junior high school students).
2. This study was primarily concerning with the analysis of students' ethnic background toward their understanding on Lampung legends. Thus, further research may use other ways in investigating the problems.
3. In analysing the students' understanding, it needs more than three traditional legends.
4. In further research, the other researchers may have to get involved in the subject activity to get more the informations how the way they think and criticize something.

5. In further research, the researcher may have to investigate each ethnic background and find out what else that makes ethnic background influences the way of thinking, understanding, and delivering what they mean.

From the explanations above, it can be concluded that ethnic background is able to influence the way of thinking, understanding, and delivering what people mean. Based on this research, there was not many influences , but among those three ethnic backgrounds, it is explained that students from each ethnic background has different view in understanding Lampung legends.

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