

## The Analysis of Students' Ethnic Background Toward Their Understanding on Legends

Felicia Gabriela Wulandary Saragih, Cucu Sutarsyah, Sudirman  
University of Lampung  
[feliciagabrielasaragih@gmail.com](mailto:feliciagabrielasaragih@gmail.com)

### Abstract

Penelitian ini bertujuan untuk mengetahui bagaimana etnis budaya mempengaruhi pemahaman siswa terhadap teks legenda Lampung. Partisipan penelitian ini adalah sembilan siswa di SMA yang terdapat tiga etnis budaya, yaitu Lampung, Jawa, dan Batak. Data dikumpulkan melalui tes esai dengan menggunakan dua legenda yang berbeda. Berdasarkan data analisis spiral, hasil menunjukkan bahwa terdapat pengaruh etnis budaya dari setiap siswa dalam memahami dan mendeskripsikan pemahaman siswa melalui tes esai. Perbedaan jawaban antara siswa bersuku Lampung, Jawa, dan Batak dilihat dari bagaimana cara mereka menjelaskan pemahaman mereka terhadap legenda yang sama. Siswa Lampung memiliki pandangan yang sederhana terdapat legenda Danau Ranau, sementara siswa Jawa menilai dari segi karakter yang ada di legenda tersebut. Berbeda lagi dengan siswa Batak yang cukup kompleks dalam menjelaskan pandangannya terhadap legenda *Danau Ranau*. Berdasarkan hal ini, dapat disimpulkan bahwa etnis budaya dapat memengaruhi pemahaman siswa terhadap legenda Lampung.

This study is aimed at finding out how ethnic backgrounds influenced students' understanding on Lampung legends. The participants were 40 students of senior high school that there are 3 ethnicities. They are Lampungese, Javanese, and Batakese. The data were collected through essay tests with two different legends. Based on the spiral data analysis, the result showed that there was an influence of students' ethnic background in understanding and describing students' understanding through the essay tests. The difference of answer among Lampungese, Javanese, and Batakese could be seen from how they described their understanding on the same legend. Lampungese students had a simple view for *Ranau Lake* legend, while Javanese students preferred to seeing the characters of the story. Batakese students had a complex mind in describing their view toward *Ranau Lake* legend. This suggests that ethnic backgrounds lead to influence students' understanding of Lampung legends.

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

## INTRODUCTION

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. 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. 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

In multicultural education, the teaching should involve many ethnic backgrounds. 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 difference of cultures is often called as multicultural. In this case, 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. Talking about the cultures means talking about the values that can be taken from the positive side, and this is related to traditional legends. The aim of using legend is to entertain the readers and give moral value. 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.

Based on English Curriculum 2013, legend which is a kind of narrative texts is being used in english teaching learning. Learning legend is very enjoyable,interesting and fun. 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 those stories.

Legend is 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. 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.

In this research, it takes three ethnic backgrounds, they are Lampungese, Javanese, and Batakese. The aim of choosing those three ethnicities are to know how Lampungeses criticize the legends because the place of the research is in Lampung. Javanese is chosen because it is the biggest population in Indonesia based on the census 2010 ,while the choice of Batakese is taken based on the researcher's ethnic background. This research is done without meaning to compare the ethnicity to the other ethnicities. The aim of this research is only to analyze what students understand by giving the same traditional legends, and

seeing whether ethnic backgrounds are able to influence the students' understanding.

Based on the explanation above, this research tried to find out how the ethnic backgrounds influence the students' understanding on Lampung legends. By conducting this research, the researcher made essay tests to get the data from students' answers from different legends, they are *Ranau Lake and A tiger beetle and A Wasp*.

## **METHOD**

In order to find out how the ethnic backgrounds influence students' understanding on the legends, it is administered two reading essay tests with different legends. 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.

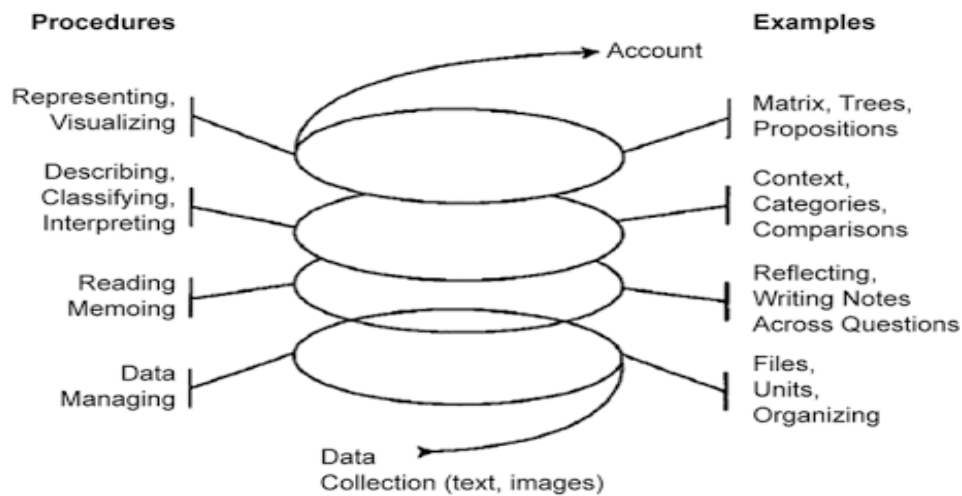
The participants of this research were the students in the second grade of second semester 2016/2017 academic year of SMAN 1 Bandar Lampung. The sample was class XI MIPA 1 consisting of 40 students that had been chosen through the observation. In this research, all students did the tests, but only nine students taken for the data. Three students of three ethnicities, Lampung, Java, and Batak were taken, so there were nine students.

The data were collected by using two tests with different legends given to the students. In the first test, the students had to answer three questions that were related to *Ranau Lake Legend*. Before giving the test, the researcher did the brainstorming and explained about the way of answering the test. The questions were about the attitude of the characters, setting detail, and moral value. Then, the students had to answer the second test with the same rule but different legend, the legend was *A Tiger Beetle and A Wasp*. In doing the test, the researcher did not group the students based on their ethnic background. The students were also asked to do the tests without discussing and cheating. In order to get the data based on students' cultures, the students were asked to fill the column of ethnic for the students' biography.

The instruments of the research are ethnomethodology and reading essay tests. The ethnomethodology as study that involves the institution to get the data of the research based on the observation. In this case, the data got is appropriate with the human's perception in perceiving situation and condition. The aim of reading essay tests is to know the students' objective answers based on their mind. Another aim of using essay tests is to help the students to criticize the written texts.

There are six procedures of this research. First procedure is determining the participants. The second is selecting and giving the short legends. The choice of legends are traditional legends come from Lampung, they are *Ranau Lake and A Tiger Beetle and A Wasp*. After that, the third step is giving the tests related to the stories. The test has three questions about the attitude of the characters, setting detail, and moral value. Then the students' answers are divided into matrix table.

According to Patton (1990: 169), the use of matrix table is suitable with the kind of this research, yet in this research, the researcher used three ethnicities. Before doing the test, giving brainstorming is being done to give background knowledge to the students. Then, the fourth is analyzing the data. The data analysis spiral is used in analyzing the data. According to Creswell (1998), data analysis spiral is appropriate to measure the datas that use the matrix.



Source: Creswell (2007)

The last step is making the report of the research. Making report of the research is a descriptive analysis design that has an explanation of what, why, and how.

## RESULTS

As it has been mentioned, previously to reading essay test with different legends were used to find out how the ethnic backgrounds influence students' understanding on the legends. As the result, there was influences of ethnic backgrounds toward students' understanding on Lampung legends. It could be seen from the students' answers of the test.

### Ranau Lake

No	Name	Question 1	Question 2	Question 3
		<b>Attitude of Characters</b>	<b>Setting Detail</b>	<b>Moral Value</b>
1	LS	Arrogant, stupid	Ranau Lake	Don't be arrogant and underestimate the other people!
2	JS	Arrogant, brave	Ranau Lake	If you have an ability, you have to increase it.
3	BS	Brave, arrogant, tricky	Green Field, Ranau Lake	Don't be tricky. Be a good person.

Based on the first test that was related to *Ranau Lake Legend*, it could be seen that three of ethnicities had different view on the text. From the first question about the attitude of characters, Lampungese, Javanese, and Batakese had the same answers. Then, the second question about the setting detail of the story, Lampungese and Javanese also had the same answer, while Batakese added the answer with *Green Field*. The last question for the moral value of the story, it was concluded that all they had different view on the legend. Lampungese stated that human should not be arrogant and underestimate, while Javanese preferred to seeing from the ability that referred to human had to increase the ability, and Batakese stated that human should not be tricky. According to those answers of three ethnicities, it could be concluded that students with different ethnicities had different view in understanding *Ranau Lake* legend.

### A Tiger Beetle and A Wasp

No	Name	Question 1	Question 2	Question 3
		<b>Attitude of Characters</b>	<b>Setting Detail</b>	<b>Moral Value</b>
1	LS	Bee : Kind, because he wants to help the	Jungle Garden	All works will be better and easier if we do

		wasp. Wasp : Kind, because he wants to help the bee.	North	together, therefore we need to help each other if there are people who need our help.
2	JS	Bee : Cheerful, Kind, and team up Wasp : careful, kind, and team up	Jungle Forest	If you meet people with the same goals, it will be better to invite him or her because we must help each other.
3	BS	Bee : Kind because he wants to help the wasp Wasp : kind, because he wants to help the bee	Jungle Garden North	Cooperate and help us will make the job easier. We have to work together to make the problem to be light.

On the second test related to *A Tiger Beetle and A Wasp* legend, the students became more critical in explaining their answers in the previous test. Lampungese students had relatively same answers for the questions about the moral value. They criticized the story starting from the attitude of the characters. On the second text of the legend, there were two characters, a tiger and a wasp, and the students explained clearly about what the attitude of the characters are. They answered that the attitude of the characters are good and unified. Then, the students also described clearly the values what we could get from the story. Lampungese students had the same view that as human, we must help each other and never give up. Meanwhile, the three of Javanese students also had the same view on the legend, the researcher concluded that Javanese students had also the same view as Lampungese students about their understanding on the legend. The students explained their answers from the positive side, such as increasing the ability that the characters had. Not only that, they also described their answers with the example how if we were in that trouble. The last was Batakese who had relatively same answers with the Lampungese and Javanese students who stated that human may not be arrogant to the others.



## DISCUSSION

Based on the research, there were two Lampung legends taken for the research entitled *Ranau Lake* for the first material of essay reading test. Then, *A Tiger Beetle and A Wasp* as the second material of essay reading test. To get the data, the writer took three students for each ethnical culture. So, it consisted of nine students as the research participants and those three students were represented their each culture. The analysis was started from the Lampungese Students.

### a. Ranau Lake Legend

As it has been mentioned that there are three questions in each test related to the legend. The first question is to answer what the attitude of characters is. Then, the second question is about the setting detail of the story, and the last is to answer critically about the moral value of the story. Based on the students' answers, they had the same answer for the first question about the attitude of the characters and the second question about the setting detail, but only one student who had different answer for the last question that was related to moral value. For the last question which is about the moral value of the story, the two students had the same view that human should not be arrogant to other people, while another student explained that human might not be easy to be deceived by the other people.

From Javanese students' understanding on Ranau Lake legend, it barely found the differences of view between Lampungese and Javanese students. There were also one student who had different view from the other Javanese students for the last question related to moral value. When the two Javanese students had the same view about not being arrogant to other people, another student criticized the moral

value based on their understanding with explaining the way of increasing the ability.

Batakese students had little bit different from Lampungese and Javanese students. They explained their answers differently with the same thought, such as mentioned before that Batakese students stated human must help each other. Batakese students also described their understanding from the side where human had to be a useful person to other people.

#### **b. A Tiger Beetle and A Wasp**

The answers of Lampungese students were relatively same. From the first until the last question, they had the same point on seeing the content of the legend. There, the students also started to explain clearer than the previous test. From the first question, they started to describe each character clearly. Then, for the last question which was related to moral value, those three students also had the same idea. For example, the first question about the characters, the students answered that the characters are unified in helping each other.

As it has been mentioned, it was the same as the previous test, there was no differences between Lampungese students' view. Each Javanese students also had the same idea on understanding the second legend. They also started to criticize clearly. Each student criticized about the togetherness and team work. Based on the first question, the Javanese students stated that the attitude of the characters are good and cooperative. The second question was also asked with the same answer as Lampungese students who stated jungle for the place of the story.

For the second essay reading test, there was no difference view among Lampungese, Javanese, and Batakese students. Here, Batakese students also had the same idea for the questions. Their understanding on the second Lampung legend had no differences at all. Starting from the first until the last question, students stated that the characters were good, jungle was the place as the setting detail, and moral value was mentioned that human must help each other if she or he is in trouble. It was just seen from their answers that they also tried to explain their understanding clearer than the previous essay reading test.

## **CONCLUSION**

Based on the research, ethnic backgrounds are able to influence the students' understanding on traditional legends that come from Lampung. Lampungese students have the same understanding on Ranau Lake Legend. They have the same point of view from the characters' attitude. It could be seen that 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. Batakese students have different answers from Lampungese and Javanese, even each Batakese students also has relatively different answers for the last question too. Almost every student has a different view on the last question which is related to moral value, because they were asked to criticize the legends based on their own mind without cheating each other. From here, the writer is able to see the students' objective answers. Ethnic background is able to influence the way of thinking and understanding to something new.

## SUGGESTION

This study was able being 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). 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. In analyzing the students' understanding, it may need more than three traditional legends. In further research, the researcher may have to getting involved in the subject activity to get more the informations how the way they think and criticize something. 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.

## REFERENCES

- Creswell, J.W. 1998. *Qualitative inquiring and research design: choosing among five traditions*. Thousand Oak, C.A: Sage.
- Djamaris, E. 1993. *Menggali khazanah sastra melayu klasik (sastra indonesia lama)*. Jakarta: Balai Pustaka.
- Farris, P. J. & Cooper, S. M. 1994. *Elementary social studies*. Dubuque, USA: Brown Communications, Inc.
- Glass, G. V. & Hopkins, K. D. 1984. *Statistical methods in education and psychology*. Englewood Cliffs, NJ: Pretince Hall.
- Patton, M. 1990. *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.
- Phinney, J. 1996. *Understanding ethnic diversity: The role of ethnic identity. american behavioral scientist*. London: SAGE Publications.
- Sowell, T. 1989. *Ethnic America: A History*. USA: Basic Books.