CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research. The introduction is important for the opening of research. It consists of background, setting of the research, limitation of the research, formulation of the research, purpose of the research, significant of the research and definition of the key terms.

A. Background of the Research

English has four language skills for learning; they are reading, listening, writing and speaking. The students' should prioritize in reading to makes they get more knowledge. According to Burhan (2012:9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. Based on the experts' quotas above, reading can define as the process comprehending of written text. Kinds of reading skill are identifying main idea, identifying supporting details, finding the meaning of vocabulary, finding factual information; identify reference, making reference and conclusions.

Additional, according to Rahayu (2014), by reading the reader can get the information, knowledge, and etc. but if the reader comprehend the meaning of the content of text it is useless. Through this activity, students can improve their own language and get idea for new experience, creations and can imagination one product which has before. Reading is an important skill which has contributions to the process in learning language. Reading as one of language skills has became the important role in the people daily life.

In addition, there are many kinds of reading text, such as legend, novel, fable, short story, animal stories, journal, and article, etc. As it is the researcher focus in reading the legend. Legend is folktale that is truly happened that the story has relation with historical figures, has been colour with the magic, and distinctive characters.

Legend is a fictional narrative prose. Prose is subject in University of Pasir Pengaraian they explain about literary. Legend can be said the literature work. According to Yilmaz (2012), literature helps improve form and discourse processing skills together with vocabulary expansion and reading skills. However, since Structuralism approach began to dominate during the1960s to the end of 1970s, literature was no longer used. In addition, based on that expert the students' suggest for reading of legend.

According to Danandjaja (2002) legend is secular (worldly), occurrence in the future yet so ago, and is housed in the world as we know it today. The researcher understanding about the statement above, legend is prose stories of the people who are considered by the source of the story as an event that truly never happened.

Indonesian society has a lot of cultural values in the daily life; therefore it is very appropriate legend when applied as a medium in reading and seeking knowledge. Because the legend also has a cultural value and automatically it has quite influenced in teaching in Indonesia, particularly on education.

The researchers found the problem at third semester students of English department. Most of students still have low vocabulary in reading and finding

factual information from the text based on intrinsic elements of the legend. Based on problem above, the researcher suggest students to read of legend because legend is kinds of story text and then the students can understand, comprehended and get the point easily than the other text.

Additional, in this research the researcher chooses the third semester students of English department because this semester reading has studied, automatically they can apply it in reading legend. The researcher interested to conduct the research about the students' reading comprehension in legend. This research entitles "An Analysis of Students' reading comprehension of legend at Third Semester of English Study Program University of Pasir Pengaraian".

B. Setting of the Research

Based on the problems above, the researcher concludes that students have problem in reading comprehension. Most of students have low vocabulary on reading and the students have problem in finding factual information from text in intrinsic elements of legend.

C. Limitation of the Research

Based on the setting of the research above, the researcher was limited this research on students' reading comprehensions of legends was: *Legend of Banyuwangi*, *Legend of Mount Tangkuban Perahu* and *Legend of Lake Toba*. The research was taken at third semester of English Study Program University of Pasir Pengaraian. This research entitled "An Analysis of Students' Reading

Comprehension of Legend at Third Semester of English Study Program University of Pasir Pengaraian".

D. Formulation of the Research

Based on limitation above, the researcher formulates question as follows:

1. How are students reading comprehension of legend at third semester of English Study Program University of Pasir Pengaraian?

2. What are students' problems in reading comprehension of legend at third semester of English Study Program University of Pasir Pengaraian?

E. Purpose of the Research

The purposes of this research are as follows:

1. To find out the students reading comprehension of legend at the third semester of English Study Program University of Pasir Pengaraian

2. To find out the students problems in reading comprehension of legend at the third semester of English Study Program University of Pasir Pengaraian

F. Significant of the Research

Related of objectives of the research above, the significant of the research are follows:

1. Students

The researcher hopes that result of this research is useful for foreign language students in understanding reading in legend. It is also hoped that it will

enrich the development of English lesson and analyzing the students reading comprehension in legend.

2. Lecturers

The researcher will be significant reference how to teach reading in legend, with this research the researcher hopes the English lecturer can applicated in teaching learning process.

3. Readers

The researcher hopes can give enlarge to knowledge and can give experience of the researcher in doing research about students reading of text, especially in legend.

4. The researchers

By conducting the study, the researcher knows the students reading comprehension of legend, and the researcher hopes this study will be continued by other researchers.

G. Definition of the Key Term

To understanding this research comprehensively, the researcher gives definitions of the key term of this research are:

1. Reading Comprehension

Reading comprehension, besides using prior knowledge, they should have good word recognition skills and implement some reading strategies such as identifying main ideas, making connections, questioning, inferring, and predicting (Moreillon, 2007). It means the researcher concluded that to comprehend a text

successfully; there are various factors that contribute into the process which are language knowledge and reading strategies that the readers applied through reading the text.

2. Legend

Legend is a story of the people, which was considered by the source of the story as an event that truly never happened (Danandjaja, 1986: 66). Based of that theory, it can be concluded the legend is a story that really happened and had since passed on through generations and make easy to understand the text. Legend in this research used kind of local legend and form on text. To make easy to understand legend text, the researcher focus on identify of elements of legend text, they are plot, setting and character.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The review of relative theories is review of the related literature very importance to discuss. Because of that the research is interested to explain more in this chapter to make clear in understanding about reading and short story. This chapter consists of review of related theories, review of related findings, and conceptual framework.

A. Review of Related Theories

A.1 The Theory of Reading

The theory of reading has been defined variously by different people; Royer (2004), reading is the process of understanding and constructing meaning from a piece of text. Additionally, comprehension not only depends on what is coded or written in the text, but it also relies on the reader's background experiences, purposes, feelings, and needs of the moment.

According to Bowden and Marton (2000), reading is considered to be directly proportional to the quality of their learning outcome. Furthermore, Gloria (1988), reading is most likely to occur when people are reading what they want to read, or at least what they see some good reasons to read. Learning to read a new language, must read carefully.

Reading is a complex mental ability that requires cognitive and met cognitive development, and it is one of the most important components of

language teaching (Madkour, 2016). Beside, reading is not something that every individual learns to do Nunan (1999).

According to Stein (2008), reading is an invention from about only 5,000 years ago, has not been enshrined in our genome, and is a skill that needs to be taught. It is a major component of literacy, a socio-cultural phenomenon whose features change in temporal and geographical terms.

According to Tarigan (2008), reading is a process which done by reader to get message or information from the writer trough printed media. That means reading is an activity to get knowledge or information.

According to Linse (2005:69) reading is a set of skills that involves making sense and deriving meaning from the printed word. Linse (2005:71) mentioned that reading comprehension refers to reading for meaning, understanding, and entertainment. He added that there are two main reasons that people read: "the first is for pleasure and the second is for information"

According to Kim and Anderson (2011), reading is essential for successfully completing all college level courses. In other words, college students who are more proficient readers are most likely to experience more success in their courses. Students try to give limitation or determine the meaning in order to make a clearer definition and understanding of reading.

Based on the explanation of reading above, the researcher concludes that reading is subject the students usually determine part of the sentence, paragraph and text. That's mean reader not only read what written but also the reader can

identifying what elements of the text and get significant information from the text and enrich their knowledge.

A. 2 The Component of Reading Comprehension

The component of reading according to King and Stainley (1989) are:

1. Finding the Meaning of Vocabulary

Vocabulary is more than list of target language words. Vocabulary also can be say is all about words. Vocabulary concludes the right and appropriate used of word. It means that the larger vocabulary the smaller misunderstanding. Vocabulary is important to learn in reading. Because, by knowing the meaning of the vocabulary the readers can achieve reading well. To find the meaning of vocabulary can be done by guessing it in the context.

2. Finding Factual Information

Factual information requires readers to scan specific details. There are many types of question of factual information such as question type of reason, purpose, result, comparison, means identify and time and amount in which most of the answer can be found in the text. The questions usually appear with WH questions.

3. Finding Main Idea

The main idea is the point of the text. It is the most important thought about the topic. The main idea is usually in the first sentences, the text most common placement is in the last sentence of the text. The author gives supporting information first and then makes the point in the last sentence. In reading is concerned with meaning largely that it is with form. An efficient reader

understands not only the ides but also the relative significant as expresses by the writer.

4. Identify Reference

Reference is the relationship between a grammatical unit (a pronoun) that refers to unit (a noun or noun phrase). Reference words are usually short and very frequently pronouns, such as it, she, he, this, those and so on. Reference will help the reader understand the reading passage.

In English it would be clumsy and boring to have and repeat the same word or phrase every time a reader uses it. Intends of repeating the same word or phrase several times, researcher usually refers to it rather that repeats it. For this purpose, researcher used reference words most often, the reference expression will refer to a preceding word or phrase.

5. Making Inference

Making inference from reading text is a skill where the reader has to be able to read between the lines.

A. 3 The Kind of Reading Text

Reading is an activity that can add someone's knowledge about important news and also some new vocabulary. According to Bell (1998) there are two kinds of reading:

1. Extensive Reading

Extensive reading defined means giving students "the time encouragement materials read pleasurably own level many books as they can, without pressures

testing or marks"(Davis,1995:329). Extensive reading can broaden students' knowledge. In this activity of students write summary and do presentation which lead them to minimize the use of dictionary. And can summarize as follows:

a. Students can access a variety of interesting materials

b. They read a large quantity of printed materials

c. They have freedom to choose or change books

d. They can engage in a tension-free and enjoyable learning environment

e. They are giving opportunity to experience real-life reading

2. Intensive Reading

Intensive reading can more limited in reading. The activities depend on teachers' guidance only. According to Graham, intensive reading is not allowing the students to find a topic they like. The topic is given by the teacher. The students also do not necessary to look for supported articles because the topic which is chosen by the teacher is usually short and easy to understand.

A. 4 The Theory of Legend

Legends can be interpreted as an expression of the culture of a society through speech language directly related to various aspects of culture and social values of the community composition. In the past, the legend passed on down from one generation to the next orally Hutomo (1991). This means legend is a narrative of human actions that are perceived both by teller and listener to take place within human story.

According Sisyono (2008), Legend is one of the literary works in the form of stories that are born, live and develop in several genes erase in traditional societies, both communities that have known the letter or not, spread orally, containing survival, is anonymous, and disseminated among certain collective within quite a long time.

According to freencyclopedia (2006) the legend is not only the stories told orally by word of mouth and from one generation, but have been widely publicized in writing through various media. Therefore, understanding the legends in era modern, the students not difficult for found the meaning of legend because has much perception meaning. We can look by using technology.

According to James Dananjaya (1997), Legend is form (genre) folklore. Legend itself is partly the culture of a collective is inherited from generation to generation among the collective of what, traditionally in different versions, either verbally or examples accompanied by gestures or auxiliaries reminder (Memonic device).

Based on these opinions can be seen that evolved in the past legends passed down orally. Due largely transmitted orally, is often the story gets variations or additional. It is highly dependent on the skills of the storyteller or the story handler. So, the same story is told in different versions.

Legend has characteristic received less attention from literary scholars than other text and also has antique characterized. That is the use of legend very effective approach and recommendations. Legend has become an important part of tasks and discussions.

A. 5 The Characteristics of A Legend Text

According to Rusyana (2000) characteristic of legend are:

1. The legend is a traditional story because the story is owned by the community long ago.

2. The story usual is linked to the events and objects from the past, such as the spread of religious events and relics such as mosques, cemeteries and others.

3. The actors in the legend envisioned as actors who actually lived in the community. They are leading people, considered as agents of history, and are also considered to never do anything useful for society.

4. The relationship of each event in the legend shows the logical relation.

5. Setting of the legend consists of setting the place and time. Setting place where there is usually called in a clear and some are not. While setting time is usually the time that happened in history.

6. Actors and deeds imaginable really happened to make the legend as if it happens in real time and space. Along with that the public perception became that way and gave birth to the behavior and actions that truly honor the presence of actors and actions in the legend.

The researcher understanding based statement above, the characteristic of legend is as an event that truly never happened, in that time has not been so tense and housed in the world as we know it today, is migration that can be moved, so well known in the area- different areas and spread out in the form of a grouping called cycle of a group of stories that revolve around a particular character or event

A. 6 Types of Legend Text

Types of Legend according to Danandjaja (2002), legends are divided into four types:

1. Religious Legend

Legend of the story pertaining to religious life is called to the religious legends. Certain groups such as the story of the propagator of Islam in Java. Group these people in Java. These groups of people in Java known as Wali Songo, they are an ordinary person, a character who really existed, but in the description of the story is displayed as notable figures who have supernatural powers. They have pictured outside the boundaries of ordinary humans.

The term Wali Songo not mean to interpret in terms of the number nine, number nine but it was a sacred number. This interpretation is based on the fact their leaders the other disseminator of Islam. They are located in places of particular local people normally think of these figures the same position or degree with guardian figures that nine people. These figures such as Sheikh Abdul Muhyi, Sheikh Sitijenar, Sunan Geseng, Ki Pandan Arang, Prince Stage and others.

2. Natural Invisibility Legend

Faerie legend who is a legend in the form of stories that are considered really happened and been experienced by someone. So the legend of supernatural stories is an experience with supernatural creatures, ghosts, demons, supernatural phenomena, and so on.

As the area of West Java, there is a legend about the foreman of the Bogor Botanical Gardens lost vanished while on duty at the Botanical Gardens. According to local belief it was because he had stepped over a pile of bricks is a former gate Alignment kingdom. The gate was, according to local belief is located in one of the places in the botanical gardens. Exactly no one knows. Therefore advising residents there at the end of the Botanical Garden in order not to step over the place between the piles of old bricks, because there is a possibility that that was where the former gates of the ancient work. If we break it, then we will go to the occult and cannot return back to the real world. And there are many other examples.

3. Individual Legend

Individual legends are stories about certain figures that are considered really happened. In Indonesia, the legends of this kind aplenty for example Sabai nan Aluih and bitter tongue of Sumatera, Pitung and Nyai Dasima of Jakarta, Kasarung from West Java, Rara Mendut and Jaka Tingkir of Central Java, Suramenggolo of East Java and Jayaprana and Layonsari of Bali.

4. Local Legend

Local legends are legends associated with the name of the place of mountains, hills, lakes and so on. For example, the legend of the Lake Toba in Sumatra, Sangkuriang (Legend of Mount Tangkuban Perahu) in West Java, Rara Jonggrang in Yogyakarta and Central Java, Central Java and Ajisaka in Trunyan in Bali.

A.7 The Intrinsic Elements in the Legend Text

According to Othman (2008), in building a legend, it is the most important thing is the plot, setting and character and characterization. Because in addition we know the story, we also need a presence in the story and characters in a story.

The intrinsic elements are the elements that build literary work it Nurgiyantoro (1994). Building the intrinsic elements of legend includes; theme, plot, setting, character and characterization, point of view, style, and mandate. There are supported by opinion that Nurgiyantoro. Intrinsic elements of the legend are the elements that directly participated build the story. According to Nurgiyantoro (2002), the intrinsic element of legend they are:

a. Theme

The theme is the core issue that becomes the basis for a story. Therefore, in order to get the theme in a story, the reader should read the story to the end. The theme on folktale will be associated with the experience of life. Usually folklore theme contains elements of natural, historical event, magic, gods, mysteries, animals, etc.

b. Character and characterization.

The distinction of character based on the function of its role in the story can be categorized into the protagonist and the antagonist. A character is a person, or sometimes even an animal, who takes part in the action of a story.

A character is the people in a short story are referred as characters. Character also point to remember part of broader pattern. The author distinctive

view of who people relate to society will be reflected in the presentation of every character. One character is clearly central to the story with all major events having some importance to this character. Types of characters are:

1) Protagonist is the central person in a story, and is often referred to as the story's main character.

2) Antagonist is an obstacle that the protagonist must overcome.

3) Foil, is any character whose personal qualities contrast with another character usually the protagonist.

Characterization is the process by which fictional characters are presented/ developed. And character also is the information the author gives the reader about the characters themselves

c. Setting

Setting is information about the time, situation, and also the location where the story place.

1. Setting location or place

Setting location is a story that explains where the story place. As an example of setting the location of the story is in the kingdom, in the village, in the woods, on the beach, in heaven, etc.

2. Setting Time

Setting time is the time of the events in a story, as an example of the morning, in ancient times, at night, so many years, at sunset etc.

3. Setting Situation

Setting situation is the condition in the event of a story place. For instance setting situation is the people live in peace and prosperity, people live in fear because of the king's cruel, the forests became crowded after Purbasari live there, etc.

The setting is important to give realistic impression to the readers, created a certain situation at a glanced is really happened. So, the readers feel easier to create their imagination and participation to criticize the story.

d. Plot.

Plot is a series of events and character actions that relate to the central conflict. The plot has a beginning, middle, and end. The legend usually has one plot so it can be read in one sitting.

Plot is events in story that has pressure to causal relationship. Plot also can say the way of events talk in short story; it shaped by causal connections-social and personal by the interaction between characters and get position of events.

Moreover, according to Nurgiyantoro (2007), the elements of a plot in literature are:

1) Exposition is the beginning of the story where the characters and the setting is revealed.

2) Rising Action is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax).

3) Climax is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?

4) Falling action is the events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and resolution).

5) Resolution is the Part of the plot that concludes the falling action by revealing or suggesting the outcome of the conflict.

Types of Plot:

1. Plot Forward

Plot forward is a groove which events display in chronological order; go ahead, sequentially from the initial stage, the middle stage, up to the final stage of the story. Normally this groove is often used by novice writers anyway, by creating a story using this groove it can awaken the habit of writing for them because if you use this groove is not too difficult to fabricate or create a story. Groove is commonly used on a story that is easy to understand or to digest, such as a legend for children. But that does not mean this groove cannot be used on a serious story, such as drama and so forth. For example: that legend is originally told about a little boy and growing/ended when she was a teenager.

2. The Plot backward.

Plot backward is a path that the story begins with the settlement. This groove is often found in a story that uses the setting time in the past. The writers who use this flow must be smart in setting the story of legend in order not to make the reader into confusion. For example: the legend of a former veteran who imagines the story of his life in youth.

e. Point of view.

The point of view is who is telling the story that is which eyes are we, as the reader's seeing thought. The point of view is chosen by the author to emphasize one character. Therefore, the point of view discusses about who is telling story, or from which position the events are perceived. In general, point of view is differentiated into three kinds:

1. First person narrator, sometime the narrator is a character who uses the first person I (or sometimes we) to tell the story

2. Unreliable narrators, whether intentionally or unintentionally, misrepresent events and misdirect readers.

3. Third person narrator, writers also use third person narrators, who are not characters in the story. These narrators fall into three categories; omniscient, limited omniscient, and objective.

f. Style

Style refers to the qualities that distinguish the works of one author from another's, including:

1) Diction: word choice: formal/informal

2) Sentence Structure (simple or complex)

3) Syntax: sentence patterns of language - grammatical and ungrammatical arrangements of words

4) Language: abstract or concrete

5) Dialogue: can be either more dialogue than description, or dialogue limited to certain characters, or simply lacking dialogue altogether

6) Imagery: sensory details such as similes, metaphors, onomatopoeia in a work includes:

   1. Visual: imagery of sight

   2. Aural: imagery of sound (e.g., soft hiss of skis)

   3. Olfactory: imagery of smell (e.g., the smell of stale beer)

   4. Tactile: imagery of touch (e.g., the feel of bare feet on a hot sidewalk)

   5. Gustatory: imagery of taste (e.g., the tart, dry taste of starchy, green bananas).

g. Mandate or moral value

Moral value is the message can we take from the story. Moral value is not writing on the story, but we found the moral value after we have reading that story.

A.8 The Function of Reading Legend Text

According to Bascom used to recite the story structure using functional. Oral literature has four functions, namely:

1. As a form of entertainment (as for amusement).

2. As a means of validation institutions and institutions of culture (it plays in validating culture, in justifying its rituals and institutions to Reviews those who perform and observe them).

3. As a means of education of children (it plays in Educations, as pedagogical device).

4. As a means of coercion and supervisors so that society's norms will be respected member of the collective (maintaining conformity to the accepted patterns of behavior, as means of applying social pressure and exercising social control).

A.9 The Cultural Value of Legend

Cultural value system is the highest level and the most abstract of customs. That's because the cultural values that are the concepts of what most of the residents of a community of what they deem valuable, and important in life, so it can serve as a guideline that gives direction and orientation to the lives of citizens public earlier (Koentjaraningrat, 1990). A victorious cultural value is not something concrete. So the concept of cultural values that are in the human mind itself and the members are expected direction in life.

In society there are certain culture values, between cultural values that one with other forms a system. Set about a culture of living in society is a guideline of the ideal concept in culture so that driving against the direction of life citizens against certain objects in this environment.

According to Notonegoro (2009) divide into 3 parts, namely:

1. The value of the material is everything useful for human physical element.

2. Value vital, everything that is useful for people to be able to hold activity.

3. The value of spirituality is everything that is useful for a human spiritual.

Value spirituality can be divided into four, namely:

1) The value of truth or unity which is based on the elements of human reason.

2) The value of beauty that originates in the human future

3) The value of good or normal values rooted in the will or human element (will, intention, etc.

4) Religious values, which are values of divinity, spirituality supreme and absolute. Religious values rooted in trust.

Based classification of cultural values that have been described no truth value. In a story does have the truth, and then there is the value of beauty and goodness. A story certainly has elements of beauty. Religious value will always be present in each story all depends on the story and the origin story in the minds of the living.

B. Review of Related Findings

There are some studies about elements of fiction. First, Dini Firdausyah (2015) the research use the title "An Analysis of Third Semester Students' Skill of English Study Program in Identifying Plot and Setting of a Movie (Twilight)". The objective of this research is to know and analyze the components of plot and setting in English Movie "twilight". The data take from the students answer and from the movie itself. In collecting the data, the researcher used test by using participant observation.

Second, Julian Hermida (2009) the researches use the title "The Importance of Teaching Academic Reading Skills in First Year University

Courses". In this study the researchers discovered a mutual relationship between a student's academic reading skills and academic success. Students as well as teachers, however, take the learning of this skill for granted. As a result this research, most students use a surface approach to reading in reading academic reading materials. These papers discuss the need of teachers to teach the proper reading strategies to help students use a deep approach in reading academic texts. Participants of this research study were taken from first-year College in the Legal Studies course. The objective of the study is to evaluate students approach to reading by assessing the quality of their learning outcomes.

Third, Markus (2013) with the title "Improving The Students Ability In Reading Narrative Text By Using Folk Tale (Local Legend)". This research was conducted based on the problems which were found in the process of teaching and learning narrative text by the eighth grade class A students of SMP Yos Sudarso Parindu. The problems were that they were uninterested in reading lesson and they got low motivation in learning English especially in reading class. Consequently, the students got difficulty to understand the grammatical construction in the text they read; they did not know the meaning of unfamiliar vocabulary. Besides, the reading materials in the text book were not interesting to them because the stories often came from other countries and the reading texts were not appropriate to the student's background knowledge.

Forth, Toyi Marie Therese (2015) with the title "Setting, Characters And Diction In Fiction". This research focused more on particular issues from a specific limited number of works, leaving partially or completely unexplored

some more general issues. "Setting, character and diction" analyses the interdependence between the three elements of fiction, with a special focus on the relationship between setting and characters, as well as setting and diction.

Similarly also research by Mislaini (2015) with the title "Improving Students Reading Comprehension of Narrative Text By Using Fable at The Grade X SMAN 1 Bonai Darussalam". This research is conducted in order to improve students' reading comprehension of narrative text by using fable at The Grade X SMAN 1 Bonai Darussalam. This research used a Classroom Action Research (CAR) which is conducted to solve the students' problem in English reading. The Classroom Action Research (CAR). The researcher did two cycles in which each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative gained by analyzing the field note, observation sheet and interview. Then quantitative data were obtained from the students' writing score of cycle I and cycle II. The finding of this research indicated that the implementation of Fable media was success full since there is an improvement in students' reading comprehension in narrative text. The finding showed an improvement in students' reading comprehension of narrative text from the average of reading test narrative text in cycle 1 was 60, 85 to 73,50 the average of reading comprehension in cycle 2. Based the find mentioned before. The researcher suggests that English teacher could implement Fable material in teaching reading narrative text in order to motivate students in learning English reading in narrative text.
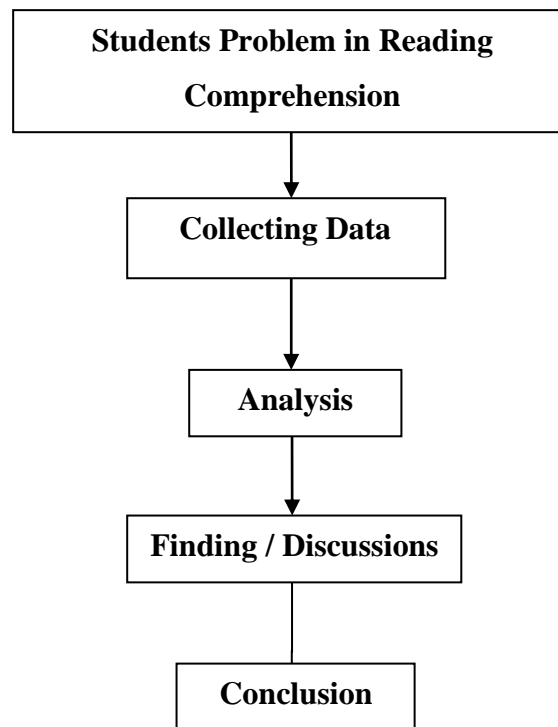
Based on they researchers above, the similar and different in this research same analyst students in reading comprehension and the different of this research is analysis students reading comprehension in legend and focus on determine the plot, setting and character & characterization.

The researchers get positive contribution of that can conducted research. Legend are important to learnt, it can made students' easier comprehend because it's a story text to read. In this paper, the researchers want to find out how the students reading comprehension in legend and what their problem in reading comprehension at third semester of English Study Program University of Pasir Pengaraian.

C. Conceptual Framework

These discuss, the researchers' research students' reading skill in short story. Finding, the researcher get draw the conclusion. The following describe with conceptual framework.

Figure 1. Conceptual Framework

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┌─────────────────────────────────┐
│   Students Problem in Reading   │
│          Comprehension          │
└─────────────────────────────────┘
                 │
                 ▼
        ┌──────────────────┐
        │  Collecting Data │
        └──────────────────┘
                 │
                 ▼
          ┌──────────────┐
          │   Analysis   │
          └──────────────┘
                 │
                 ▼
       ┌──────────────────────┐
       │ Finding / Discussions │
       └──────────────────────┘
                 │
                 ▼
          ┌──────────────┐
          │  Conclusion  │
          └──────────────┘
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Based of figure above, reading in legend was studied by students at third semester of English Study Program University of Pasir Pengaraian. In this research, the researchers' analyzed students in reading comprehension of legend and analyzed students' problems in reading comprehension of legend.

Legend deals with important elements that build the story itself. All of these elements take their own role to make the story sensible. In building the story, it is the most important things are the plot, setting, character and characterization (Othman: 2008). The researcher used Hussain Othman theory and focus on identifying of the plot, setting, character and characterization.

In this research, the students answer the reading test (essay test) and interview. And then, the researcher analyzed the students score and students problem in reading comprehension of legend based on indicators.

CHAPTER III

RESEARCH METODOLOGY

This chapter discusses about the introduction of the research methodology. Research Methodology is a way to find out problem on a specific matter or problem that is also referred as research problem. It consists of research design, setting of the problem, instrumentations, the population and sample, technique of collecting the data, and technique of analyzing the data.

A. Research Design

This research was designed as a descriptive qualitative. Qualitative research is done without give priority in numbers, but focus on the deep understanding to interaction between focuses on the understanding in the concept that analyzed (Semi, 2012:28). It means the research focused on the understanding the concept of the research.

This research used qualitative research to understand the human experience, without focused on specific concepts. The experience is unique and rich knowledge. This research describe about the students reading comprehension of legend and some problems there were have in reading comprehension of legend.

B. Setting of the Problem

The setting of the research was located at University of Pasir Pengaraian. The research was conducted in January 2017.

a. Population

The population is a set or collection of all elements processing one or more attributes of interest (Arikunto, 2010). In the case, the researcher is interested in taking the population at third semester of English Study Program.

b. Sample

The sample is part of population, which is chosen to participate in studying. This researcher used the population at third semester of English study program University of Pasir Pengaraian and the samples of this research are Class A and Class B. There are Class A consists of 21 students and Class B Consists of 12 students, so the total numbers of population are 33 students.

To take the sample, researcher used total sampling. Total sampling is a sampling technique in which the number of samples is equal to the population (Sugiyono, 2007). Reason took a total sampling because according to Sugiyono (2007) the total population of less than 100 entire study population sampled everything.

C. Instrumentations of the Problem

Research instruments are the tools used to collect, examine, investigate problems, or collect, process, analyze and present data in a systematic and objective with the goal of solving a problem or test a hypothesis. All tools that can support an investigation can be called as research instrument. The research instrument used to measure the value of the variables study were:

1. Reading Test

    Reading test is most language examinations these days have essay tests. Test of essay is a statement which requires students to answer in the form of describing, explaining, discussing, comparing, reasoning, and other similar forms in accordance with the demands of revelation by using words and language itself. In this research, the researcher chooses some text in legend. There are:

    1. Text I which the title is The Legend of Banyuwangi.

    2. Text II which the title is Legend of Mount Tangkuban Perahu.

    3. Text III which the title is The Legend of Lake Toba

Table 3.1 Analysis in identify of elements of legend especially in Plot, Setting and Character based on Hussain Othman theory.

No	Elements	Sub Elements	items
1	Plot	Exposition Rising action Plot of forward Climax Plot of backward Falling action Plot of Mix Resolution	6
2	Setting	Setting location or place Setting Time Setting Atmosphere	3
3	Character & Characterization	Protagonist Antagonist	2
Total items			**11**

Hussain Othman (2008).

2. Interview

The interview of this research was consisting of 12 questions, it was used to find out students' problem in reading comprehension of legend. By the interview the researcher knew the students' problems in reading comprehension of legend.

D. Technique of Collecting the Data

The purpose of collecting the data is to find the data, to get explanation and information about the research. To collect the data of this research, the researcher has used the test in reading comprehension of legend and interview. The procedures of collecting the data were as in the following:

1. The researcher explained what students should do.

2. The researcher gave some text of legend.

3. The researcher gave worksheet to the students' and asked them to read and answers the questions.

4. The researcher gave time allocation for 90 minutes to answers the questions.

5. The researcher asked students to submit worksheet.

6. The researcher continued to interview.

E. Technique of Analyzing the Data

According to Sugiyono (2016) stated that " the activity of analyzing the for qualitative is done by interactive and continued until finished. The data used in this research comes from the students reading test and interview.

In conclusion, in analyzing the data the procedures are also conduct as follows:

1. The researcher continued to analyzed students reading comprehension of legend based on Othman theory.

2. The researcher continued to analyzed students interview.

After the researcher collected the data from students, the test were analyzed as follow: from students test were analyzed as follow: Sugiyono (1995)

$$P = \frac{F \times 100}{N}$$ P = Percentage

F = Frequency

N = Number of Sample

Then the score of the students reading comprehension of legend has been classified and to determine their level of scale of students score, the classification was as follow:

Table 3.2 The Scale of Students Score

Level of Mastery	Grade	Value	Criterion
85 - 100	A	4	Excellent
70 - 84	B	3	Good
55 - 69	C	2	Fair
50 - 54	D	1	Poor
0 - 49	E	0	Very Poor

(**Arikunto, 2012:245**)

After the researcher got the score, the researcher described based of indicator. The researcher used the second formula to answer the second question, after get the range of score at students' problem, the researcher described them based on indicator.