

*THE CORRELATION BETWEEN READING LEGEND STORIES AND WRITING  
NARRATIVE TEXT AT NINTH GRADE STUDENTS OF SMPN 1 GONDANG  
TULUNGAGUNG IN ACADEMIC YEAR 2015/2016.*

**Linda Febriani<sup>1)</sup>, Titik Lina Widyaningsih<sup>2)</sup>, Agus Muharyanto<sup>3)</sup>  
STKIP PGRI TULUNGAGUNG**

**ABSTRACT**

Reading legend story as a kind of narrative text can be an activity in reading. Narrative is one of important text to learn. Basically using legend story will make student more effective to make narrative text, whereas narrative text consists of folktale. The legend is a narrative produced and transmitted orally or in writing, about a single, extraordinary, supernatural, or marvelous, true or fictitious, believed or slighted, often dated/localized event (experience), brought up with didactic or entertaining intent; it serves to confirm, or expand the experiential horizon of the recipient and confirm or question a momentarily valid conception of the world. Legend story is kind of narrative text. The purpose of the study is to know whether or not there is any correlation between Reading Legend Stories and Writing Narrative Text at Ninth Grade Students.

The method of this study an experimental inquiry is seen as the most appropriate approach in determining whether co-operative learning positively affects the test results of the Ninth Grade Students of SMPN 1 Gondang Tulungagung. Because  $r$  counts more than  $r$  product moment tables ( $0.462 > 0,206$ ). Based on the calculations can be concluded that test is valid. Based on the calculations can be concluded that test is reliable because the reliability score bigger than alpha target or  $0.630 > 0,6$ . Because  $r$  counts more than  $r$  product moment tables ( $0.630 > 0,6$ ). After all of the data were analyzed accurately based on the research, now the researcher can draw some conclusion. The  $r$  table  $n=34$  with  $\alpha = 5\%$  is  $0.462$ . Based on the calculations can be concluded that test is valid. Because  $r$  counts more than  $r$  product moment tables ( $0.462 > 0,206$ ).

Based on the research analysis as explained above, the researcher concluded that there is any correlation between Reading Legend Stories and Writing Narrative Text at Ninth Grade Students of SMPN 1 Gondang Tulungagung Result of this research will be useful for the English students, English teachers and other researchers: For the Students, Based on the result the researcher hope students will able to use reading legend story to make writing narrative text more interesting while student ability of reading legend stories increase writing narrative text. For the English teachers. Result of this research hope can contribute to English teacher who will be able to improve his/her English teaching method and techniques especially using legend story in improve students writing ability in writing narrative text. For the Other reseachers.

Keyword: Correlation, reading, Legend Stories, Narrative Text

Reading legend story as a kind of narrative text can be an activity in reading. Narrative is one of important text to learn. Basically using legend story will make student more effective to make narrative text, whereas narrative text consists of folktale. Legend stories is a story from the past that is believed by many people but cannot be proved to be true a famous or important person who is known for doing something extremely well a list that explains the symbols on a map, (Mariam, 2008: 69). The legend is a narrative produced and transmitted orally or in writing, about a single, extraordinary, supernatural, or marvelous, true or fictitious, believed or slighted, often dated/localized event (experience), brought up with didactic or entertaining intent; it serves to confirm, or expand the experiential horizon of the recipient and confirm or question a momentarily valid conception of the world." (Schenda, 2001: 56). Legend story is kind of narrative text.

According to Anderson and Anderson (1998: 99), "narrative is a text tells a story and, in doing so, certain the audience". From Anderson's definition on narrative text above, it is clear that narrative is characterized using of past tense since it tells about past happening and the narrative text able to make audience think about an issue, teach them a lesson, or exite their emotions.

Reading comprehension fails for a number of reasons. Students, with the help of a facilitator if necessary, should attempt to identify the causes of lack of comprehension and then identify appropriate reading strategies to compensate for the deficits the reasons for lack of reading comprehension are listed Twining (1996: 92). Students Failure to understand a word, failure to understand a sentence, failure to understand how sentences relate to one another, failure to understand how the information fits together in a meaningful way (organization), lack of interest or concentration.

## **Research Design**

This chapter focuses on describing the various research methodologies that have influenced the investigation and the analysis of this study. Behr (1983) argues that employing a single investigating method cannot efficiently complete a research project. Therefore, a combination of methods from a number of research paradigms will be explored.

For this study an correlation study is seen as the most appropriate approach in determining whether co-operative learning positively affects the test results of the Ninth Grade Students of SMPN 1 Gondang Tulungagung. According to Leedy (1997), an correlation study statistically investigates the possible relationship between different phenomena. The analyses include the processing of numerical data, which falls within the boundaries of a quantitative approach.

Research design is relevant for educational design. According to Ary (2010: 350) Correlational research produces indexes show both the direction and the strength of relationships among variables, taking into account the entire range of these variables. The basic design for correlational research is straightforward. First, the researcher specifies the problem by asking a question about the relationship between the variables of interest. The variables selected for investigation are generally based on a theory, previous research, or the researcher's observations.

A correlational study would determine the extent of any relationship between these variables. In some correlational studies, the researcher may be able to state a hypothesis about the expected relationship. For example, from phenomenological theory might hypothesize that there is a positive relationship between first grade children's perceptions of themselves and their achievement in reading. In other instances, the researcher may lack the information necessary to state a hypothesis, (Ary, 2010: 352).

## **Population, Sample and Sampling**

Researcher decides to conduct the research in Ninth Grade Students of SMPN 1 Gondang Tulungagung, the reasons, are great possibility of students' heterogeneity of intelligences and competences, social background and students' characteristics

### **Population**

The population in this study was the ninth grade students the population in Ninth Grade Students of SMPN 1 Gondang Tulungagung are 353 students.

### **Sample**

The researcher took class "IX-J", because based on the result of the summative test of the first semester, there were two classes gained similar average achievements and considered as homogeneous class. Each class consisted of 34 students in experimental group. Students in "IX-J" are taught by using legend story and considered as experimental group.

### **Sampling**

This research using purposive sampling. Pre-test gives for measure students reading ability, IX-J gets average score less than 60 take as a control group while researcher take some students IX-J who get score more than 60 for giving treatment.

### **Research Variable**

According to Fred D. Kerlinger as cited by Arikunto (2006: 65), that all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments).

This research, that used *legend story* in teaching reading text to engage students writing ability in writing narrative text, had two variables. Those variables were:

1. The Independent Variable is the variable that the researcher experiment changes within a defined range; it is the variable in class give effectiveness the researcher

experiment. The independent variable of this research is the use of *legend story* in teaching reading text.

2. The Dependent Variable is variable that measures the influence of the independent variable. The dependent variable of this study the students' achievement in writing narrative text.

### **Methods of Collecting Data**

This sub chapter consists of instruments used by researcher during research in Ninth Grade Students of SMPN 1 Gondang Tulungagung, test, documentation.

### **Instrument**

The instruments used in this research is test, documentation

#### 1. Test

Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. In order to discover how students are thinking and using the target language (English). The form of the test was written test which is used to measure skill, intelligence, knowledge, or ability that are owned by individually or personality. The writer analyzed the result of the test and gave score. The test is give students passage about legend story and the students summarize the passage.

Test is used to measure the person's competence and to achieve the objective. The data was collected by giving written test. Written test was conducted twice, there are pre-test and post-test. This technique is applied by researcher to know the students' achievements that has done in learning English, especially in teaching reading in experimental class.

#### 1. Analyzing the data test.

- a. Calculating each students' score, Calculating class mean score
- b. Calculating the percentage of class mean score

- c. A student is considering achieve the posttest if students reach at least 75
- d. In post-test researcher ask to the students' writing narrative text based on the relate stories with students own words.
- e. Comparing the students' mean score on writing pretest and post test
- f. Explaining the quantitative data obtained in descriptive statements.

## 2. Documentation

Another data are needed to help the researcher run the research. In addition, data will be collected through documentation of the students previous examination score from the school. It will be used to validate the sample. Documentation of students' written test recording is used to evaluate students reading skill to achieve students writing ability in writing narrative text.

### **Method of Data Analysis**

There are three kinds of test that will be held in experimental research, they are pre-requisite test, try-out test, and hypothesis test. So there must be three process of analyzing the data collected from test. In this study, the researcher gets qualitative and quantitative data that are classified and analyzed in certain order. The data obtained is used to provide the description of both teacher and students' activities along with the assessment process, the students' activities in learning and their participation. Therefore, data analysis is an important aspect of the reflection of the study.

#### **1. Pre-requisite Test**

Before the researcher determines the sample, the researcher should conduct a homogeneity test by choosing 2 classes with purposive sampling. This test is

conducted to determine whether the data are homogenous or not. Sugiono (2007: 14) state after conducting the test, data analysis was carried out to find out the homogeneity of the sample. It was meant to check if the research result met the requirement of good research or not. It was meant to get the assumption that sample of research based on the same condition or homogenous. The researcher used the formula as follows:

$$F =$$

### Item Analysis

After scoring the post-test, item analysis was carried out to find out the effectiveness of the items. It was meant to check whether each item met the requirement of good test item or not. Item analysis discussed two main things:

#### a. Difficulty Level

Heaton (2001: 132) states that “the index of difficulty of an item simply shows how easy or difficult the particular item proved in the test”. If a teacher knows deeply about item difficulty in making a test, he can make his test easy, medium, or difficult. To know the item difficulty, the writer used the formula:

$$P = \frac{B}{N}$$

P = index of difficulty  
B = the number of students who answer an item correctly

**Table 1 Measures of Reading Comprehension**

	Neale Analysis of Reading Ability (NARA-II): NFER Nelson	York Assessment of Reading for Comprehension (YARC) Primary: GL Assessment	Suffolk Reading Scale: NFER-Nelson	Group Reading Test (GRT 2): NFER Nelson
Age Range	Age 6-12 yrs	Age 4-11 yrs	Age 6-14 yrs	Age 6-14 yrs
Administration Group	x	x	x	x
Individual				

Reading Silent Aloud (feedback)	x	x	x	x
Text Simple sentence Short passage Extended passage	x	x	x	x
Response Format Cloze Multiple-choice Short answer	x	x	x	x

Source: Nelson 2000: 126

**Table 2 Measures of Reading Assessment**

Measures	Accuracy Comprehension Reading Rate	Accuracy Comprehension Reading Rate	Reading comprehension	Reading comprehension
Strengths	Assesses sentence level and text-level comprehension. Taps memory for literal information and inferencing skills.	Assesses word, sentence - and text-level comprehension. Taps range of different types of inference.	x	x
Limitations	Pupil receives feedback to bootstrap decoding. Some questions can be answered verbatim with reference to text. Reading rate confounded with accuracy.	Pupil receives feedback to bootstrap decoding. Reading rate confounded with accuracy.	Substantial load on decoding skill. Does not assess text-level comprehension strategies.	Substantial load on decoding skill. Focus is on sentence-level comprehension strategies (local coherence)

**Table 3 Modification of writing scoring rubric**

No	Component	Indicators	score
	Organization	Good in organization (very logical sequence and high cohesion)	4
		Clear organization but lack in continuity	3
		Is not organized	2
		Very disorganized	1



	Grammar	Good in grammar Errors in grammar are few Errors in grammar and sometimes they interfere with understanding Many errors in grammar	4 3 2 1
	Vocabulary	Good in vocabulary and have variation and effective word/idiom Occasional errors of words/idiom frequent errors of word/idiom do not have vocabulary variation and even wrong in vocabulary diction	4 3 2 1
	Mechanics	good in spelling punctuation, and capitalization occasional errors of spelling and punctuation frequent errorof spelling, and capitalizion many errors of spelling, punctuation, and capitalization	4 3 2 1

Scoring guidance;

### Validity

The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores.

The researcher uses Pearson Product Moment Correlation to test item validity. The formula is as follows:

$$r_{xy} =$$

Notes:

$R_{xy}$  : The Coefficient Correlation between Variable X and Y

$\sum X$  : The Sum of Score in Each Item

$\sum Y$  : The Sum of Score from Question Number

$\sum$  : The Sum of Square Score in Each Item

$\sum$  : The Sum of Squarescore from Question Number

$\sum XY$  : The Sum of Multiplication Choice X and Y

X : The Sum Deviation Standard Of X

Y : The Sum Deviation Standard of Y

N : The Number of Respondent and Tested By Significance Level 5%

Interpretation is conducted by consulting r value with r table and significance level 5%. If r value > (is higher than) r table, it means the question item is valid. In other hand, if r value < (is lower than) r table, it means the question item is not valid.

### **Reliability**

The reliability of writing test, the researcher used Alpha Cronbach technique, since the writing test score is the extension among 1 up to 5. The formula of Alpha Cronbach is as follows:

$$= =$$

: The coefficient of reliability

k : the number of items

: The total variance of each item

: The total variance

To fine out the total variance, the researcher needs to fine out the variance of each item first then sum up them. The variance of each item can be found by using formula as follow:

$$=$$

: The total variance of each item

X : the number of correct scores for each even or odd numbers

N : the number of participants

From the calculation, it can be said that the writing ability test are reliable.

To formulate the result of the research according to Arikunto (2010: 349) to analyze the data, the result of experiment used is pretest and posttest one group design, so the researcher decided to use T-test as formulated below.

The formula as follows:

T = test observation

MD = mean differences

$\sum d$  = number of individual deviation

N = number of cases

$\sum D$  = total score.

### **Data Validity**

Validity is an indication of how sound your research is more specifically validity applies to both the design and the methods of your research. Validity in data collection means that your findings truly represent the phenomenon you are claiming to measure. Valid claims are solid claims. Validity is one of the main concerns with research. The research needs valid data. Validity refers to essential truthfulness of piece of data. A test has content validity, it depends on careful analysis of language being tested and particular and reflects of component skills and areas which the test researcher wishes to include in the assessment.

The result of validity data found when reading legend story was implemented, there are any diferencial attitude from experimental class where member of this class able to absort the method and able to implemented reading legend story toward students ability in writing narrative text. The experimental class able to change their

assumption that writing is hard to learn to be easy to understand at the end of this research ninth grade student J-class able to comprehend toward writing.

## **RESEARCH FINDING AND DISCUSSION**

### **Research Finding**

In this sub chapter, the researcher presented the data of subject from this research included the result of the data by applying a new teaching reading strategy. Data that presented in this sub chapter are divided into pre research that consists of data that taken before conduct the research, observation of the research and data after research.

### **Presentation of Pre Research**

This sub chapter presented the whole data that was calculating before research is start it was deferent with class action research that presented the data about object of the research. The pre-test, which was the identical list presented in a different order, was given at the end of the research, and it was hypothesized that there would be a significant discrepancy with respect to reading mastery. As a result of the pre-test given at begin of the research, a considerable difference is observed. Meanwhile the post-test give at the end of the research.

### **Reading Comprehension scoring**

The reading test researcher gave passage with the title “The legend of Lake Batur” and the students answer the passage with analyze the passage before make conclusion about the passage. This phase, researcher want to know about students reading comprehension. Based on the pre-test, 12 students got score 100, 17 students get score 75 and only 5 students get score 50. Students reading scoring based on students pre-test showed students IX-J SMPN 1 Godang has homogenous skill in

reading, it was known from the students score has similarity although there were has gap each students.

### Analysis of Writing Test

Writing test was conducted after all reading test were done. The basic purpose of this study was to the student score of writing test. To determine the yield increase writes, researchers tested the students 'skills in reading and the results to determine whether the ability to read the good will impact on the results of students' writing. Based on the result of writing test, researcher concluded the students Students test to the tabel based on the criteria above.

**Tabel 4**  
**The score's criteria of the student's reading**

No.	Criteria of Score	Reading Score				Categories
		Test 1	Percentage %	Test 2	Percentage %	
1	90-100	5	14.70	7	20.60	Excellent
2	80-89	8	23.50	21	61.70	Very Good
3	70-79	7	20.60	6	17.70	Good
4	60-69	11	32.30	0	0	Sufficient
5	50-59	3	8.80	0	0	Average
6	40-49	0	0	0	0	Poor
7	30-39	0	0	0	0	Very Poor
		34	100	34	100	

Based on table 4.7 in writing test 1, there were 5 students or 14.70 % categories onto Excellent while in writing test 2, 7 students or 20.60 in same categories. There were significant improvements in categories Very good, whereas 8 students in test 1 it is increase in test 2 with 21 students or 61.70 %. 7 students or 20.60 in test 1 as same as 6 students test 2 categories onto good. 11 students or 32.30 categories onto Average, in test 1 there are 3 students or 8.80 % categories onto poor.

### **a. The Correlation between the Reading Test and Writing Test**

When the results of the reading test and the writing test were compared shown in both test result the impact of extracurricular reading was apparent. As a result, it was found that the reading test showed greater performance in reading comprehends. In the light of these results, both the reading test and the writing Tests were verified. From the point of reading sections in the tests in order to see if the improvement in reflected to writing ability.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

After all of the data were analyzed accurately based on the research, now the researcher can draw some conclusion. In this conclusion it was dividing into theoretical conclusion and empirical conclusion.

#### **1. Theoretical Conclusion**

The  $r$  table  $n= 34$  with  $\alpha = 5\%$  is 0.462. Based on the calculations can be concluded that test is valid. Because  $r$  counts more than  $r$  product moment tables ( $0.462 > 0.206$ ).Based on the calculation above, degree of freedom of the  $r_{count}$  was the number of the subjects in reducing the number of test, or equal to 0.462 The limited of significance on the basis of significance level of 5% was 0.206. Because the  $r_{count}$  was less than the value of  $r_{table}$  ( $0.462 > 0.206$ ).

Based on the research analysis as explained above, the researcher concluded that there is any correlation between Reading Legend Stories and Writing Narrative Text at Ninth Grade Students of SMPN 1 Gondang Tulungagung

#### **2. Empirical Conclusion**

Based on the writer has been explained in the background of the study, this chapter answered those questions. The statements of the problem are do students who achieve better in reading also achieve better in writing. According to this research, the teaching and learning process student's mastery on reading comprehension achievement on writing text became more effective or not. The students got motivated to learn English, so that, they could memorize the English words easier. Researcher can conclude that teaching reading also able to make a better writing.

Based on the research analysis as explained above, the researcher concludes that there is any correlation between Reading Legend Stories and Writing Narrative Text at Ninth Grade Students of SMPN 1 Gondang Tulungagung

### **Suggestion**

Result of this research will be useful for the English students, English teachers and other researchers:

#### 1. For the Students

Based on the result the researcher hope students will able to use reading legend story to make writing narrative text more interesting while student ability of reading legend stories increase writing narrative text.

#### 2. For the English teachers

Result of this research hope can contribute to English teacher who will be able to improve his/her English teaching method and techniques especially using legend story in improve students writing ability in writing narrative text

#### 3. For the Other researchers

Result of this research can give references and more information to the next research about reading legend stories and writing narrative text.