

Improving Reading Comprehension of Narrative text by Using L-B-A (Literature-based Approach) at the Ninth-grade students of SMP Negeri 1 Nunukan

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Article Info	Abstract
Received: 5 June 2023 Reviewed: 10 June 2023 – 20 November 2023 Accepted: 23 November 2023 Published: 31 December 2023	<p>Purpose This research aimed to find out whether teaching ninth-grade students at SMP Negeri 1 Nunukan using a literature-based Approach can significantly improve their reading comprehension of narrative texts.</p> <p>Methodology Classroom Action Research (CAR) will be used for the study. The process of this action research is based on the Kemmis and Taggart paradigm. The concept of classroom action research-based instruction emphasizes that the research process has two connected components: the research process and the research output. This stage is completed with the intention of improving numerous flaws before re-implementing it in the subsequent cycle. It is divided into two cycles, each of which comprises four stages: preparation, execution, observation, and reflection.</p> <p>Results/Findings In this study, the pupils' reading comprehension skills in English improved and advanced. From the first cycle to the second cycle, it is discernible. Each cycle sees an improvement in the students and teacher activity. The teacher and students' observation sheet in each meeting reach the criteria of success. The score from the observation sheet must reach a score of 80 or above to achieve the criteria of success. The minimum score has been determined and agreed by researcher and teacher collaborator. For the first cycle I to cycle II, the score for teacher teaching activities has increased. The observation sheet from the teachers and pupils was used by the researcher as backup information. Each meeting's observation form both the teacher and students meet the standards for success.</p> <p>Implication The study indicates significant enhancement in students' English reading comprehension skills across cycles, evident in discernible progress from the initial to subsequent phases. Consistent improvements in both student engagement and teaching activities are notable, meeting success criteria set in the observation sheets with a threshold of 80 points, a benchmark agreed upon by researchers and teacher collaborators.</p>
Keywords: Classroom Action Research; Reading Comprehension; L-B-A (Literature-Based Approach)	

1. Introduction

Reading is one of the language abilities that should be taught in middle school English classes. Understudies are expected to comprehend the reading section they read through the education and learning of reading. Teaching reading as a foreign language in Indonesia is classified as teaching reading comprehension, with the goal of improving the learners' ability to understand the meaning of written text in their first language and EFL.

According to Setiyadi in Niyazova (2020), there are many strategies for teaching reading comprehension, such as creating and using authentic material and approaches, reading aloud in the classroom, comprehension questions, checking the level of difficulty of the text, and using pre-reading activities to prepare students for reading. Reading comprehension may be regarded as a difficult aspect of English study by Indonesian secondary school students (Syahabuddin, Yusny, & Zahara, 2019).

Reading is one of the four most important language skills to master in the junior high school English teaching curriculum, because most of the reading activities in reading class focus on reading for comprehension. The reason for this is that the students' ability to comprehend the text leads them to expand their knowledge and even learn new things. As a result, teachers must prioritize reading instruction. This is an ongoing issue because students must improve their reading skills in order to reap the benefits of reading. Teachers must use a variety of learning approaches in order for students to achieve the highest level of success.

The preliminary research had been conducted in SMP Negeri 1 Nunukan at August 25th, 2023. The students faced some problems in studying reading skills. First, some students had low learning motivation and a low to master reading ability. When the teacher presented the materials, students did not pay attention. Second, students considered that reading was tedious activity. They assumed they could not be good readers, and they, as students, were not familiar with the reading material. Third, students were passive in interacting with their friends and the teacher. Besides that, most students had difficulties grasping the text's content, such as topic, main idea, and supporting details.

Teaching reading comprehension is a challenging task, but implementing literature-based strategies into the curriculum made the process easier and more enjoyable for both educators and students. This approach not only encourages the development of critical thinking, promotes meaningful dialog, provides insight into multiple viewpoints, but is also a lot of fun. Therefore, an effective way to teach reading comprehension classes is to use a literature-based approach because of the positive results obtained. Thus, English teachers must use appropriate teaching strategies to achieve all learning objectives, and this is also one of the challenges for English teachers when teaching reading comprehension to junior high school students.

Now days, there are numerous tools available to help teachers teach and learn reading comprehension. To have a successful teaching process, the teacher must first decide on the approach they will take when teaching the students. Grasha (1996) defined the teaching approach as the enduring personal qualities and behavior that manifest themselves in how teachers teach their students and conduct their classes. The term refers to a series of steps required to complete a task. It refers to predefined conditions within steps that are applied systematically to achieve specific goals. It refers to predefined conditions within steps that are applied systematically to achieve specific goals. Several such classroom teaching instructional methods have been identified and widely used. When a teacher understands the method and can apply it effectively, the teaching process becomes more effective. There are several model approaches that teachers can use when teaching English, particularly for reading, such as the literacy approach, communicative language approach, literature-based approach, and so on.

Based on the foregoing explanation, the researcher attempted to investigate the use of the model approach in reading narrative text. The researcher believes that by using an appropriate model approach, students can improve their achievement in reading narrative text. The researcher will employ a model approach based on the literature. Literature is defined as writings valued as works of art, particularly novels, plays, and poems (Hornby & Crowther, 1995). It means that literature is about art, either written or spoken. Everything has a sense of art, but different people enjoy art in different ways. Some people enjoy music, poetry, plays or drama, painting, and so on. Those are works of art, and they can make people appreciate the true value of art. This study is about literature in this case. Literature is extremely beneficial to students who wish to learn a language; it also assists students in becoming interested in the teaching and learning process. A whole language approach to learning, according to (Patzelt 1995), sees language as a whole entity, and writing, speaking, reading, and listening should be integrated when learned. Furthermore, learning a language requires assistance from any media that can help to pique the students' interest. Students will gain a plethora of new vocabularies through literature that they can use in daily activities or to better understand the language. The whole language, literature-based approach is also known as the "top-down or inductive approach" because it begins with the entire world rather than the letter-sound symbols that comprise the word (Reyhner, 2008).

Ateia and Hamtini, (2016) state that literature based approach concentrates on learners and their behaviour to have a clear hint on the student learning style tendencies, and then it tries to develop a rule based mechanism

which will detect the learner learning style, to help students find inspiration in reading a narrative text. Students who do not have the motivation/idea that will be read a paragraph may use a literature-based approach to understand the text. Besides helping students find a statement, using a literature-based also makes teaching and learning more enjoyable. Norland & Pruett-Said, (2006) state that L-B-A (literature-based Approach) can made students encounter authentic literary texts. This means that students read books and stories written as literature rather than specially written stories designed with controlled vocabulary to develop particular reading skills and the students may develop a love of reading. They feel a sense of empowerment and become voracious readers.

The reason for selecting the literature-based approach teaching model in this research is that the researcher is very interested in the advantage that exists in the literature-based approach teaching model, namely: literature can improve vocabulary, reading comprehension, reading ability, and language growth which is in accordance with the problems faced by students at SMP Negeri 1 Nunukan, especially in reading comprehension.

2. Literature review

2.1. The Concept of teaching reading comprehension

2.1.1. *The definition of teaching reading comprehension*

Teaching reading may employ a variety of techniques to teach. Anyone who teaches must understand the principles and assumptions upon which each specific technique is based in order to use it effectively. Comprehension strategy instruction assists students in becoming purposeful, active readers who are in control of their own reading comprehension. When teaching reading comprehension, teachers can employ a variety of strategies.

Setiyadi in Niyazova, (2020) authentic material and approaches, reading aloud in the classroom, comprehension questions, checking the level of difficulty of the text, and using pre-reading activities to prepare students for reading are some of the strategies that are created and used. In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom (Muslaini, 2017).

2.1.2. *The strategy of teaching reading comprehension*

In teaching reading the teacher needs a strategy so that the learning and teaching process can work as planned (Muslaini, 2017).

Teachers may also use other strategies such as developing children's vocabulary, not continuing to read without understanding, grasping the heart of the matter, using contextual clues, teaching reading strategies, visualizing what is written, providing a variety of reading purposes, identifying texts and tasks, and so on.

2.2. The concept of reading comprehension

2.2.1. *Definition of reading comprehension*

Reading is part of language skills that are important to learn because reading could help students get a lot of information. Reading is about understanding written texts. It is a complex activity that involves both perceptions and thought. The fundamental goal of any reading activity is to understand the concept and the language (Aritonang, 2018).

2.2.2. *Component of reading comprehension*

There are some reading components that should be focused on comprehending reading texts. According to Stanley M and King in Dewi (2017) states that there are five reading components that may help students to read carefully. Those are: 1) Finding factual information: it requires students to scan specific detail of the text. It usually appears with guessing question word. 2) Finding main ideas: it is the main topic that is being discussed in a paragraph in which help students to guess what paragraph is about. Main idea can be found in the first, middle, or in the last sentence of the paragraph. 3) Finding the meaning of vocabulary in the context: students can guess the meaning unfamiliar word with him/her by relating them to the surrounding words or the words that appear around them. 4) Finding reference: the same words or phrases found in several time in the paragraph. They are usually short and very frequently pronouns, such as she, he, it, they, her, him, and many others. 5) Making inference of reading text: students are expected to make accurate prediction. The prediction can made by correctly interpreting the indicators a writer's gives.

2.2.3. *Types of Reading Comprehension*

There are some types of reading, and some of them are described by Dakowska in Sipayung (2018) as follows:

- 2.2.3.1. Silent Reading, This can be done in sections and combined with more social, interactive ways of working with the text, which helps the teacher keep track of how silent reading affects students.
- 2.2.3.2. Reading aloud, by the language learner, on the other hand, reveals to the teacher how the learner breaks down the material into phrases and reassembles the text structure.
- 2.2.3.3. Extensive reading, In extensive reading, the student doesn't use any outside sources of information during this somewhat fluid process; instead, they get a lot of their direction from the passage's vast contexts. While extensive reading reduces processing precision, it increases the quantity of input.

Intensive reading entails the more in-depth study and analysis of a smaller text and using external resources to make up for the student's knowledge gaps. While intensive reading may result in precision, it will slow down the task.

2.2.4. *Level of Reading Comprehension*

Divide comprehension into four skill levels: literal, interpretative, critical, and creative. Since comprehension skills are also thinking skills, these four levels correlate with the classes of cognitive (intellectual) behaviors identified and others. "Knowledge" refers to the literal level of comprehension; "comprehension" and "application" to the interpretive level; "analysis" and "evaluation" to the critical level; and "synthesis" to the creative level. identify the following comprehension skill levels (Wiwit, 2015)

2.3. Narrative text

2.3.1. *The definition of narrative text*

The narrative describes events, especially in a novel, fables or legend, etc., or a process of feeling a story. Thus narrative tells about the event which happened in the past time. Generally, the tense often used in the narrative is past tense form. We can see from the definition that past tense is a tense used to describe actions or events in the past (Dhillon et al. 2020). Narrative are chronological texts, namely text that tell events in a coherent way (Hidantikarnillah & Sarwendah, 2022).

Gerrot and Wignell (1994) say narrative is a story that shares problematic events that will come to the plot and ended with resolution. Narrative entertains the audience by showing problems that at the end of the story will be solve or remain unsolved. Moreover, Anderson and Kathryn (1997) also say that narrative is a story in a text that entertains and informs the audience.

2.3.2. *The narrative text has five standard components*

The narrative text has five standard components that must be in the narrative text, as follow (Yonata, 2018) :

- 2.3.2.1. Setting: A story can take place in the future, the past, or the present. While some stories take place in familiar settings, others are set in exotic or fictitious locations. Although the author may specify the precise time or location of the story, the reader frequently must infer these details.
- 2.3.2.2. Characters: Animals or people in the stories.
- 2.3.2.3. Plot: The sequence of events is the story's plot. The story's plot leads the reader through events that build up to a climax or turning point. After that, the author concludes the story. Sometimes, a writer will let the reader decide what the solution is.
- 2.3.2.4. Theme: The story's central idea is the theme. Either directly or through the use of story elements, a theme can be stated.
- 2.3.2.5. Vocabulary: The author uses vocabulary to help the reader better comprehend the story's characters and events. The story's mood and tone are created by the author's choice of vocabulary. As a result, the goal of this study is to establish a particular strategy that is well-known as the pattern strategy.

2.3.3 *The generic structure of narrative text*

The generic structure of the narrative text can be used to explain the narrative's storyline. Mislai in Ningsih & Rosa, (2019), there are a few standard narrative text structures; Its structure is as follows:

- 2.3.3.1. Orientation, which is the form's introduction: a story about what (what the story is about), who (the participant), where (where it happened or where it was set), and when (when it happened or when it was set).
- 2.3.3.2. The most significant component of the narrative text is a complication or issue. This text is simply one type of event followed by another without any problems.

- 2.3.3.3. A solution where the issue can be resolved. When a problem cannot be solved, there appears to be no solution in a narrative text. Therefore, they can be concluded with a happy ending or a sad ending rather than a tragic one; and
- 2.3.3.4. (Reorientation (optional). Rosa et al. also included these four elements of narrative generic structure: (2008: 91) Add evaluation as an additional component. This section of the narrative aims to demonstrate a retreat to evaluate the situation.

2.3.4 *The social function of narrative text*

The narrative is a genre that has a social function to amuse, entertain, and deal with actual or vicarious experiences differently. Narrative deals with problematic events that lead to a crisis or a turning point, which finds a resolution.

In the other opinion, Hyland in Mauludi said that the narrative is a genre with a social purpose to entertain and instruct via reflection on experience, like novels, short stories, etc.

2.3.5 *The language features of narrative text*

A narrative text typically has the following language features Ningsih, (2019):

- 2.3.5.1. focusing on specific and usually individualized participants;
- 2.3.5.2. emphasizing the use of material processes;
- 2.3.5.3. emphasizing the use of relational and mental processes;
- 2.3.5.4. emphasizing the use of temporal conjunctions to show how the story progresses based on the chronological order, and worldly circumstances to show the places where the story takes place; and
- 2.3.5.5. frequently emphasizing past tenses (Gerot and Wignell, 1994: 204; Rosa et al., 2008: 91).

2.4. Literature based approach

2.4.1. *The definitions of literature based approach*

Literature-based instruction usually uses authentic literature rather than the "canned" variety found in basal textbooks and other programs. Books that are written to teach children to read tend to be boring, contrived, and less vibrant than authentic literature. Authentic literature can also open doors for students by introducing them to different cultures, social structures, and storylines. In addition, literature-based instruction is much more child-centered, with the teacher as the facilitator or coach rather than "the sage on the stage Norland & Pruett-Said, (2006).

2.4.2. *Activities in the literature based approach*

Before students start the core activities in learning, students are first given the opportunity to freely choose whether they want to use authentic literature they like to explore various genres, including realistic fiction, fantasy, historical fiction, biography, etc.

After the students have chosen their respective authentic literature according to their interests, then the teacher divides the groups into groups students can work in cooperative groups to read together and are expected to complete various assignments individually, such as recording foreign vocabulary, making predictions, participating in group discussions, etc.

Besides, after students have got their groups, each student can determine various tasks or roles, such as discussion leaders, group recorders (audio and written), word magicians, geographers, and research specialists. Expected that students can work together to define the various literary elements in the story — characters, plot, setting, etc.

After all groups have completed their task the teacher checks the accuracy of students' interpretations through group or individual dialogue.

Then, students are encouraged to make meaning by discussing various issues in texts that are relevant to their lives, based on texts that have been identified. Many break-out activities can be combined after reading the text. After all activities are completed the teacher can provide assessment can be authentic or traditional according

2.4.3. *Steps of the literature based approach*

2.4.3.1. Opening Activity

First of all, the teacher presents book talks for several book, after that students select the one they want to read. Students can use the "five-finger" strategy to determine whether a book is at the appropriate reading level. (Number the Stars by Lois Lowry is one example.) also, when initially starting literature groups, it is helpful to start with one book for the entire class to work through the process together.

2.4.3.2. Main Activity

Students divide into group, Within the group, various roles are signed. Students can read the book aloud or silently, meeting after reading a specified portion. The teacher can assign this, or the students can set the pace with more autonomous groups.

2.4.3.3. Give task

After reading the book, students select from many activities to extend the text. Students can work individually, in pairs, in a group, or on multiple projects.

2.4.3.4. Evaluation

The teacher wanders from group to group, listening to discussions, providing input as needed, and perhaps inquiring to ensure accuracy in comprehension.

2.4.3.5. Closing

The teacher initially provides help, but students can make their suggestions.

2.4.3.6. Restatement

Students are encouraged to make meaning by discussing various issues in texts that are relevant to their lives, based on texts that have been identified

3. Research method

3.1. Research design

This research used Classroom Action Research (CAR). The procedure of this action research refers to the model Kemmis and Taggart in (Asrori & Rusman, 2020). Classroom action research-based instruction is defined as the teaching and learning process by emphasizing that the research process has two related parts: the research process and the research result (Meesuk et al., 2020).

Despite sharing some of their characteristics, Classroom Action Research is not the same as quantitative or qualitative Research. To gather, evaluate, and apply data to address education issues, action research employs and supports the intervention. According to Kemmis in Rodliyah (2018), action research is a type of self-reflective inquiry conducted by participants in social (including educational) situations to improve the fairness and logic of (a) their own social or educational practices, (b) their comprehension of these practices, and (c) the contexts in which they are carried out. It is most rationally empowering for participants to work together, even if it is frequently done alone and occasionally with outside help.

When conducting a research per the criteria above, the researcher should consider the research design's significance. Because classroom action research is regarded as a distinct type of Research, this is the case. A teacher conducts classroom action research to improve student achievement and address a problem in the teaching-learning process.

Researcher used the classroom action research procedure based on Kemmis and McTaggart design. Kemmis and Taggart divided the research procedure into four stages of activity in one round (cycle). planning-action and observation-reflection. This model is often referred to by researchers. Activities of action and observation are combined at one time. The results of observations are reflected to determine the next activity. The cycle is carried out continuously until the researcher is satisfied, the problem is revealed and the learning results are maximized. Apparently, Kemmis and Taggart's model is still developing Kurt Lewin's model. This can be learned from the steps of research, planning, action, observation, and contemplation. By Kemmis and Taggart developed with adding a re-planning step. This step is carried out with the aim of revising various weaknesses in implementing it again in the next cycle It consists of two cycles containing four phases; planning, acting, observing, and reflecting.

3.2. Research participants

The participants consisted of 31 students of Year 2023 and an English teacher of SMP Negeri 1 Nunukan. To get the qualitative data (observation sheet), the researcher used total sampling to select research participants. Total sampling is a sampling technique if the number of population and sample that were used in the research is equal (Sugiyono, 2009).

3.3. Research instruments

The researcher decided to use observation sheet collect the data of this research. An observation sheet is a tool used to collect data on students' participation in the learning activities and implementation in the learning activities. The researcher uses a literature-based approach to improve students' achievement in reading comprehension in narrative text. This observation had conducted during the teaching and learning process.

3.4. Procedures of data collection

In collecting the data, the researcher used the following procedures, such as: Procedure of the research consist of four classroom action research steps planning, acting, observing, and reflecting. The detail explanation of each steps in the research procedures are describe as follow :

3.4.1. Planning phase

The activities carried out at this stage include:

- 3.4.1.1. Preparation of learning design, such as determining the types and topics used for group projects, group discoveries, and classroom learning activities.
- 3.4.1.2. Making research instruments and arranging lesson plans.
- 3.4.1.3. It was informed students regarding the learning that would be carried out using the literature-based approach.

3.4.2. Action phase

At this phase, the lesson plan in the form of the literature-based approach will apply in the learning process involving:

- 3.4.2.1. Students use authentic literature to explore various genres, including realistic fiction, fantasy, historical fiction, biography, etc.
- 3.4.2.2. Students work in cooperative groups for shared reading and are expected to complete multiple tasks individually, such as notating unfamiliar vocabulary, making predictions, participating in group discussions, etc.
- 3.4.2.3. Students within the group are assigned various tasks or roles, such as discussion leader, group recorder (audio and written), word wizard, geography locator, and research specialist.
- 3.4.2.4. Students work together to determine various literary elements in the story—characters, plot, setting, etc.
- 3.4.2.5. The teacher checks the accuracy of students' interpretations through group or individual dialogue.
- 3.4.2.6. Students are encouraged to make meaning by discussing various issues in the text relevant to their lives.
- 3.4.2.7. A multitude of break-out activities can be incorporated after reading the text.
- 3.4.2.8. Assessment can be authentic or traditional

3.4.3. Observation phase

The observation function is to see and document the effects of the actions in the classroom, significantly improving students' reading comprehension using the literature-based approach. This stage aims to collect evidence of the action so that it can be evaluated and used as a basis for reflection.

3.4.4. Reflection phase

At the end of the cycle, it reflects on the learning implementation based on the action stage and the observation. These things are analyzed as material to reflect on whether the learning is following the plan. If not, it will proceed to cycle

3.5. Technique of data analysis

The researcher used an observation checklist and observers' assistance to examine the classroom environment and track the teaching and learning process. To analyze the data, each activity's score was computed. The researcher calculated the score by using the formula:

$$Score = \frac{Total\ score}{The\ Maximum\ Score} \times 100$$

After getting the total score, the researcher classified the score on the score ranges as follow :

Table 2: Classification score according to Arikunto in Setiowati (2020)

No.	Score	Category
1.	80-100	Very Good
2.	66-79	Good
3.	56-65	Fair
4.	40-55	Poor
5.	Less than 39	Very Poor

4. Results

The result was observation sheet of students from the teachers and students activities at ninth grade of SMP Negeri 1 Nunukan especially class IX c after being taught by implemented L-B-A (literature-based approach) in teaching and learning process. The description of result of the research in each cycle was as follows:

4.1. The result of first cycle

The result of observation sheet here means that the result of teachers' and students' activities during teaching and learning process in the class. The activity of observation sheet was done by the observer and co observer. The researcher used observation sheet to measure the teachers and students' activities has appropriated with the lesson plan process used in teaching and learning process.

Based on the result of observation sheet in cycle I, that starting from preparing for learning, learning materials, media completeness and student readiness the teacher has done well and is ready to teach. Then, for the students themselves have also prepared well and are ready to take part in learning. then at the implementation stage starting from praying, motivating students, conveying learning objectives and asking questions of students has also been done well by the teacher and for students there are some who still ask learning objectives and there are also some students who are less active in the question and answer process.

After that, the main activity is to start the learning process using the L-B-A Approach, for the teacher himself has provided instructions in accordance with the approach used well starting from analyzing the book, providing opportunities for students to ask questions, forming groups and when given assignments, it's just that there are still some students who find it difficult to determine the plot of the story because they do not understand the book they are reading.

Furthermore, closing activities by recalling students about the learning that has been carried out, conducting questions and answers and concluding, providing evaluation and input and suggestions have been carried out well by teachers and students. Finally, the researcher as a teacher has started the lesson on time well, taught according to the specified time, completed the lesson until the end of time, managed the test time well.

4.2. The result of second cycle

The result of observation sheet means that the result of teachers' and students' activities during teaching and learning process in the class. The activity of observation sheet was done by the observer and co observer. The researcher used observation sheet to measure the teachers and students' activities has appropriated with the lesson plan process used in teaching and learning process.

Based on the results of the observation sheet in the second cycle, which consisted of preparation, opening, main activities, closing, and class management that students and teachers had carried out these activities properly and in an orderly manner. in the opening activity there are 4 activities starting from the preparation of media, materials, media completeness, and student readiness have been well prepared by the researcher as a teacher and students are also very good in the process of preparing material and their readiness in learning even found students very enthusiastic before starting learning. then, in the opening activity there were 4 activities carried out by the teacher and students starting from praying, motivating, conveying learning objectives and asking and answering questions which had also been carried out very well by teachers and students and found active student responses in the question and answer process.

Next, go to the main activity where in the main activity there are 5 activities carried out by students and teachers namely students can already observe reading books and analyze reading books properly, because the teacher has given very good explanations, found students enthusiastic to analyze other books also. Then students are interested in analyzing reading books because they match their daily lives, after that the teacher instructs students to do group assignments and it has been done very well, because the teacher has given a very clear explanation before using media that makes students interested and can understand the material well. Then, during the discussion activities the students looked very enthusiastic because the writer as a teacher was able to respond very well to student questions, resulting in two-way communication which made the class interactive. In the closing activities, the teacher has done very well starting from reminding the previous material, providing motivation, learning evaluation and suggestions and students are also motivated and feel they can understand the lesson well.

Finally, the teacher has started the lesson on time properly, taught according to the set time, completed the lesson until the end of time and arranged student test time according to the time allotted. so, students also feel comfortable and orderly because they can start learning on time and finish on time, which makes it easy for students to understand learning using the L-B-A approach.

5. Discussions

The last step of action research was discussing the result of the research as final reflection. The researcher conducted the reading comprehension test at each cycle, in cycle I and cycle II at the end of cycle to measure how far the improvement that was made by the student after they were taught by L-B-A (literature-based approach) in teaching and learning process. The implementation L-B-A (literature-based approach) in teaching and learning process especially reading comprehension could help the students to solve their help them to solve problems and difficulties that they usually find in learning reading comprehension. The students felt it easier to understand english language lessons especially in reading comprehension learning after using L-B-A (literature-based approach).

In this research the researcher used the teachers' and students' observation sheet as supporting data. The teacher and students observation sheet in each meeting reach the criteria of success. The score from the observation sheet must reach a score of 80 or above to achieve the criteria of success. The minimum score has been determined and agreed by researcher and teacher collaborator. For the first cycle I to cycle II, the score for teacher teaching activities has increased. So, they were improvements in students activities from the first meeting until the last meeting.

From the researcher findings above, the researcher found that there is improvement in students' reading comprehension through L-B-A (literature-based approach) in teaching and learning process This literacy activity is conducted to foster students' interest and reading culture. DitjenDikdasmen (2016: 4) states that literacy activities are implemented to improve reading skills so that knowledge can be mastered better. Based on previous research, it has also been discussed that the L-B-A approach can improve reading comprehension seen from the approach that makes it easy for students to be able to work together in understanding a text and provides opportunities for students to choose texts that are in accordance with their daily lives, so that students feel that reading is an activity that is not boring.

Besides that, the teacher also can use and compare the other teaching and learning methods, or learning media in teaching and learning using L-B-A approach.

6. Conclusions and suggestions

6.1. Conclusions

Related to the research was conducted at Class IX C Students of SMP Negeri 1 Nunukan in academic year 2022/2023. The researcher concludes that implementation of L-B-A (literature-based approach) can improve students' reading comprehension test especially in understanding narrative text. The improvement could be seen from the quantitative research; the result (Reading test cycle I and Reading test cycle II) and the result of teachers' and students' observation.

Based on qualitative study, it is derived from the result of teacher and students observation in which L-B-A (literature-based approach) is successful in improving students reading comprehension on narrative text. The students seem more active and enthusiastic in teaching learning process rather than before implementation of LBA.

See the explanation before, it could be conclude that L-B-A (literature-based approach) can improve the students achievmnt on reading comprehension. Then, LBA could be an alternative approach in Teaching English especially in teaching reading comprehension.

6.2. Suggestions

Based on the discussion and conclusion above, the researcher puts forward the following suggestions According to the researcher experience, the researcher would like to give some suggestion for the English teacher or the future researcher who wants to use L-B-A (literature-based approach) as approach that will be applied in the classroom or as research materials as follows:

6.2.1. For English teacher

- 6.2.1.1. Every teacher in the LBA class has to understand about this approach, the concepts, the strategies, the purpose and the procedure in the classroom.
- 6.2.1.2. The teacher should be selective in choosing the materials especially in LBA approach
- 6.2.1.3. The teacher has become a creative teacher to make the teaching and learning activity more interesting by using this approach.

- 6.2.1.4. The teacher should be creative in connecting that material to the students real life because material is so one of the external factors which can motivate students to learn English especially in LBA approach.
- 6.2.1.5. The teacher should manage the classroom well and explain the material clearly. So, the students concentrated in studying and can catch the material well.

6.2.2 For other researcher

This research discusses the use of LBA (literature-based approach) to improve the students' reading comprehension of narrative text conducted on class IX c SMP Negeri 1 Nunukan. According to the whole result of the research, the researcher could recommended some suggestions for others researcher.

- 6.2.2.1. The researcher hope the findings of this research can be supporting reference in conducting a research with similar field.
- 6.2.2.2. The next researcher should consider the Minimum Passing Grade (KKM), subject and object of the research. So, they are not difficult to collect the data.
- 6.2.2.3. The researcher should select the using of media and technique that appropriate with their research. So, they do not difficult applying

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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