FOLKLORE AS LOCAL CULTURE-BASED MATERIAL FOR IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

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A B S T R A C T S

The study aims to describe the use of folklore in the classroom to improve students' reading comprehension and to ascertain the reactions of the students to this approach. 22 students in 9th Grade B at SMPN 1 Sugio are the subjects of the study, which employs the classroom action research methodology. Participation of the students to improve their reading comprehension is the theme of all the key phrases. The teacher needs to inspire the students more, though. Utilizing interviews, observations, and questionnaires, data is gathered. 14.28.% of students met the minimal mastery level criterion, according to their preliminary test results (KKM). The initial cycle was deemed ineffective. Students who attained the bare minimum mastery in The first cycle was deemed a failure. The percentage of students who met the minimal mastery level criterion (KKM) was only 53.57% or 15 students. The second cycle is regarded as a success. It was because 26 students, or 92.85% of the test participants, met the minimal mastery level criterion (KKM). The percentage of students who got up increased with each cycle, and the findings suggested that reading folklore could improve students' reading comprehension. Reading folklore in the classroom raises students' enthusiasm, enjoyment, and participation. Reading the narrative text through folklore can improve students' reading comprehension.

A R T I C L E   I N F O

INTRODUCTION

English is one of the most important aspects of communication, and it is used as a tool of communication in countries all over the world. Most Indonesian students have difficulty comprehending English texts despite having studied English in primary school. Factors that come into play for students can be barriers to reading comprehension. Ruston (2006) stated that one's factors may be classified into essential factors; from the students and the other events surrounding the students.

Reading is one of the critical matters in English. Reading is likewise one of the four language skills (Listening, Speaking, Reading, and Writing) that is crucial to be discovered and mastered by means of every man or woman, to something that turned into writing. Due to

the fact human beings will recognize all the facts in the international by way of reading well. Within the reading procedure, students are not best at reading the textual content but additionally know-how which means what they examine definitely. reading is likewise a terrific manner for students to develop and understand English. Britton (1983) also added that the ability to read is the key to educational achievement.

According to Smith (2004) comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. In such contexts, the word frequently appears not alone, but in combinations such as comprehension skills or the comprehension process, even by people who would never use expressions such as comprehension skills or comprehension process.

Poulkahor (2013) states in reading and the type of reading used, several sorts of reading comprehension are frequently prominent. Literal comprehension is often defined as the following: reading is necessary if you wish to recognize, remember, or remember the details that are explicitly stated in a passage. Reading for informational comprehension involves using the reader's interest, instinct, and inference skills to find information that isn't stated clearly in a passage.

Nuriati, et.al (2015) reading is one of the ways to communicate in written forms; reading requires understanding and comprehension to get some points from the text." Reading is a very important skill that every individual should be able to master. Reading is a process carried out and used by the reader to obtain the message that the writer wishes to convey through written language (Jia & Liang, 2017).

Reading is a skill that will gradually become ingrained in a person's daily life. Furthermore, reading is defined as a process carried out and used by readers to obtain the message conveyed by the author (Mendelman, 2007). Reading strategies that are used effectively also assist readers in monitoring their comprehension processes and modifying their reading style to aid in their efforts to decode a text, understand words, and construct the meaning of the text (Miyamoto et al., 2019).

Koch & Spo (2017) reading skills are also required for a person to learn from texts and are essential for lifelong learning. Harrison & Salinger (2002) Reading is a complex activity in which accomplished readers operate at multiple levels at the same time. They are decoding and establishing meaning while responding to what they read, selecting specific aspects to consider, and evaluating effects. At the lower levels, the emphasis is on accurate and fluent reading as well as reading with comprehension. Response to texts is included at all levels but becomes more prominent later, as are information retrieval strategies. The sense of a text as an artifact and its critical evaluation of it distinguishes upper-level students' responses. All of the following aspects are mentioned with varying emphasis throughout the levels: a) using various strategies, reading accurately and fluently; b) establishing meaning and demonstrating comprehension; c) making use of inference and deduction; d) locating and utilizing key aspects, ideas, and information; e) recognizing and analyzing character, language, theme, and structure; f) responding to what was read, expressing preferences, and making critical judgments; g) using texts to explain and support points as needed.

Regarding the meaning of reading, Heilman, (2006), argues that reading is interacting with language encoded in print." Interaction with printed language should result in comprehension. Qrqez & Rashid (2017) also state that reading comprehension is more than just recognizing individual words or comprehending each individual word as our eyes pass over it.

Rupley (2005) stated that "science comprehension is the end product of the reading process, you would expect to find pupils engaged in reading comprehension instruction during a large portion of classroom reading time". According to Duke (2003) comprehending is the process by which readers make sense by interacting with a text using a combination of

prior knowledge and prior experience, information in the text, and reader perspectives on the text.

Harris & Sipay (2018) state that reading comprehension is the result of an interaction between the perception of graphic symbols that represent language skills and world knowledge. From Kristin and Leah (2010) explanation, reading comprehension can be achieved when a reader is able to obtain some information from the written text. Reading comprehension is a dynamic skill that changes depending on the purpose of the reading and the text at hand. Reading comprehension necessitates the reader's prior knowledge as well as cognitive and metacognitive strategies.

According to Jhonson et.al, (1980) reading comprehension is defined as the understanding, evaluating, and utilizing of information gained through interaction between reader and author. Klinger (2007) defines reading comprehension is a complex process involving the interaction of numerous components. Readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types are among these components. When reading a printed text, these components interact with one another. When inference appears in those interactions, readers struggle with reading comprehension. In addition, Rupley (2005) identifies the components of comprehension: remembering word meanings (vocabulary knowledge), inferences drawn from content, following a passage's structure, and recognizing the purpose, attitude, tone, and mood of a writer.

Derewianka (1990) argues that the goal of narrative text is to entertain, teach, or notice, as well as to add the author's reflection on an experience and to broaden the reader's imagination. Narrative is a form of writing that aims to tell a series of events or human experiences based on the development of historical essays and writings from time to time (Shepherd, 2019). Narrative emphasizes the chronological order of events, events, and problems (Langellier, 2020).

There is a distinction between narrative and story, also known as the structural distinction between sjuzet and fabula or plot and discourse. The narrative organizes events, whereas the story includes prior events or events that the reader must assume or guess (Nielsen, 2004). According to Abbott (2002) is a story or in general, its meaning tells a story. Stories generally have one or more events or events that run according to chronological time and the events are conveyed through several media. An event can qualify as a story if there is a change from the initial state. Nielsen (2004) also explains that although the story and plot are technically an element of a narrative.

Another definition of narrative text according to Nielsen (2004) a narrative is defined as a series of events." Its fundamental elements are the chronological order of events (story), their verbal or visual representation (text), and the act of telling or writing (narration). He also explains that although the story and plot are technically elements of a narrative.

In addition, there are several characteristics in the narrative text according to Derewianka (1990: 1) Function (Social Function) a narrative's purpose is to entertain, educate, or inform the reader, to embody the writer's reflections on the experience, and to nourish and extend the readers' imagination, 2) Orientation: establishes the context and introduces the participants (Difficulty: a problem arises) and (Resolution: the issue has been resolved, for better or worse), 3) Language characteristics, a. specific, often individual participants with clearly defined identities. Humans or animals with human characteristics are the most common participants, b. Primarily action verbs (material processes), but also numerous verbs referring to what human participants said, felt, or thought (verbal and mental processes), c. Usually in the past tense - Many linking words to do in time, d. There is even dialogue, during which the tense can change to present or future, e. Descriptive language is

used to enhance and develop the story by conjuring up images in the minds of the readers, f. Can be written in the first or third person (I, we) (he, she, they).

Folklore is essentially a form of collective culture because generally folklore is spread and passed down from generation to generation. As described in the background of the study of folklore. Folklore studies are unique in modern scholarship in their emphasis on expressive behavior that is variously described as local, vernacular, traditional, and the like, and which involves symbols; verbal, visual, musical, and kinetic communications; and belief, history, and imagination, all of which necessitate description, interpretation, and analysis (Ben-Amos, 2018).

Prahara (2021) states that Folklore is a branch of science that reviews and discusses culture. Buterbaugh, (2018) also mentioned folklore as a fundamental expression of human culture that is subject to similarly fundamental change depending on the context. And folklore can be a collaborative creation of the so-called "folk," or it can be a consumable resource that feeds tourism development, with meanings shifting along the way.

According to Dundes (1969), Folklore is autobiographical ethnography or a people's personal description of themselves. This is in contrast to other people's descriptions, such as those provided by social workers, sociologists, political scientists, or anthropologists. There may be distortion in a people's self-image as expressed in songs, proverbs, and the like, but one must admit that there is often as much, if not more, distortion in the ostensibly objective descriptions made by professional social scientists who see the culture under study through the culturally relative and culturally determined categories of their own culture.

Endraswara (2013) states that the definition of folk which reads "a group of people, who" have physical and cultural identification characteristics so that they can distinguish from other groups" and the notion of lore which reads "custom or culture" implies that This research on folklore in the archipelago is very broad and very diverse variety. Because folklore is a mirror of self and habits of humans collectively, then revealing folklore is the same drive into the beautiful mysteries of man.

Bascom (2016) also stated that folklore is used to express the social approval of those who conform and that certain forms of folklore, such as "praise names" and praise songs, are specifically designed for this purpose. Prahara (2021) added that folklore can be interpreted as a group of people (tribes) who have a tradition that is recognized by the community and passed on to each generation. So that a folklore will still exist even though the times continue to develop.

The main features of folklore according to Danandjaja (1984) are: a) The distribution and inheritance are usually done orally, namely spread by word of mouth from one (or by one example accompanied by gestures, and reminder aids) from one generation to generation, b) Folklore is traditional, that is it is spread in a relatively fixed form or a standard form. Spread among certain collectives over a long period (at least two generations), c) Folklore exists in different versions. This is caused by the way spread orally by word of mouth, and usually not through notes or recordings, so that folklore can easily be experienced changes, however, the difference lies in the external only, while the basic form persists, d) Folklore is usually anonymous, that is the name of the creator is no longer known, f) Folklore usually has a formulaic or patterned shape, g) Folklore has uses (functions) in the common life of a collective, h) Folklore is *paralogical*, that is it has its own logic that is not the general logic. Characteristic this recognition is especially true for oral and partially oral folklore, i) Folklore becomes the collective property of a particular collective. This is of course caused because the first creator is no longer known, so each member of the collective concerned feels he/she has it, j) Folklore on generally innocent, so it often seems rude, and too spontaneous. This is understandable when considering that for many folklores it is the most honest projection of human emotion in its manifestation.

RESEARCH METHOD
Research Design
This research was a classroom action research carried out using a qualitative method. Kurt Lewin in Kunandar (2008) describes the procedure of classroom action research divided into four steps: planning, acting, observing, and reflecting. The interactions between them are referred to as a cycle, which means that a cycle consists of planning, acting, observing, and reflecting. Every step will be repeated. The reflection from the previous action will be used again with the additional enhancement to overcome the various obstacles that were discovered previously.

Kunandar (2008) there are elements in CAR: (1) Research is an activity that aims to improve an object by gathering data and information using appropriate methodology rules and then analyzing the results to solve a problem. (2) Acting is a purpose-driven activity that is performed in a cycle sequence. (3) A class is a group of students who receive the same lesson from their teacher at the same time; the research procedure was carried out using a classroom action research method. The research procedure consists of three meetings divided into two cycles. According to Kurt Lewin's Action Research model, each cycle has two meetings and four phases: planning, acting, observing, and reflecting.

Subject
The subjects in this study were class 9ᵗʰ Grade B at SMPN 1 Sugio in the academic year 2021/2022. There were 28 students in this class. They were 14 males and 14 females. The researcher conducted this study in SMPN 1 Sugio because the students have difficulty in reading comprehension of narrative text.

Instruments
The instrument of collecting data used by the researcher to get data using interviews, observations, and questionnaires.

The interview is held to determine the effectiveness of the actions. The researcher conducts interviews with students about their experiences during the teaching and learning process. In this instance, the researcher conducted an interview with some students by asking them questions about class activities. For example, the researcher may inquire about the students' difficulties in comprehending the text. The details are recorded in the interview transcript.

Questionnaires are a series of written questions used to elicit information from respondents in the form of reports about themselves or things they know. The questionnaire used in the last cycle or after implementing the class action research is in the form of a checklist.

In each meeting, the researcher observed the situation, condition, and problem discovered during the teaching-learning process. The researcher filled out the observation sheet to learn about the students' activities during the teaching-learning process, in which reading the narrative text through folklore was used to improve students' reading comprehension. It was also done to learn about how the researcher and students interacted. According to the researcher's observations, the students were excited, active, and enthusiastic about learning narrative text through folklore.

Data Analysis
Data analysis is the process of processing and interpreting data with the goal of categorizing and organizing information so that it has a clear meaning in accordance with the research objective. In this study, the researcher used qualitative data.

The data was from an interview with five students at the IX B grade of SMPN 1 Sugio, observation in the learning process, and a questionnaire after implementing the classroom

action research. The researcher described and inferred the result of the interview based on interview transcripts. While the result of observation is described based on an observation checklist, and the questionnaire is described based on the form or a checklist.

The result of the Preliminary, Cycle 1, and Cycle 2 tests. There are 5 items in each test of the research. The test consists of 1 easy, 2 medium, and 2 hard items.

Table 1
Scoring of Test

GRADE	NUMBER OF ITEMS	SCORE
Low	1	10
Medium	2	20
Hard	2	25
TOTAL		100

The researcher calculated the percentage of students in the class who met the minimal mastery level criterion, or Kriteria Ketuntasan Minimal (KKM), by measuring their performance on the preliminary and final tests. The students scored above >75 on KKM, which was used in SMPN 1 Sugio Lamongan.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

Qualitative data was used to analyze the data. This study was carried out in a single class of 28 students. This study was completed in two cycles. Each cycle included four stages of classroom action research (planning, acting, observation, and reflecting). There were five students in the IX B grade participated in an interview with the researcher. The researcher asked the students about the difficulties that they were having learning English and what might be causing them. It was clear from the students' responses that they had trouble understanding what they were reading. They did not comprehend what words meant. As a result, they found that it was a challenge to understand English material. They also discussed how challenging material narrative text was. They believed that narrative texts had complicated structures.

Before beginning to read narrative texts using folklore, a preliminary test was undertaken to determine the students' actual reading comprehension. Each student received a narrative text from the teacher through folklore, and the teacher discussed the narrative text's structure. Following the reading assignment, the teacher gave the students five short answer questions titled "A Brief History of Sunan Drajat Islamic Boarding School." The preliminary test was conducted by the students for 20 minutes.

Based on the students' scores, it could be inferred that students in the IX B grade lack reading comprehension. Only 4 out of the students achieved the minimal mastery level criterion (KKM). Then the researcher calculated the percentage of students who met the minimal mastery level criterion (KKM) using the following formula. Based on the percentage (refer to appendix), there were 14,28% Of students achieved the minimal mastery criterion. The result of the preliminary test also showed that the students of IX B grade at SMPN 1 Sugio had a problem with reading comprehension.

The study was carried out across two cycles. There were two meetings and a session in every cycle. The session lasted for 60 minutes. 28 students in the IX B grade of SMPN 1 Sugio served as the research's subject. To improve students' reading comprehension, the researcher in this study used reading narrative material through folklore. The narrative text made up the teaching materials.

Cycle I

Cycle I involved four phases. These are planning, action, observation, and reflecting. There were two meetings in this cycle.

a. Planning

After performing preliminary tests during this phase, the researcher was able to locate the issue. Reading comprehension was the issue that students in IX B grade experienced when studying English, according to the results of the students' interview and preliminary test. In order to address this, the researcher suggested reading narrative texts through folklore as a solution. Before taking any action in cycle 1, the researcher made several preparations. These include the lesson plan, an example narrative text drawn from folklore, and the short answer portion of the final exam. The IX B grade students of SMPN 1 Sugio agreed that narrative text was highly difficult to comprehend, so the researcher chose to use it as a teaching tool. The researcher decided to take narrative text through folklore. The researcher chose *"Story of Mbah Lamong and the History of Lamongan Regency"* for the first meeting, and *"The Origin of Lamongan Residence is Not Allowed to Eat Lele (catfish)"* in the second meeting of cycle 1. The text would be provided during the action phase. The test was also created by the researcher to assess how many cycles 1 students' reading comprehension had improved. Additionally, the second meeting will include a test with five short answer questions.

b. Action

This phase was the implementation of the lesson plan that had been prepared before. At the first cycle 1 meeting, the action in this session was carried out by the researcher acted as the teacher. The teacher greeted the class before beginning the lesson. The absent students were asked by the teacher. The teacher then went through the lesson's goal and the topics that would be covered that day. The teacher used folklore to clarify definitions and how to read narrative texts. Each student received a text from the teacher that was narrative text titled, *"Story of Mbah Lamong and the History of Lamongan Regency"*. The teacher instructed the class to read the text carefully. As the students practice reading with guidance, the teacher also began to describe the overall structure of narrative texts. Then the teacher called on a few students to read the text aloud in class. Following these exercises, the teacher allowed the students to ask questions about the provided narrative text. Then the teacher responded to the students' questions. The teacher provides some evaluation and conclusions after the lesson and mentions the learning plan for the following meeting. The second meeting in cycle I. The teacher greeted the class before beginning the lesson. The absent students were asked by the teacher. The teacher next went through the previous session, in which she stated the goal and information that would be covered in cycle I in the first meeting. Each student received a unique piece of text from the teacher that was a narrative text based on folklore with the title *"The Origin of Lamongan Residence is Not Allowed to Eat Lele (catfish)"*. The teacher instructed the class to read the text carefully. The teacher also started to explain the general structure of a narrative text and students practiced reading under the guidance of the teacher, and the teacher calls some students to read the text spontaneously in their seats. Following these exercises, the teacher gave the students the chance to ask questions about the provided narrative text. The teacher then answered the students' questions. In this meeting, the teacher also ordered the students to answer the final test as presented before. The final test contained narrative text through folklore and there are 5 short answer items. The final test was conducted by the students for 20 minutes. After the lesson, the teacher greeted the class and provided some reviews.

c. Observation

During this phase, the researcher served as both a teacher and an observer, and they both observed the learning process by using an observation checklist at the end of each cycle

of teaching and learning. The students completed all of the exercises in the lesson plan that the researcher had previously created, according to the researcher's observation checklist. But, there were some students not pay attention to the teacher and didn't follow the action well (refer to appendix 10.1). They lack enthusiasm and have trouble understanding the content. Although the teacher has given an opportunity to ask, there were only a few students who were excited.

d. Reflection

The researcher collected and organizes the data during this phase. Based on the students' scores, there were 8 students that achieved the minimal mastery level criterion (KKM) and 20 students who did not achieve it. The researcher then calculated the percentage of students who achieved the minimal mastery level criterion (KKM) using the following formula. Based on the percentage of students who achieved the minimal mastery level criterion (KKM), there were 53,57% of students achieved the minimal mastery level criterion (KKM). It is not considered successful. The implementation of reading narrative through folklore also was not considered maximal because some students can't understand the text and felt less enthusiastic. 53,57 % of students passed the final test and achieved the minimal mastery level criterion (KKM). It was unsuccessful.

Cycle 2

After completing the first cycle, the students' problems were identified, and it was revealed that they had difficulties comprehending the text and were less excited about reading. Because of this, the researcher in the second cycle of action research, which was completed over the course of two meetings, was conducted with good motivation and received positive feedback. It was expected that this second cycle would be more successful than the first cycle.

a. Planning

The researcher created a lesson plan during this stage, emphasizing the importance of the teaching-learning process in improving reading comprehension. In cycle 2, the researcher serves as a teacher and an observer. This cycle involved two meetings. The researcher conducted several preparations before action in Cycle 2. The lesson plan, a sample narrative text drawn from folklore, and a short answer task for the final test in the second meeting were those things. The lesson plan was revised by the researcher. Based on what was seen in Cycle 1, students had trouble understanding the text and seemed less motivated. The first meeting in Cycle 2 narrative text was titled *"The Mystery of Gondang Reservoir"* and the second meeting was *"The Mystical and Tragic Story of Tanjung Kodok Lamongan."* A test was also created by the researcher to measure the improvement in students' reading comprehension in cycle 2. Additionally, the second meeting would include a test with five short answer questions.

b. Action

This phase was the implementation of the lesson plan that had been prepared before. The researcher served as the teacher during cycle 2 in the first meeting. The teacher began the process of instructing by giving a greeting. The absent students were asked by the teacher. The teacher gave a slow explanation of the day's goal and the topics that would be covered. The teacher also gave a text on folklore with a mystery theme which increases student motivation. The main activity was then presented by the teacher. Every student in the class received a paper from the teacher that contained a narrative text titled "*The Mystery of Gondang Reservoir''*. The text received the students' full attention. Additionally, the teacher asked a few students to get up and read the text aloud in front of the class after asking them to practice reading with guidance. The teacher went on to describe structure. The teacher also allowed the students to raise questions regarding the provided narrative text. Several of the

students spoke up and asked questions. Then the teacher responded to the student's question. The teacher followed the main activity by explaining how to carefully and loudly comprehend the narrative text through folklore. The explanation from the teacher had the students very excited. The teacher-reviewed and summarizes the lesson after the learning process and informed the students of the learning plan for the following meeting. In the second meeting in cycle 2, the teacher started learning the teaching process by greeting. The absent students were asked by the teacher. The teacher gave a slow explanation of the day's goal and the topics that would be covered. Additionally, the teacher always inspired the students more and gives a text on folklore with a mystery theme. The main activity was then presented by the teacher. Every student in the class received a paper from the teacher that had a narrative text through folklore with the title *"The Mystic and Tragic Story of Tanjung Kodok Lamongan"*. The text received the students' full attention. Additionally, the teacher asked a few students to get up and read the text aloud in front of the class after asking them to practice reading with guidance. And then the teacher reviewed the lesson that yesterday had explained. The teacher followed the main activity by explaining how to carefully and loudly comprehend the narrative text through folklore. The explanation from the teacher had the students very excited. The students took their final test from the teacher. The students were also asked to respond by the teacher. as previously explained by the teacher. The final test had five short answer questions. The final test was conducted by the students for 20 minutes. The teacher wished the students a good day after the lesson and gave a summary and conclusion.

c. Observation

The researcher was an observer throughout this phase and watched the teaching and learning process. While, based on the students' observation checklist, there were no students felt less enthusiastic, than in the previous cycle. And because the teacher guided them slowly, they comprehend the text better. As a result, there were no remarks from the observation checklist.

d. Reflecting

The researcher collected and organizes the data during this phase. There were 26 students who achieved the minimal mastery level criterion (KKM) based on the test results, and there were two students who did not achieve it. The percentage of students who achieved the minimal mastery level criterion (KKM) was then determined by the researcher using the formula. Based on the percentage of students who achieved the minimal mastery level criterion (KKM) (refer to appendix 6.3), there were 92,85% of students achieved the minimal mastery level criterion (KKM). It is considered successful because there were no students who disrupted their partners, the application of reading narrative texts through folklore was considered to be at its best. Additionally, 92,85 % who took the final test met the minimal mastery level criterion (KKM). It was seen as a success. The researcher decided to stop the cycle. After implementing the cycles, the researcher interviewed 5 students in the IXB grade at SMPN 1 Sugio. The researcher asked the students about how they felt and how their responses after implementing the cycles by reading folklore. It was clear from the students' responses that they felt enthusiasm when in the teaching-learning process. They were more active because they just know and are curious about Lamongan folklore. The questionnaire is conducted after implementing the classroom action research. The researcher asked the students to fill out the questionnaire that had been given by the researcher through Google Forms. There, the students choose the answer checklist. A closed questionnaire or a structured questionnaire was used in this study (Closed Questionnaire) is a questionnaire with alternative answers provided on a Likert scale. The answer choices are as follows: *STS= Sangat Tidak Setuju, TS= Tidak Setuju, KS= Kurang Setuju, S= Setuju, SS= Sangat Setuju.*

According to the students' responses, the majority of them agreed and were more motivated to read the narrative text through folklore.

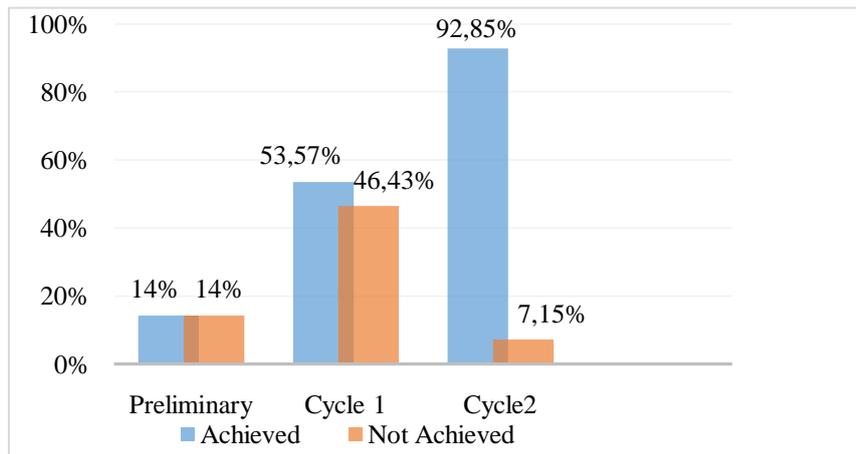The Percentage of Preliminary, Cycle 1, and Cycle 2 test can be seen in figure 1.

Figure 1. Percentage of Preliminary, Cycle 1, and Cycle 2 Test

DISCUSSION

Interviews and a preliminary test had been conducted by the researcher. Five students in the IX B grade at SMPN 1 Sugio Lamongan participated in an interview. The students were subjected to a preliminary test. Based on the result of the interview and preliminary test, it can be inferred that students' reading comprehension of the IX B grade SMPN 1 Sugio was very low.

Cycle 1 was considered unsuccessful. 20 students failed to fulfill the minimal mastery level requirement, while 8 students did not achieve it. The percentage of students who met the minimal mastery level criterion (KKM) was 53,57%. The researcher consequently decided to move on to cycle 2 by revising the lesson plan, adding more inspiration, and introducing the mystery concept of the narrative text through folklore. Cycle 2 was deemed a success. Because they had attained the required minimum mastery level (KKM). There were 28 students who met the minimal mastery level criterion out of the total number of students (KKM). A total of 92,85% met the criterion for minimal mastery (KKM). As a result, the researcher decided to end the cycle. According to the findings of a study conducted in the IX B grade of SMPN 1 Sugio Lamongan, reading the narrative text through folklore can improve students' reading comprehension. Based on preliminary test results, 14.28 percent of students met the minimal mastery level criterion (KKM). To address the issue, the researcher conducted classroom action research. This research was divided into two cycles, each of which included a meeting or session.

The first cycle was considered unsuccessful. It was because the result of the final test was under the criterion of success. The students that achieved the minimal mastery level criterion (KKM) was only 53,57% or 15 students. Additionally, there are remarks on the observation sheet indicating that the first cycle was unsuccessful because some students did not pay attention to the teacher's description of how to read narrative texts through folklore. They do not feel motivated. The students are unable to fully understand the tale as a result. The second cycle was reached by the researcher.

The second cycle is considered as successful. It was due to the fact that 26 students, or 92,85 % of the test's participants, achieved the minimal mastery level criterion (KKM). And 2 students did not achieve because they failed the final test. However, the other students did a good job of following the learning process. In the second cycle, they were enthusiastic and

very disciplined. The different aspect in the first and second cycle was the existents of the explanation the teacher was slower and the students must be motivated, and also they are excited about the Lamongan folklore with a mystery theme.

The result of the interview and questionnaire data were obtained from the students' responses. After the students did the classroom action research, the researcher gave a questionnaire of students' responses to the reading narrative text through folklore, the question consisting of 8 questions. The result of the questionnaire data on student responses to reading the narrative text through folklore is most of the students choose "S" for agree, this shows student responses to reading the narrative text through folklore have a good response as expected by the researcher.

After implementing the classroom action research, the researcher also gives some interviews with five students in IX B grade at SMPN 1 Sugio. The students' responses are they more motivated, can improve their reading comprehension, and feel enthusiastic.

CONCLUSION

From the finding, students' reading comprehension was improved. Cycle I outperformed the preliminary, and cycle II outperformed cycle I. The percentage of students who got up increased with each cycle, and the finding that reading folklore could improve students' reading comprehension was also supported.

Based on the findings of the qualitative data, it is possible to conclude that students' responses to the use of folklore reading in the teaching and learning process make them more spirit, enthusiastic, enjoyable, and active in class. Reading a narrative text through folklore can help students improve their reading comprehension.

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