

Implementation of Writing Narrative Text through Folklore-based CD Learning Media

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Abstract: This study aimed to improve the process of writing narrative text through Folklore-Based CD Learning Media. The research method used was classroom action research carried out through 2 cycles. Each cycle consisted of planning, implementation, observation, and reflection. The data sources of this research were STKIP PGRI Jombang students of the third semester. Data collection techniques included observation, documentation, and interviews. Data analysis using inductive descriptive analysis technique emphasizes process and outcome. The data covered (a) improvement of the narrative writing process through Folklore-Based CD Learning Media and (b) result of improvement of the students' ability in writing narrative text through Folklore-Based CD Learning Media. The result of the research revealed that there was an improvement in the process of writing narrative text through the media of learning CD based on folklore and the increasing score of the students' narrative writing through Folklore-Based CD Learning Media.

1 INTRODUCTION

Literacy application is an effort to enlarge the knowledge information contained in letter and number and accompanied by the utilization of science and technology in realizing literacy skill that contains the character education. The Government makes an effort in all manner of national literacy movement. As the impact of literacy, the ideal condition will embody the improvement of communication ability or skill in society. The impact of literacy (reading and writing) can also increase one's ability to socialize. Through a reading and writing process, someone can get information, understand, analyze, respond and use the language. So the ability to write and read can be said to be the advancement center of vision paper (Sunendar et al. 2017).

Indonesia has natural resources, multicolored culture, diverse ethnic and language. It makes Indonesia is highly considered as the richest concerning culture, natural resources, tribes and languages among other countries. Besides, the diversity and richness of local wisdom can be utilized. For that purpose, stakeholder takes responsibility and alert in preserving and maintaining Indonesian local wisdom (Sunendar et al. 2017). Raising and collaborating local wisdom becomes the duty of the nation's next generation. Maintaining, generating the national culture to the

next generation, promoting and socializing the culture to the national and international community should become everyone's concern.

Based on the results of the observation, there are no many types of research in teaching language skill discussing the explanation about Indonesian cultures, such as the use of a fairy tale or a narrative story of the origin of region and others. Meanwhile, research conducted in 2013 that discussed creating creative drama script with guided writing strategy resulted in the skill of writing drama script for students. In 2014, another research entitled "Unfolding Values of Javanese Cultural Wisdom in JidorSentulanJombang an Ethnolinguistics study reveal how the values that exist in the narrative of JidorSentulan in Jombang can be part of the education character in Indonesia, especially in Java (Darihastining & Maryaeni 2017). Besides, in 2015, research entitled "Training of Journalistic Skill and Photographer at MA Unggulan KH Abd.WahabHasbullohBahrulUlumTambakBerasJombang" discussed the impact of applying writing skill on journalistic aspect and photography media on the progress of Science and Technology for teachers and lecturers (Darihastining 2015). Moreover, in 2016 a researcher also started to connect cultural literacy with the cultural approach, which is entitled "Developing Students, Literacy Culture through Cultural Approach with SastraPentasJidorSentulan in Jombang." In addition to it, in 2017 Schemata

applied in Learning and Comprehending to Read Through Literature Stage Based for The Students of BIPA LPPI in PT Jedang Indonesia Jombang District (CJI) in Jombang"(Darihastining 2017). Besides, another previous study conducted by Mahyudiet al., 2016 connected literature features with technology. The research reveals some visual features of Indonesian digital poetry including textual, time and neutral spaces(Mahyudi et al. 2017). Textual space—through the characteristics of poetry—prioritizes the kinetics of the text. Furthermore, Funkhouser (2007: 55) stated that the elements of poetry which are implicated in digital poetry could be text and appear repeatedly. Meanwhile, (Idris 2014) conducted research about writing skill to write descriptive text through discovery method by using picture media for students of Indonesian Department in academic year 2011/2012 Universitas Ekasakti Padang(Idris et al. 2012).

The other linguistics research was also conducted by Premsrirat, Suwilai and Samoh, Uniansasmita in 2012 of which the research results showed that Thai students' language skills (reading and writing) improved significantly through a socio-cultural program which functions to respect local culture(Premsrirat & Samoh 2012). The students had to master both local languages, Patani Malay, and Thai language. The students were required to respect and keep their local identity and national identity. Culture is the primary media to connect this need; moreover, they could live in dignity and encourage national reconciliation.

However, far too little attention has been paid to the ideal condition on the effect of literacy concerning its information and implementation in Indonesia, moreover, the use of literacy which collaborates with local Indonesian culture. The results of observation showed that in the aspect of writing skill, the students of Indonesian Language and Literature Study Program STKIP PGRI Jombang, for example, still belong to the category of less than the maximum score. This condition may be caused by the lack of various learning media used for teaching that can build aspects of local culture, instead of focusing on the linguistic aspects of their writing. Thus, learning narrative writing skill through folklore-based learning CD to improve students' writing skill is proposed, especially to the students majoring in Indonesian language and

literature students in the second half of the class of 2016.

Specifically, this research aimed to investigate the process of improving students' writing ability in narrative through folklore-based CD learning media and the improvement of students' ability in writing narrative through folklore-based CD learning media. It is expected that students could understand and apply the four language skills as well as understand '*parole*', and speech acts which reflect the local culture. This functions to uphold the students' identity with local wisdom and local experience, as Indonesian. Overall, this present research aimed to improve students' writing process and the writing results.

2 LITERATURE REVIEW

2.1 Literacy in Writing a Narrative

Global Monitoring Report Education for All (EFA) 2007 reported that literacy skills, mainly reading and writing, play a fundamental role in modern life. As Koichiro Matsuura, general director of UNESCO, states that literacy skill is the primary stage to build a better life and civilization along with participating in various social activities, cultural, political and economic activities in the modern era which is so open in ASEAN Economic Community.

2.2 Writing and Local Wisdom

The linkage between local wisdom and literacy implementation should be flexible to socio-culture to promote social and cultural locality, which can facilitate the development of literacy. Therefore, the responsive and adaptive attitude of the community and the response to local wisdom can make the application of literacy successful and worldwide. Besides, the diversity and richness of local wisdom can be utilized and collaborated. Due to the reasons, stakeholders are responsible and vigilant in preserving and caring for Indonesian local wisdom(Sunendar et al. 2017). Raising and collaborating local wisdom becomes the duty of Indonesian next generation. Therefore it is necessary to maintain and help to generate the local culture to the next generation and to promote and socialize it with the national and international community.

Writing is a communication activity in social interaction through written language. As one of the productive skills, the authors developed the topic, the express ideas, opinions, feelings, will, and wishes, or information as the results of experience and

knowledge in social interaction (Syafi'ie et al. 2001). Writing is the process of generating ideas gradually from the beginning until the end (Tompkins 1994). Writing can also be considered as a series of thinking and produce the reading results activities. According to Semi (2003:41), every type of essay has a specific characteristic that distinguishes them from other types (Semi 1990).

2.3 Writing Narration and Suggestive Narration: Steps

Writing stage, according to Murray (Tompkins 1994), consists of three stages. First is pre-writing activities that include describing, selecting topics based on themes, developing topics, writing titles and developing a framework. In this stage, the process that consists of discussing, clustering and observing the activities in the classroom was conducted. The second stage is writing activities that comprise drafting and editing. The students made a draft consisting points to be disentangled and not separated from the topic. The betterment was made by adding, reducing and eliminating words or sentences on the development of their essays. Meanwhile, editing was carried out by improving the techniques such as beheading, capital letter writing, and front-end writing, pronouns, and development. The third is the post-writing stage in which the students published their writings in front of their friends to discuss in order to get input before it is published on the bulletin board or in the journal.

Emilia (2011: 91) mentions that the purposes of narrative text are telling, responding and entertaining the readers or listeners (Emilia 2011). The narrative text has several elements: direct and indirect elements (Herman & Vervaeck 2005). The direct element can be interpreted as having a denotative meaning while the indirect element contains connotative meaning. Connotative meaning, in this case, can be a reference and support the aspect of writing a suggestive narrative. Then the analysis uses suggestive narrative (Keraf 1993). It is a series of events that can stimulate the imaginary power of the readers. Nevertheless, the stages of writing a suggestive narrative are (1) determining the theme and the message delivered, (2) setting the target of the reader, (3) designing the main event in the form of the groove, (4) dividing the main event into the beginning, the development and the ending of the story, (5) detailing the main events that will be displayed as supporting the story, and (6) composing figures and characters, setting and point of view.

In addition, writing skill is a language skill with the highest level of competence. Writing skills have five types with a distinctive feature of the character. First, the narration is writing that contains the chronological structures of the event, the time, and the detail picture of the object. Narrative texts are divided initially into two, the first is expository with the actual portrayal of events or expository facts, and narrative text is also subdivided in a special and general way, while the suggestive narrative is imaginary or (fictional). The difference between an expository narrative and a suggestive narrative is the purpose and use of the elements contained therein. The expository narrative aims to convey information about an event, develop knowledge, based on the use of reasoning and ratio analysis, and the language contains a denotative informative meaning. Meanwhile, the suggestive narrative conveys the implicit meaning, creates imaginative power, use flexibility in reasoning only to convey meaning, and the use figurative language.

2.4 Constructivism on Suggestive Narrative Writing Learning

Constructivist learning approach is a way or process of human processing that constructs knowledge and builds her/himself with knowledge gained from lecturer or teacher. Teaching is a knowledge-building process built on knowledge-based collaboration between teachers and students and schemata owned by a student or students (Suparno 1997).

Students are expected to construct the knowledge already taught by the lecturer by collaborating with their respective schemata. Students become motivated and being taught to write suggestive narratives with the help of CD learning media that contains some regional stories or traditional drama results that are loaded with local culture. Students are not only trained on aspects of language skills but also on aspects of local culture in the CD learning media that contains some regional stories. It can stimulate the young generations to love Indonesian culture and have a responsibility to internationalize the Indonesian culture that will be written in their writing.

2.5 Folklore-based CD Learning Media: Suggestive Narrative

Media can be interpreted as an intermediary in the learning process. The Association for Educational

Technology and Communication (AECT) states that it is a form of a channel that people use as a tool to deliver messages and information. Likewise, Arsyad(2015: 2) argued that media is a slice of the learning process for educational purposes(Arsyad 2010). This CD learning media contains traditional stories based on local culture. The media provides Indonesian culture that can stimulate students to imagine in the local culture, Javanese culture, and stimulate the imagination to develop theme ideas and design imaginative events.

The steps of using CD learning media are a) turning-on the power, b) pointing to software on the wall, c) click 'phone', all; d) after that the lecturer communicates with the students in turn by selecting the serial number of students on the computer screen; click 'group' If lecturer wants to make a group; e) if you want to listen to audio, directly press the power on DVD; dan f) insert the CD select one of the desired audio on the TV screen. Press 'Play', the audio can be heard by lecturers and students.

3 METHODS

This research used a qualitative approach. The data covered learning behavior, nature and not contrived. The data analysis was conducted by using descriptive inductive, focusing on the process and result. The research result was verified and triangulated by the expert and people related to this research. Bogdan and Biklen (1992: 29-30) suggested that qualitative research has the following characteristics (1) the researcher as the main instrument, (2) descriptive, (3) natural, (4) data analysis is inductive, and (5) understanding of the main meaning(Bogden & Biklen 1992).

This research activity was divided into three stages of the writing process: pre-writing, writing, and post-writing. This classroom action research was used to improve students' skills in narrative writing skills, especially suggestive narratives through a Folklore-based CD learning media. Folklore-based CD learning media was expected to stimulate students in developing the imagination while developing the framework by writing a suggestive narrative.

This classroom action research in this study was designed by adapting the Kemmis and Taggart model. The implementation of the Kemmist and Taggart action research model includes taking action following the planned procedure, acting as an observer and monitoring the actions undertaken, and reflecting on the elements of weakness and excessive implementation of the action as the basis

for planning the action of persuasion (McTaggart & Kemmis 1988). Classroom action research has a beginning spiral cycle of planning, response deciding actions, and reporting on the findings of the research findings. Initial activities undertaken in classroom action research was begun with a preliminary study or preliminary observation and reflection as the basis for determining appropriate action to solve the problem of writing a suggestive narrative. After that, the researcher analyzed the problems found by doing the planning action, developing the steps of action as the basic cycle and done collaboratively. The data source of this research was the 3rd-semester students of Indonesian language and literature education study program. The data of this research include (1) improvement data of narrative suggestion writing process through learning CD based on folklore and (2) data of improvement result of suggestive suggestion related through learning CD based on folklore.

3.1 Preliminary Studies

Preliminary stages of the study were conducted to determine the problems caused during the learning process. The researcher conducted interviews with lecturers and students about the obstacles or problems encountered in the teaching and learning process, especially writing courses. The activities undertaken during the preliminary study were: (1) interviewing lecturers and students in the course of writing narration from the material and media side, (2) giving the students a preliminary test to know the student's ability in writing the suggestive narrative, and (3) Observing the teaching and learning process. The results of the observation process show that the problems identified were (a) the students' difficulties in determining the theme and the message delivered, (b) the students had not been able to design the main event in the form of the flow: dividing the main event into the beginning, the development and the end of the story, (c) detailing the main events that will be displayed as supporting the story and (d) the lecturers had not used varied learning media, let alone the use of cultural-related learning media. The researcher proposed and applied folklore based learning media to improve the process and result of students' competence in writing the suggestive narrative.

3.2 Planning Action

The design of the action was conducted based on preliminary study findings. The actions included (a) narrative writing lessons; (c) designing learning scenarios; (d) designing learning materials, (e) developing data collection techniques and (f) training or brainstorming and discussion with lecturers to collaborate on the application of narrative suggestive writing lessons through a folklore-based CD learning media.

A suggestive narrative writing lesson with folklore-based CD learning media was based on two cycles, particularly with three meetings per cycle. The implementation was arranged like this: all indicators and descriptors in writing suggestive narratives with Folklore-based CD learning media were expected to be obtained in the two cycles which could give a result on students' improvement in writing. Should there is no improvement in this stage, and the researcher would apply the next cycle.

3.3 Action Research Steps

The implementation steps that had been prepared in the lesson plan were described as follows:

- (1) The lecturer implemented narrative suggestive teaching lessons using folklore-based CD learning media.
- (2) The practitioners (lecturers who taught the course) were observed. The researchers observed them thoroughly and systematically. The assessments were recorded, and the obstacles and shortcomings for further improvement of action were discussed. The recorded activities were in the form of video, field notes, and photographs. Preparation of lesson plan was divided into three steps/ 2 hours of meetings; each meeting was allocated with a time of 2x 50 minutes. The focus of this action was to apply suggestive narrative writing on each cycle. The actions were carried out as follows:

3.3.1 Pre-writing

The first step in writing a suggestive narrative is-writing, which determines the theme essay and the message delivered, sets the target readers and applies the language laboratory to listen to folklore-based CD learning model. The steps are as follows:

- (a) The lecturers organized classes, generated student schemata, and provided direction of

developing learning tools (syllabus) which contained, (b) the theme and point of instruction, formulating indicators and problem descriptors, as criteria for measuring the success of suggestive competencies that must be possessed by students in writing a suggestive narrative through learning CD based on folklore.

- (b) Students determined the theme of the essay and the message delivered according to the direction given by the lecturer. The theme determination was done in a group brainstorming with friends and listing the themes that had been discussed.
- (c) The student determined the target of the intended reader according to the lecturer's explanation and by the experience gained. Lecturers also socialized the target sample object.
- (d) Students and lecturers operated the language laboratory following the stages of the use of laboratory with CD learning that had been communicated first, and the use of standard operating procedures (SOP) Laboratory to listen to sample suggestive instructional narrative CD prepared by lecturers.
- (e) Students had experienced, impressions and stimuli after applying and listening to suggestive narrative learning CD.

3.3.2 Writing

The stages of writing narrative suggestive include writing, which is developing the theme, elaborating events, dividing events, specifying main events, checking the suggestive words, checking words choice, determining characters and characterization based on the illustration in the CD, exchanging the draft of suggestive narration, and revising the draft.

- (a) Students developed a theme as a basis for designing a major event in the form of the plot in a paragraph or discourse. This activity is guided by a lecturer.
- (b) Students divided the main event into the beginning, development, and ending of the story according to the content and grammatical elements.
- (c) Students detailed the main events that will be displayed as supporting stories and lecturers directing the process of detailing events and observing the power of suggestion poured by students into essays with stimuli from learning CDs based on folklore.

- (d) Students re-examined the suggestive power listed and summarized in the narrative text in groups.
- (e) Students checked the use of word or diction choices and the use of sentence structure.
- (f) Students composed figures with illustrations from learning CDs based on folklore, students detailed the background and point of view.
- (g) Students exchanged suggestive narrative pieces with other groups for editing guided by lecturers.
- (h) The student returned his / her written review and gave his or her judgment and the name of the corrector.
- (i) Students improved the edited results that had been returned from the correction of other groups based on suggestive narrative elements.

3.3.3 Rewriting

Rewriting was conducted after passing the pre-writing and writing. In this step the students did these activities:

- (a) Students read the essay in front of the class.
- (b) Other students provided suggestions and judgments on the reading of a narrative essay suggestive of their friend.
- (c) Students examined the logic of intonation and gesture when reading narrative narratives suggestive.
- (d) Students were scheduled in the bulletin of Students' Association magazine.

3.3.4 Observing

At the observation stage, the researcher observed the process and the result of writing the narrative suggestion. The researcher looked at the suitability of planning and execution. The researcher collaborated with lecturers to give the motivation to improve the learning action implementation. The researcher used recording media to collect the data. The recording data were analyzed to the practitioners, and the result was used as the next cycle of the action research.

The assessment of the writing cover the aspects: theme preciseness, the accuracy of audience target, accuracy in plot drafting events, accuracy in dividing events, accuracy in specifying events, accuracy in determining character and characterization, sentence structure, Suggestive Power Diction Choice, punctuation, spelling, uppercase, hyphenation, preposition. The scoring system for each aspect is very good (when four

indicators appear), good (when three indicators appear), fair (when two indicators appear), and less (when only one indicator appears).

Meanwhile, the suggestive narrative writing based on Folklore CD learning was also analyzed based on the criteria of motivation, imagination, creativity, teamwork, and listening skill. The same scoring system is also used: very good (when four indicators appear), good (when three indicators appear), fair (when two indicators appear), and less (when only one indicator appears).

3.3.5 Reflection

The results of observations and data related to learning suggestive narrative writing were discussed by researchers and practitioners critically. Reflection activity was essential to know the progress of improvement in the process and learning outcomes and reveal its advantages and disadvantages. These activities include (a) analyzing the learning process activities that had been undertaken, (b) discussing the differences between planning and implementing the learning actions and (c) outlining the barriers during the learning process and the solutions used to break the barriers effectively and the achievements of the designated plans, and (d) reflection activities as perfection of previous cycles and the researcher may consider and define the attitude to the necessity of subsequent cycles. As Rofi'uddin (1994) stated that reflection is an activity to analyze, synthesize, interpret, explain, and conclude (Rofi'uddin 1996).

4. RESULTS AND DISCUSSIONS

The results of the research presented were obtained through observation, field notes, and during the learning process of writing the suggestive narrative. Thus, we found out that the students: (a) had not been able to design the main event in the form of the groove, (c) divided the main event in the beginning, the development of the learning process and (d) detailed main events that would be displayed as supporting aspects of the story and (e) found that the lecturers had not used various learning media. Moreover, the use of culture-related learning media had never been done.

4.1 Planning

Planning to improve the ability to write narrative suggestions through folklore based CD learning media was discussed. Preparation of Learning Implementation Plan was divided into three stages / 2 hours of meetings; each meeting was allocated 2 x 50 minutes. This action focused on applying suggestive narrative writing on each cycle. The theme chosen was the formal and informal environment. The basic competence standard of writing a scientific article on the lesson plan (RPP) focused on writing a suggestive narrative through a folklore-based learning CD. Learning outcomes were expected to improve students' ability in writing suggestive narrative aspects, namely (a) the students could determine the theme and the message delivered, (b) the student could design the main event in the form of the flow, (c) the student could divide the main event from the beginning (d) the student could detail the main events that displayed as supporting aspect of the story and (e) the students had been facilitated by the lecturers of various learning media and the use of learning media related to local culture to stimulate the students in culture and internationalize the Indonesian culture.

4.2 Pre-Cycle

The results of data implementation on Pre-cycle covered these things: before carrying out a study at cycle one, the implementation of learning was conducted less various, even the lecturers had not maximized the use of language laboratories. In fact, in order to enhance student's literacy competence, it is closely related to language skills that include; listening, reading, writing and speaking. Moreover, the implementation of the four language skills is inseparable. In pre-cycle stage, the lecturers gave lectures and treatments as it was done by lecturers teaching that subject. Also, the students were given a preliminary writing test to write a suggestive narrative. The results obtained from the initial test of narrative writing skills suggestive was still low, where there were still some students who had difficulty in writing a suggestive narrative. Among 35 people as the research subjects, there were seven people who had low scores. This low score was categorized based on the standard range of values that had been determined by the vice chairman of an educational institution. The range of values to measure students' ability in a particular course is as follows:

Table 1: Range of Score to Measure Students' Ability

Grade	Score
A	$80 \leq NA \leq 100$
B	$66 \leq NA \leq 80$
C	$56 < NA < 66$
D	$00 < NA < 46$

The result of preliminary or pretest score of narrative suggestive of the student was: there were 35 students whose average score is A, 49% or 17 students got B, 17% or 6 students got C, and lastly there were 12 people or 34% got D. So the average score of writing a narrative suggestive of 55 students was 51% got C and D and only 49% who got B and no one got A. The results of this pretest indicated the need for action to enhance competence in writing.

4.3 Cycle 1

The implementation of action in cycle 1 to improve student competence in writing suggestive narrative was conducted three times. Each meeting with the duration of 2 credits 100 minutes was conducted, where the classroom action research steps included observation and reflection.

Pre-writing was the first step, which was determining the theme of the essay and the message delivered, setting the target reader and using language laboratory to listen to folklore-based CD learning with these following steps:

- Lecturers organized classes, generated student schemata, and provided direction of competencies that must be possessed by students in writing a suggestive narrative through learning CD based on folklore.
- Students determined the theme of the essay and the message delivered according to the direction given by the lecturer. The theme determination was done in a brainstorming group with friends and listing the themes that had been discussed.
- The student determined the target of the intended reader according to the lecturer's explanation and based on the experience gained. Lecturers also socialized the target sample object.
- Students and lecturers used the language laboratory based on the stages of the use of the

laboratory with the learning CD that had been communicated first. They also used the standard operating procedures (SOP) Laboratory to listen to sample suggestive instructional narrative CD prepared by lecturers.

- (e) Students had experience, impressions, and stimuli after applying and listening to suggestive narrative learning CDs.

4.3.1 Pre-writing

The results of the implementation of class 1 cycle action in the prewriting stage on the aspect of the ability to write a suggestive narrative text were the students had schemata in variations of learning media through folklore-based CD learning. The students in groups had been able to determine the theme essay quite well. Students could use language laboratory in accordance with SOP LAB. Students already had the impression and motivation in listening to the learning CD well to be poured into the narrative writing. While the ability to write a suggestive narrative as a group becomes good, student's creativity was improved, and also the student's motivation in writing became quite well through the variation of folklore-based CD media-learning. Moreover, the students' power became well trained.

4.3.2 Writing

The cycle 1 action at the writing was done at the 2nd meeting with a duration of 2 credits 100 minutes through the classroom action research stage by preparing the observation along with the process assessment and outline toolkit used during the narrative writing narrative through Learning CD based on folklore. The steps of implementation when writing was done as follows:

- (a) Students developed a theme already discussed as a basis for designing a major event in the form of a plot in a paragraph or discourse and guided by a lecturer.
- (b) Students divided the main event into the beginning, development, and ending of the story according to the content and grammatical elements.
- (c) The details about the main event that will be displayed as supporting stories and lecturers directing the process of detailing events and observing the suggestion poured by students

into essays with stimuli from learning CDs based on folklore.

- (d) Students re-examined the suggestive power listed and summarized in the narrative text in groups.
- (e) Students checked the use of word or diction choices and the use of sentence structure.
- (f) Students composed figures and figures with illustrations from folklore-based learning CDs; students detailed the background and point of view.
- (g) Students exchanged suggestive narrative pieces with other groups for editing guided by lecturers.
- (h) The student returned his / her written review and gave his or her judgment, and gave the name of the corrector.
- (i) Students revised the edited results that had been returned from the correction of other groups based on suggestive narrative elements.

The results of cycle 1 implementation at the stage when writing on aspects of the products were the ability to write a suggestive narrative. Students had been able to design the main event in the form of the plot in a paragraph or discourse quite well. There were some students who had not been able to divide the main event into the beginning, the development and the ending of the story according to the content and grammatical elements. Students were good enough in detailing the main events that would be featured as story supporters, having gained direction and emphasis samples from lecturers. The used of word or diction choice that was poured on the use of sentence structure was good. Students could arrange the characters properly with the imagination and illustration of learning CD based on folklore; Students could detail the background and point of view quite well. Students began to form in editing activities and could assess their friends. Students could improve and give their friend input well. In the aspect of the ability to write a narrative process suggestive, the student could enhance their creativity in choosing diction correctly. Students could have more imagination to pour in a suggestive narrative. Students could cooperate well and care in assessing the ability of friends on the ability of the writing narrative suggestive product. Moreover, the students were motivated in writing a suggestive narrative through folklore-based CD learning. Details of scores obtained by students on the ability to write suggestive narrative through CD learning based on folklore were as follows: There were 57% or 20

students who got B and A, while 22% or 8 students got C. And 20% or 7 students got D.

4.3.3 Re-writing

The implementation of cycle one at the re-writing was carried out at the 2nd meeting with the duration of 2 credits 100 minutes through the classroom action research stage. The steps of writing in this stage are as follows:

- (a) Students read the essay in front of the class.
- (b) Other students provided suggestions and judgments on the reading of a narrative essay suggestive of their friend.
- (c) Students examined the reasonableness of intonation and gesture when reading narratives suggestive.
- (d) Students were scheduled in the bulletin of Prodi Student Association magazine.

The result of the implementation of cycle 1 in re-writing stage on the aspect of the product's ability to write a suggestive narrative is as follows: students were able to read and present the results of their writing, students already could determine the use of intonation and gesture, students were ready to publish the results of writing and concerned with the progress of bulletins in the course of Indonesian Language and Literature Study Program. Meanwhile, in the aspect of process achievement, students already had creativity although they still do not get used to it. In addition, students were motivated to publish their writing. Students had a concern in listening to their friends when presenting it in front of the class.

4.3.4 Reflection

In the preliminary implementation stage, the product aspect reflection and the aspects of the process could be described as follows; (1) the students had been able to determine the theme correctly according to the target even though the result was not maximal yet; (2) the students had started to be accustomed to use the language laboratory although it's a bit awkward, students and lecturers started to develop their creativity in facilitating the media learning, while the creativity of students stimulated suggestive power in their imagination.

In the implementation stage, the results reflect the product and process aspects that can be described as follows; (1) students had been able to design the main events in the form of plot or plot in a paragraph or discourse pretty well but still needed

to be improved. (2) There were some students who had not been able to divide the main event into the beginning, the development and the ending of the story according to the content and grammatical elements. Students were good enough in detailing the main events that would be displayed as supporting the story, after getting direction and examples based on the lecturers' demand, (3) students had been able to assess the work of friends and understand the assessment' of their friends, and students understood the local culture as well as literacy. It was related to the opinion of Arsyad (2015: 2) who argued that the media was a part of the learning process for educational purposes (Arsyad 2010). This learning CD media contained traditional stories based on local culture in order to upbringing students' interest and stimulation through folklore-based learning CDs.

In the re-writing stage, writing reflection result could be described as (1) students already could present the result of their work although still a bit awkward and nervous. (2) The students were more concerned about the continuation of their work to be published in the bulletin. It sets the students' pride and satisfaction of their writing result toward their study program.

4.4 Cycle 2

4.4.1 Pre-Writing

Seeing the results of reflection on the first cycle that still require some improvement, it was discovered that there was a weakness in the implementation of learning writing narrative suggestive through folklore-based learning CD.

The results of the implementation of cycle 2 in the pre-writing stage on the aspect of the product's ability to write a suggestive narrative were the students had schemata in variations of learning media through learning CDs based on folklore. Students in groups had been able to determine the theme essay quite well. Students could apply the language laboratory following Standard Operational Procedure of Laboratory and students were no longer awkward to use the device. Students were very motivated in listening to the CD of learning to be implemented into the narrative writing, and they even wanted to listen folklore on that learning CD. The students' had good cooperation ability in the aspect of the narrative suggestive writing process. Students' creativity was very good and innovative through variations of folklore-based CD media

learning. Moreover, the students were very good and well-ordered.

4.4.2 Writing

The implementation of class 2 cycle action at the writing stage was conducted at the 2nd meeting with the duration of 2 credits 100 minutes through the classroom action research step by preparing the observation and observation form along with the process assessment and outline toolkit used during the narrative writing through Learning CD based on folklore. Stages of implementation when writing were similarly carried out with the first cycle, yet it only had different treatments.

The results of cycle two in the writing stage on aspects of the product's ability to write a suggestive narrative was students could already design the main events in the form of the plot in a paragraph or discourse well and students had been able to sort the main events into the beginning because students already had the material to organize and predict the development and the end of the story by the content and grammatical elements and the imagination. Students had been good at detailing the main events that would be featured as supporting aspect the story, without getting an example from the lecturer because it had been ever done in the first cycle and the lecturers had inquiry ability and long-term memory. The diction used in this research was good and varied. Students could arrange the figures and characters with appropriate impression of imagination and illustration of folklore-based CD learning. Furthermore, the students could detail the background and point of view well. Students were accustomed and consistent in accepting criticism for correction of the editing process and assessing the result of their friend's work. In the aspect of the ability to write a narrative text, the students could grow their creativity in choosing diction correctly. Also, the students' imagination was good to pour in a suggestive narrative. Students could cooperate well and care in assessing the ability of friends on the ability of the product writing narrative suggestive. Besides, the students were motivated in writing a suggestive narrative through the stimuli folklore-based CD learning. The score obtained by the students on the ability to write a suggestive narrative through learning CD based on folklore were as follows: There were 43% with 15 students who got A and 48% with 17 students got B, while 9% or 2 students got C with a score of 65 and 1 student with a score of 60. The student who had a score of 60 was one person, this student was very difficult to

concentrate, and he/she had the ability below the average one. This student was also introvert that made her/him difficult to work in a team.

4.4.3 Re-writing

The implementation of cycle2 action at re-writing stage was conducted at the 2nd meeting with a duration of 2 credits 100 minutes through the classroom action research stage. The stage of implementation when writing was carried out following the cycle 1. The results of the implementation of cycle 2 in the re-writing stage on aspects of the ability to write a narrative product suggestive were that students were able to read and present the results of their writing very well. Students could properly and appropriately determine the use of intonation and gesture. Students were ready to publish the results of writing and concerned with the progress of bulletins in the course of Indonesian Language and Literature. In the aspect of the ability of the process of students already had good creativity in writing a suggestive narrative with the results of learning through folklore-based learning CD. Students had the motivation and courage to publish their writing. Students had a concern in listening to their friends while presenting in front of the class and the spirit of giving suggestions for improvement.

4.4.4 Reflection

At the end of the lecturing, the lecturers gave the strengthening and equalization of perceptions for the implementation of narrative suggestive writing lessons through folklore-based learning CDs. Lecturers with researchers and students reflected learning to write narrative suggestions through folklore based CD learning and solved the problems that occurred in the learning process. The improvement of the ability to write a suggestive narrative of students in 2016 third semester in STKIP PGRI Jombang had increased significantly.

5 CONCLUSIONS

Based on the results of cycle two, it can be concluded that by using folklore-based learning CD on the implementation of writing suggestive narrative, there is an increase in the students' ability to write a suggestive narrative. Students can design the main event in the form of the plot in a paragraph or discourse well. Students can process the

beginning and end events appropriately. The students used various dictions that have suggestive meaning. Furthermore, the student's creativity is improved along the experience of using folklore-based learning CD, and it can inspire students to boost their imagination. At last but not least, the students love more Indonesian culture and can be proud to maintain Indonesian culture.

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