Story Telling Learning Model Based on Suggestopedia and Traditional Play Songs for Grade 5 Elementary School Students in Salatiga

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Abstract

The objective of this research is to develop a learning model based on suggestopedia and tradisional play songs for grade 5 elementary school students.The procedure of the research was done through four stages, i.e., (1) describing the situation of Bahasa Indonesia instruction at the Elementary School and the need for teachers who can provide creative and enjoyable learning; (2) formulating a prototype of story telling learningmodel; (3) developing aprototypeof story telling learning model to become that which is based on suggestopedia and traditional play songs for grade 5 elementary school students; and (4) verifying the effectiveness of the model.

In this research it was found: (1) a problem that the instruction of Bahasa Indonesia at grade 5 was not effective; (2) adraft of thestory telling learning model based on suggestopedia and traditional playsongs; (3) at the developing stage through limited and open test,a learning model based on suggestopedia and traditional play songs was found; and (4) at the stage of model verification, a learning model based on suggestopedia and traditional play songs for grade 5 students of the elementary school in Salatiga was proven effective.The story telling based on suggestopedia andtraditinal play songs hasmade students enjoy learning, more self-cofident, and improve their story telling ability.

The conclusion of this research is that the learning model based on suggestopedia and traditional play songs for grade 5 students of the elementary school in Salatiga was more effective than the conventional learning.It was proven that the posttest scores of the learning model based on suggestopedia and traditional play songswere higher than the conventional story tellinglearning.

KEYWORDS: model development, story telling learning model, traditional play songs, suggestopedia approach

INTRODUCTION

One of the language skills which may take students to a real context is speaking. Telling stories is part of the speaking skills, either in language instructions or in the everyday life. That is the reason why the speaking skill should be owned by everybody. Communicating orally with friends, attending a class, a discussion, a seminar, etc. require one to speak. A big challenge is courage to communicate in a clear, spontaneous, and meaningful way (Brown, 2007: 20).

The result of classroom observations shows that the Indonesian language learning at grade 5 of the elementary school are still traditional in nature, meaning that it is dominated by the teacher, giving much less opportunity to involve students to learn.Students tend to be passive---only waiting for their teacher's instructions---less initiative, less creative, and are quiet most of the time. Such an instruction does not give authentic experiences to the students; learning becomes less meaningful, and less enjoyable.

The findings in the prelimnary study become an input for the analysis of learning model needs. Dick, Walter; Carey, Lou& Carey, James O. (2009: 17-33) explained that such needs analysis can be done by using afront-end analysis. The front-end analysis is both a preliminary and an end-of-instrution analysis in order to decide a precise action. Dick, Walter; Carey, Lou & Carey, James O. (2009:22)continued that there are three steps in the analysis of teahing-learning needs, i.e., 1) to formulatea standard or teaching-learning objectives as an expected status reference, 2) to determine the actul status of teaching-learning process belajar mengajar yang diharapkan, and 3) to identify the gap between the expected status and the reality.This gap is the problem and the need as well in the educational system which must be solved.

Considering the above reality, the researchers gave an alternative solution in the form of a story telling model based on suggestopedia and traditional play songs. In this model, studentaare required to work in groups to implement a plan which has been prepared by the teacher in order that all students work actively. One of the important reasons for selecting this learning model is to encourage students to perform actively during the process and to be brave to tell a story in front of the class either in groups or individually. The instruction is accompanied by music and suggestive utterances which can make students silent, motivated, and happy. In reality when it is arranged well enough, competition among students may become an effective means and can motivate students to do their best.

LEARNING MODEL DESIGN

According to Bell(1995:77), a model has some meanings. As anoun, a model means a representationof a structure to be tried for projection. As anadjective,it means a perfection of an idea, and as an adverb, it refers to a sense of performing or displaying what is being presented. To sum up, a model means a reference or a pattern of something to be made and a form of perfection of an idea used to show something.

Hill (1987: 291) said,a modelis "...the design and use of model to predictthe characteristics of any system. It is particularly valuable when the desired system, protoype, is large and complex". Further, Janali (in Herman J. Waluyo, 2007:25)mentioned three types of model development: theoreticalmodel, conceptualmodel, andprocedural model. A theoreticalmodel is one that illustrates a thinking pattern based on relevan theories and is supported by empirical data. A conceptual model is analyticalwhich describes product components andshows relationship among the components. A procedural model is descriptive and it consists of steps to follow in order to achieve an optimal result.

Based on the above understanding, the suitable model to be developed in this research is the procedural type, because it describes a system in organizing learning

experiences through learning steps in order to achieve the stated learning objectives and to act as a manual for teachers in their instructions. In a story telling learning based on traditional play songs, the lesson plan should be followed carefully.

Nowadays, there are many kinds of learning models from the simplest to the most complicated ones which have been developed, because instructions need a lot of supporting aids in their implementation (Iskandarwassid, 2010:40-41). In this research, the model which had been developed is the learning model. A learning model means a systematic procedure in organizing learning experiences to achieve learning objectives. Generally speaking, a model consists of approach, method strategy, and tactics of teaching and learning.

S.S. Chauhan in Abdul Aziz Wahab (2008. 52) defined a model this way:"a model of teaching can be defined asan instructional design which describes the process of specifying and producing particular environmental situations which cause the students to interact in such a way that a spicific change accurs in their behavior."Unlike Chauhan, Bruce Joyce and Marsha Weil (2009:7) explained that a learning model used by a teacher is to help students obtain information, ideas, skills, values, ways of thinking, anda purpose to express themselves. The ultimate goal to be expected is that students are able to improve capability to learn more easily and effectively for knowledge and skills, and for mastery of a better learning process.

These series of approaches, methods, strategies, techniques, and tactics become a unity, which is called a learning model. It is principally a form of learning which is planned from the beginning to the end which is specifically presented by a teacher. In other words, a learning model is the package or the wrapperor the frameof the application of approaches, methods, strategies, techniques, and tactics.

In its implementation, this kind of learning is combined with a principle of learning by playing. Norizan, Marina, and Suzana (2005: 34) in their research on preschoolers concluded that areading lesson by playing is more effective. By playing and enjoying themselves, the children could use their cognitive, affetve, and psychomotor power to receive a lesson. Games are thought to contribute to a quality learning since it provides an ideal condition for learning. For children, a game is an enjoyable activity but a serious one. By playing a game, according to Smith, Garvey, Rubin, Fein & Vandenberg (in Mayke, 2001: 12), children will be able to produce something meaningful.

Rubin, Fein & Vandenberg and Smilansky (in Berk, 1994: 87) viewed the develoment of plays from cognitive side, which consists of first, afunctional play, which is a simple movement, repetition of a motoric movement with or without an object. Second, aconstructive play, which is an activity to make or build something. Third, a make-believeplay, which is an activity of playing an existing role as in real life or a simulated role. Fourth,games with rules, i.e., understandingand following rules in playing a game.

Playing a role tries to help individuals to understand their own roles and that played by others while perceiving feelings, attitudes, and values underlining them. An actor muy be able to experience his or her role.Through roles, students wiould interact with others who also play a role according to a specific theme being chosen. A story which will be performed in front of the class is accompanied by background music and suggestive utterances; the procedure is called suggestopedia.

Suggestopedia is a strategy which was developed by Georgi Lazanov. Losanov (1978:2) thought that the principle factor which obstructs students in learning, including learning language and literature is a psychological obstacle. He continued that learning should be able to touch students's subconsciousness to be successful. Therefore, the psychological obstacle should be minimized by use of drama, physical activities, ad music in a lesson.

The use of music accompaniment in the classroom to create a quiet atmosphere is believed to be able to increase student's ability to receive more information (Norland & Pruett-Said, 2006: 15). Lazanov believed that relaxation and concentration techniques will help students open their subconsciousness and get a considerable quantity of vocabulary and structures than what they can think of. This method is also known as Suggestive-Accelerative Learning and Teaching or LazanovMethod(Omaggio, inMeier, 2002: 49).

Several techniques which can be used to give positive suggestion is to sit students comfortably, play background music in the classroom while a lesson is in progress, dim lighting, increase individual participation, use posters as information conveying media, and provide trained teachers in the art of suggestive istructions(Scovel, 1979: 258.

Learning atmosphere which is quiet yet enjoyable is one of the prerequisites in this strategy, because it is only in this situation that this strategy can be successful (Bancroft, 2005). It is similar to the humanistic perspective about student motivation which stresses on student's capacity to reach personal growth, freedom of deciding their own future life and their positive quality(Brown, 2007: 106).Maslow (in Santrock, 2001) mentioned that particular needs must be met before students can wholly actualizethemselves.It is important, therefore, to create a safe and enjoyable atmosphere, because when it is not fulfilled, the students would not be able to actualize themselves, the actualization of which is at the top of the needs hierarchy.

Viewed from the characteristics and stages of development, elementary school students of grade 3 to 5 aging about 9 to 11 years begin to develop understanding of things outside of themselves and start to learn to work together. At this stage, students will be benefitted from continuous opportunities to learn in an imaginative and creative environment, such as the use of music and stories (Murray & Christison, 2011, p.74). Furthermore, the student's imagination need be encouraged to create enthusiasm for learning of the world around them. It is one of the ways to stimulate their learning motivation in order to be life-long learners(Kelly in Hayes, 2007, p. 14). Learning can be illustrated as a production process consisting of input-process-output elements.To produce an expected output, the input should be attended to. Human beings are open for development on all of their potentials, so is the students' input can also be developed.To maximize the educational process, it needs learning development, consisting of analysis, design, construction, implementation, evaluation,management of learning and non-learning processes, and resources to increase performance in various situations, educational institutions, and locations (Reizer, 2007:4-7).

The learning of story telling uses traditional play songs as a basis for students to show their ability in telling stories. The choice of traditional play songs is based on an understanding that children do live in a rural environment. In Java children have been very much familiar with play songs. The position of traditional play songs is found in the

Indonesian language materials forgrade 5 within the topics of Local Poetry, Art and Culture, and Skills in Traditional Songs.Considering this, the choice of traditional play songs as a basis for encouraging students' ability is appropriate.

Herman J. Waluya explained that the Javanese songs are the Javanese poetry (2008: 14). In songs, their physical and mental structures unite precisely. In the process of composing Javanese songs, physical and mental structures must be in harmony, meaning that the physical rule alone is not enough, since it has to meet the mental rule which has been fixed. This is the uniqueness that makes Javanese poetry a high literary work. The rules also apply in the Javanese *Macapat* songs, the arrangment of which must fulfil sound rules and verse rules. The traditional play songs are comprised in the ancient poetry. Michell (2003:150) said that the oral, old poetry has become nursery rhymes.

The time forcomposing the play songs is not known for sure (Nurgiayantoro, 2010: 106). They are simple songs and frequently sung by children in rural villages. They are sung while the children are playing with their friends. Through these songs, children become familiar with names of animals and trees, natural environment, and social life (J.J. Ras. 1982:314).

Fuad Hasan (1998: 27) suggested that play songs be made a traditional performing art and are practiced.In the old days, the songs were frequently sung and played during a full moon evening. The suggestion, the old habit, and the values contained in the songs would still be relevant when the traditional play songs be used as teaching media for literature learning at the elementary schools.

Inspite of the fact that the songs are just play songs, it does not mean that the poetry does not contain meaning. There are useful values for life to offer. Nurgiyantoro (2010:110) identified meanings that are contained in the play songs: traditions, good manners, morality, satires, cleanliness, environment, health, and religious teaching. However, one prominent characteristic of the play songs is their humour, playfulness, and laughter causing for both the players and the listeners.

Jaipaul L. Roopnarine and James E. Johnson (2011: 405) contended that in understanding the world the elementary school children go from doing movements and physical activities to possessing abstract concepts. It means that teaching and learning at the elementary schools have to be done through physical activities and the schools should also provide a comfortable environment to make the students happy and eager to go to school. Roopnarine (2011: 425) added that teachers must provide physical and psychological space to create a stimulating environment for learning.

The comfortable environment makes students curious about various kinds of information which their mind can get (Nurgiyantoro, 2010:2). Besides information, students also need attention, care, recognition, and appreciation which are basically the responsibility of parents and teachers to meet.

RESEARCH METHOD

This research is a developmental research, to study patterns and stages of development and or changes according to a particular time line. The developmental research is adapted from Borg and Gall (2003: 570), a revised edition of Borg dan Gall (1983: 775-776). The steps presented by Borg and Gall are 1) research and information

gathering, 2) planning, 3) developing a preliminary form of product, 4) initial field testing, 5) main product revision, 6) main field testing, 7) operasional productrevision, 8) operasional field testing, 9) final productrevision, and 10) dessimination and implementation. Dick and Carey (2005: 1-8) gave a manual for the development of learning. In principle, the development of learning according to Dick and Carey consists of analyzing, designing, developing, implementing, and evaluating, which Joko Nurkamto then modifiedinto four stages: 1) preliminary research and needs analysis,2) arrangement of a prototipemodel anddevelopment, 3) limited and open try outs, and 4) effectivity test.

The preliminary research was conducted by finding a relevant theory, observing schools and interviewing teachers and students to know problems, teachers and students' needs in relation with   story telling skills. The research instrumentin this preliminary research is questionnaires. The questionnnaires are used as a manual for interviews to grade 5 elementary school students and teachers. Categorical descriptive technique is used as data analysis technique.

At the second stage, a prototype andresponses of prospective usersof the story telling learning model based on traditional play songs are composed.The model plan is developed on the basis of a hypothetic model. The learning model is accompanied with asyllabus, a lesson plan, learning procedures, VCDs, instrumental music andplay songs, basic theory of learning model, description of play songs, play songs, description of suggestopedia, evaluation instruments. At this stage, the prototypewas discussed with grade 5 elementary school teachers in afocus group discussion (FGD)forum, and finally with learning experts,i.e., Prof. Dr. Slameto, M.Pd., andan expert inthe Indonesian language, Dr. Teguh Suharto, M.Pd.

The limited try out stage was performed at two elementary schools, namely, SDN Mangunsari 06, Sidomukti, Salatiga and SDN Tegalrejo 05, Argomulyo, Salatiga. The learning model to be tried out was consulted to the experts for improvement. After that, an open, principal try out was conducted at the four different elementary using the first try out materialto get a good story telling learning model based on traditional play songs. The principal try out was executed at SDN Tegalrejo 04, Kecamatan Sidomukti, Salatiga, SDN Kutowinangun 09,Kecamatan Tingkir, Salatiga, SDN Sidorejo Lor 02, Kecamatan Sidorejo, Salatiga, and SDN Salatiga 06,Kecamatan Sidorejo, Salatiga.

The experimental stage was done to test the model. A good lerning model is good when the model gives positive impacts to its users. Therefore, the model being tested needs to be compared with other learning models. The type of the researcht is an experimental one. The implementation of effectiveness test was conducted at at the four elementary schools in Salatiga: (1) SD Kristen Satya Wacana and SDN Ledok 02, Salatigaas experimental classes; (2) SDN Kutowinangun 01 and SDN Mangunsari 01,Salatigaas control classes.

Data analysis was done by testing students' competency scores in telling stories and the normality test was meant to know whether or not the data is normal. To do this test, Kolmogorov-Smirnovtest technique was used at the significance level$\alpha = 0.05$ (Sudjana, 1996: 466-468). The criteria used was that if $Lo < Lt$, then the data has a normaldistribution(Ho accepted). In contrast, if $Lo > Lt$, then the data does not have a normal distribution(Ho rejected).H_0: the sample comes from the population which has a

normal distribution.H_1: the sampel comes from the population which does not have a normal distribution.

The homogeneity test was used to test variant similarity between the two groups or more to be compared.To do this, Bartlett test was used at the significance levelα =0.05 (Sudjana, 1996: 261-265). The test criteria used was that if the value X^2-countis smaller than X^2-tableat the significance levelα = 0.05, then the data is homogeneous.

The test scoes as a dependent variable was measured by a numeric scale. The data analisis technique which was used to test the effectiveness of the story telling learning model based on suggestopedia was the mean difference test (t-tes independent) by comparing the two groups, namely, based on test type and learning (thecontrol and experimental groups).

RESEARCH OUTCOME

Based on the result of the preliminary research, a prototype model design was created. The design was consulted to the expert for validation test using a validation sheet or a questionnaire. The expert's assessment of the prototypewas meant to get input, suggestions, ideas or comments for improvement befoe being tred out.

The average pretest result of the limited try out on story telling at SDN Mangunsari 06 was 13,62 andthe postest was 21,67, andat SDN Tegalrejo 05 the average pretestaverage score was 16,27 andthe postestwas 19,77. It was found as a result, that the post test average score is higher than that of the pretest. It shows that the limited try out of the prototypemodel for the story telling learning has successfully incresed the students' ability in story telling. Thenext step was to do an open try out.

The results of the open try out on the story telling ability using the model are as follows: the average pretest score of SDN Tegalrejo 04was 17.00 andthe postest score ws19.03;the average pretest score of SDN Sidorejo Lor 02was18.92 andthe postest score was 21.48; the average pretest score at SDN Kutowinangun 09 was17.00 andthe posttest score was19.95; the average pretest score at SDN Salatiga 06 was17.96 andthe posttest score was21.73. In addition, the average resultsof the data analysis on the open try out was 16.17for the pretestand 20.63 for the posttest. The posttest result shows that the students' ability in story telling is higher, meaning that there is a significant difference of 4.46 between the average pretest and posttest scores.

Based on the limited and the open testing of the learning model by the experts, it can be concluded that the quality of the learning model based on suggestopediaand traditional play songs is good and has a high validity. To test the quality of the model, a test on its effectiveness was conducted

The model effectiveness test is meant to know whether this learning model can improve story telling skills of the elementarh school studentswhen compared with another model. The analysis of the experiment data was done by comparing the pretest and the posttest scores of the story telling learning model by using a non-independent test to determine the significance of the skillimprovement using the t-test. Data linearity test was also done to meet the prerequisite of using the t-test. The calculation of the prerequisite test uses normality and homogeneity tests.

The normality test was used to know the data normality. To test it, Kolmogorov-Smirnov test technique was used at the significnve level $\alpha = 0.05$ (Sudjana, 1996: 466-468). The criteria is, if Lo < Lt, then the data has a normal distribution.The results of the data normality test for the pretest and posttest in the experimental and the control groups are: the pretestresult is 0.1263<0.1401andthe posttest result is 0.1279<0.1401or, the p-valueof the pretest andthe posttestin the experimental group is bigger than $\alpha = 0,05$ which means that the data come from the population with normal distribution. The result of the normality test for the control group is 17.81for thepretest and 19.93 for the posttest, so that Lo < Lt or, thep-value of the pretestand the posttestis bigger than $\alpha = 0,05$ .It indicates that the pretest andthe posttestdata come from normally distributed population.

The varianthomogeneity testof the population uses the Bartlett test at the significance level of $\alpha =0.05$ (Sudjana, 1996: 261-265). The test criteria used is, if X^2-count is smallerthan X^2-table at the significance level of $\alpha = 0.05$, it means that the data is homogeneous.

Based on the pretest result of the homogeneity test, the variantsof the two population show that X^2-countis smaller than X^2-table (X^2-count< X^2-table) at the significance levelof $\alpha = 0.05$,meaning that the datais homogeneous.

Based on the posttest result of homogeneity test, thevariants of the two populations show that X^2-countis smaller than X^2-table (X^2-count< X^2-table) at the significancelevel of $\alpha = 0.05$,meaning that the data is homogeneous.

Based on the average score of the pretest for the experimental classes, which is18.94 andthe average score of the pretestfor the control classes, which is 18.50, both groups have a score difference of 0.44, which shows the difference is insignificant or almost the same. In contrast, the average score of the posttestfor the experimental classes is 21.97 andthe average score of the posttestfor the control classes is 21.01, both groups have a score difference of 0.96, which indicates that the posttest score of the experimental classes is higher than the score of the control classes and, moreover, the difference is significant.

Whereas the average pretest scoreof 18.94and the posttest score of21.97for the experimental classes show a significant increase, i.e., 3.03, the everage pretest score for the control classes of 18.50 andthe average posttest of21,01 result in the score difference of 2.51. In other words, the experimental classes which used the story telling learning model could more effectively increase story telling skills of the elementary school students in Salatiga.

The results of the experiment proves that the story telling learning model based on suggestopediaand traditional play songs in this research is effective. The implementation of the model should be supported by three principal components in the instructions, i.e., teachers, students, andschools. These three componentsare the determining factor for the achievement of the teaching-learningobjectives. They should also support each other. If one of them does not function properly, it will affect the whole performance of the model.

DISCUSSION

A professional teacher has a skill in implementing instructions successfully (Hamzah B. Uno 2008:18). Therefore, this learning model which is being developed will be used as a manual for teachers in their instructions. A student-oriented instructional

activity requires the teacher to make a preparation, to become a facilitator, motivator, mediator, and evaluator to create a more interesting and condusive situation. The same is for the condition of the school. The school should provide facilities needed for the learning. The three components are the determining factor for the success of story telling learning model to make learning more meaningful in achieving the objectives of stry telling learning.

Classroom instructions should always be meaningful for students. Therefore, lessons must be planned with an approach which enables students to own ability to solve a problem, to think creatively, to be full of initiative, ad to be able to assess their own work. Covey, S.R.(1997:179 in Soedijarto, 2000:69) said that in order to have these abilities, instructions must be based on four pillars of the learning process, namely (1) learning to know, students will understand how to get knowledge if the phenomena are present in their surrounding; (2) learning to do, students learn by experiencing things themselves so that learning can be meaningful; (3) learning to be, students take part in the learning process to make them educated, knowledgeable, fearful to the Lord, andindependent; (4) learning to live together, the application of innovative andcollaborative makes students eager to learn and to live yang dapat menjadikan siswa interdependently.

Meaningful instructions begin when the teacher enters the classroom. Munif Chatib (2013:78) cited advice from Albert Einstein "if it's not crazy in the beginning, the rest is just as normal as before". This means that the first minutes in the teaching-learning processis the most important time for the rest one hour of class time. Consequently, the first task of the teacher is making students wake up, open, and ready to learn. (Meier, 2001:111). For this purpose, the teacher must be able to give positive suggestion by putting aside learning obstacles. To mention a few of the learning obstacles are (1) students fear to fail or to get social stigma; (2) students do not feel any advantages from learning; (3) students feel bored; (4) no challenges to learn; (5) the teacher says the materials are plenty but the time is short; they are complicated and difficult, if you do not understand you will not get a job. All of these obstacles should be omitted and replaced by positive suggestions, which can be done by playing instrumental music at the beginning of the class along with constructive utterances.

Learning activity with this model can create a learning atmosphere which encourages story telling skill as Iskandarwassid and Dadang S. (2011:27) mentioned that instructions in the classroom which are planned and implemented can increase student's potency. Sarwiji S., (2011:21) explained that lesson plans determine what is to be taught, when, and how to teach.

Since the result of story telling learning is viewed from each student's performance, the model is equipped with evaluation sheets. The evaluation can be done through an intensive observation on student'sperformance, especially during interactions, discussions, and performance of story telling in front of the class.

The scoring of performance is able to show stuednt's competence in real story telling and not only an estimation of learning result the student has achieved. The observation in this research was done while the students were discussing, interacting, and telling a story in front of the class. The scoring was based on the performance of the individual students, so the result can represent the students' overall ability. Again, the

process of learning very much affects the success of the learning. Therefore, the process of learning should be planned interestingly and meaningfully.

Story telling instructions are easier to understand if the students are equipped with a strategy in ccordance with the student's ability and need. Related to the storytelling skill, Nurgiantoro (2005:42) said that the learning of the skill is not easy to do, let alone to beginners. Students need to converse (direct speaking practice) using diction (the choice of words), to apply related grammar, to produce correct intonation, to be fluent to support with expressions, and to be able to understand what others say.

The research by Vernon A. Magnesen,cited byDryden, (2003:100) showed that "students learn 10% from reading, 20% from listening, 30% from seeing, 50% from seeing and listening, 70% from saying, 90% from saying and doing". It is understood that the process of learning will be optimal when there is a combination of seeing, hearing, doing, and thinking.

A good learner will use all parts of the body and senses to learn. Learning should include changes, self-actualization, and constructing which are built on previous experiences as Piaget contended (Brown, 2007:13). Further, Jensen and Nickelsen (2011:35-37) stated that all learning aids should consist of visual, auditory, and kinesthetic aspects. These three aspects should go together to activate learners. The same was put forward by Brown (2007:138) that the most frequently occurring in the classroom is the tendency of students to learn from visual, auditory, and kinesthetic input.

The above ideas explain that learning becomes optimal when there is a combination of all senses, actions, and intellectual processes. All these modalities are used simulatneously in one learning event. To activate them, an appropriate approach and learning media are needed to make learning effective.

It is for this reason that this research used suggestopedia based on traditional play songs. The suggestopedia approach was developed by Lazanov who believed that music used in instructions can increase learning. Traditional play songs on the other hand are used to stimulate students to move, sing, and perform sociodramaabout the content of the song.

The success of learning needs to be supported by media. The use of media helps students to involve themselves actively and directly in learning. The media is used to concretize concepts and optimize student's ability in raising ideas. The student's ideas are used to formulate scenario in a drama in to be acted out in the classroom. The unity of media and learning method may bring about intensive interaction among students. Media helps to give stimulation to students to get involved actively in the learning.

The use of a learning approach which is supported by media causes a change in the teacher's role, which previously is a source of learning, into a facilitator. Considering this, the teacher must be able to make use of various learning approaches, media, and methods available to the optimal level in their instructions in order to make students happy and enjoy learning. It is in line with Chatif's suggestion (2013:75) that a facilitator has the task of building up students' experiences. Students are like plants when they are watered they will grow and develop. Students are not like cups intrinsicallyhowever, a thing which has no life, but a human being who has life. The teacher's role should in planning to compose various resources to use for students to learn something. Theteacher's role in this storytelling model is concretized in the form of facilitating

students' activities. The teacher plays a role as a facilitator anda motivator who always motivate students to be active and caetive in learning processes. The story telling model has proven to be able to make learning focused on students.

The result of the experiment shows that both the experimental and the control groups previously have had a similar academic ability. The assumption was proven empirically true from the pretest results of the experimental classes (18.94) and the control classes (18.50). The posttest results show a significant difference in competencies, being the average score of the experimental classes (21.97), which is higher than the average score of the control classes (21.01).

The research has confirmed that the learning model being developed using the theme from the students' problems and experiences around them in accordance with their condition, needs, interests, and abilities become more interesting and meaningful. This causes the students to be motivated to learn, so that their achievement in the experimental classes is higher compared to that in the control classes.

The outcome of this research is similar to that which was conducted by Trianto (2005), Subyantoro (2007) and Andayani (2008) who reported that the learning models that they developed as innovative learning models have increased students' potentials.

CONCLUSION

Based on the research that has been described above, it can be concluded that the learning model which is being developed is applicable by the grade 5 elementary school teachers easily. The Indonesian language instructions became more interesting for the students. Suggestopedia which was combined with the traditional play songs and suggestive utterances by the teacher made the students more quiet and motivated in learning.The traditional play songs used as media to draw ideas from for storytelling by the students were very effective. It was proven true by the fact that the scenario of the story which was made in groups was performed by the students in a way that they really experienced their role being played. Each student was able to tell a story about the contentsof the story and to perform his or her role self-confidently.

Story telling learning which is based on traditional play songs has made students more skillful in telling a story. It has been proven by the test of the model effectiveness, which shows that learning in a story telling model is much more effective than learning model by varied speech or lecturing. The result of the pretest using t-independenttest gave the average score of F-countis $<$ F-table. It can be confirmed that H_0 is accepted, which means that there is no significant difference between the pretest score of the experimental group and that of the control group. The average posttest scores show that F-countis $>$ F-table, so H_0 is rejected, meaning that there is a significantdifference between the posttestscores of the experimental and the control groups.Based on the statistical analysis, it is clear that the story telling learning model is proved to be effective.

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