

Suggestopedia Based Storytelling Teaching Model for Primary Students in Salatiga

Sunardi [1] Herman J. Waluyo [2] Astini Suudi [3] Nugraheni Eko Wardani [4]

[1] Post-Graduate Student of Bahasa Indonesia Education, UNS Surakarta, Lecturer at FKIP UKSW, Salatiga, Indonesia

[2] Post-Graduate Program, Universitas Sebelas Maret Surakarta (UNS), Indonesia

[3] Post-Graduate Program, Universitas Negeri Semarang (UNNES), Indonesia

[4] Post-Graduate Program, Universitas Sebelas Maret Surakarta (UNS), Indonesia

ABSTRACT

Teaching and learning speaking skills should be able to engage students in a creative process. Students have to be able to speak in front of the class, create a dialogue, tell a story, and produce the language creatively. The teaching and learning of the speaking skill focusing on story telling ability can work well when supported by the appropriate choice of teaching method. This study attempts to: 1) identify the list of things needed by teachers of primary schools to teach Bahasa Indonesia in fun and creative ways, 2) design a prototype of suggestopedia based storytelling learning model to teach Bahasa Indonesia in primary schools, 3) develop the prototype into a suggestopedia based storytelling learning model to teach Bahasa Indonesia in primary schools, 4) determine the effectiveness of the application of suggestopedia based storytelling learning model to teach Bahasa Indonesia in primary schools. This research is a model development study based on the procedures by Borg and Gall. This study demonstrated that a teaching model is created through the following steps: 1) identifying and analyzing the needs of the students and teachers, 2) designing and evaluating the model, 3) developing and testing the model. The effectiveness test showed a significant increase of 3.03 or 8.11% in the experimental group's mean score, from 18.94 in the pretest to 21.97 in the posttest. Meanwhile, the control group only experienced a 2.51 or 6.36 % in the mean score, from 18.50 in the pretest to 21.05 in the posttest. Hence, it can be concluded that the students' story telling skill in the experiment class using the teaching method developed in this study was higher than in the control class. The result implied that the teaching model prototype can be further developed to increase the primary students' story telling skill in Salatiga.

Keywords: *storytelling teaching model, Bahasa Indonesia teaching and learning, suggestopedia approach.*

INTRODUCTION

Brown (2007:20) argued that one of language activities that can bring students closer to the authentic context is speaking. Storytelling, as a part of the speaking skill, is essential both in the classroom context and in the daily activities. Hence, the mastery of the skill is necessary due to its fundamental role in oral communication, including in a lecture, discussion, and seminar. Yet, the biggest challenge to apply this skill is the lack of courage to communicate clearly, spontaneously, and meaningfully.

Due to its importance, speaking skill must be taught as an integral part of language skills in primary schools. As a consequence, the mastery of the skill is compulsory for primary school students. This is closely related to the advantages of speaking skill for students, especially primary students, which include improving students' communication skills, developing virtuous characters, giving a humane touch in education, and developing students' language skills (BSNP, 2007).

Unfortunately, a preliminary observation in a fifth grade classroom showed that the teaching model used in Bahasa Indonesia lesson was still traditional. The teaching and learning activities was still teacher centered, and did not actively engage students. As a result, students tended to passively wait for the teacher's

instructions. In addition, they were not enthusiastic nor creative, and mostly silent throughout the lesson. Consequently, the condition did not optimally provide authentic learning experiences for the students, whereby the lesson became less meaningful and less exciting.

Based on the preliminary result, it can be concluded that teachers need a new teaching model to solve the problem. To address the issue, first of all, a need analysis should be done. According to Dick, Walter; Carey, Lou & Carey, James O. (2009: 17-33) a need analysis can be administered based on the front-end analysis, which involves analyses at the beginning and at the end of the lesson to decide the appropriate steps needed to address particular issues. Dick, Walter; Carey, Lou & Carey, James O. (2009:22) outlined three steps to analyze the teaching and learning needs including: 1) set the standards and goals of the teaching and learning as a reference of expected status, 2) determine the actual status of the expected teaching and learning process, and 3) identify the gap between the expected status and the real condition. The gap, consequently, reflects the problems and needs concerning the education system that need to be solved.

Observing the phenomenon, the writer set out to design an alternative teaching model for the benefit of both the teachers and the students. This is relevant with Tucker & Stronge (2005) who believed that teachers need to develop a more effective teaching model. Thus, teachers should be skillful in choosing the right model. The alternative model developed in this study is suggestopedia based storytelling model, whereby each student has to work in groups designed accordingly to ensure that all students participate actively and effectively in the lesson.

The teaching model developed in this study is essential for teachers, students, and policy makers. For teachers, the teaching model guides the active, creative and meaningful learning. For students, it can encourage students to actively perform. Also, this can encourage the students to perform actively in the lesson as well as to train students to work together as team while creating a competitive learning atmosphere. For the policy maker, this model can hopefully stimulate teachers to develop their own simple teaching models.

The study applied the suggestopedia teaching model prototype. *Tembang dolanan*, i.e. Javanese nursery rhymes, were used in the model. Some suggestive sentences were inserted in the rhymes to produce relaxing, motivating and entertaining effects, expected to be a means for effective and stimulating lesson.

Based on the background, the research was aimed to address the following issues: (a) how was the current teaching practice used in Bahasa Indonesia lessons, and what did the students and teachers need to include in a suggestopedia based storytelling method in primary schools in Salatiga?; (b) how was the preliminary draft of the suggestopedia based storytelling method used to teach Bahasa Indonesia in primary schools in Salatiga?; (c) how was the teaching model prototype developed into the suggestopedia based storytelling method to teach Bahasa Indonesia in primary school?; and (d) how effective was the suggestopedia based storytelling method to teach Bahasa Indonesia in primary schools?

TEACHING MODEL

Bruce Joyce and Marsha Weil (2009:7) defined teaching model as a tool used by teachers to help students get information, ideas, skills, values, point of view, and purpose to express themselves. Meanwhile, Chauhan in Wahab (2008:52) explained that "model of teaching can be defined as an instructional design which describes the process of specifying and producing particular environmental situations which cause the students to interact in such a way that specific change occurs in their behavior". However, unlike the previous definition, Wahab (2009:52) pointed that a teaching model developed by teachers is aimed at helping teachers to increase their competence to recognize students and create a more stimulating learning environment needed to improve the learning process. The expected final result is students' increased ability to learn more effectively, whereby they become more adept to master new knowledge, skills, and content of the lesson.

Furthermore, a teaching model development is needed in an educational process. Reizer (2007:4-7)

pointed out that teaching model development is an analysis, design, construction, implementation, evaluation, and the management of teaching and non-teaching process, including the resources needed to improve performance in various situations, educational institutions, and locations. Iskandarwassid (2010:40-41) noted that various teaching models had been developed, ranging from the simplest to the sophisticated ones. A model is considered sophisticated when it needs a lot of teaching aids in the implementation. Janali in Wahyu (2007:25) explained three types of model development, including (1) theoretical model, i.e. a model that describes the framework based on relevant theories and empirical data; (2) an analytic conceptual model, which lists the product components and shows the relations between each component with the other; and (3) a procedural model, which consists of steps should be taken in order to get maximum result.

Out of the three models, the current study used the procedural model. This type describes the system to organize learning experiences through learning steps in order to meet the expected learning objectives. Therefore, the learning steps were set as a guideline for the teachers to teach the lesson.

Therefore, in this study, teaching method is defined as a systematic procedure to organize learning experiences in order to meet learning objectives. In general, a teaching model include approaches, methods, and techniques as an integral unit. Regarding the suggestopedia based storytelling model, teaching scenarios have to be executed by teachers according to the prescribed procedures.

Gibbs (2002) holds that an effective teachers can survive threats and challenges of various teaching situations. Not only can an effective teacher cope with the difficulties, but he can successfully deliver the lesson. An effective teacher is always ready to find new solutions and try new teaching techniques, and is willing to take risk to try new alternatives.

According to Anthony (1963), a procedural teaching model should include approaches, methods, and techniques. He defined approach as a set of correlative assumption concerning the nature of language teaching and learning. Meanwhile, Brown (2001:14) defined language teaching approach as a set of basic assumptions of basic definitions regarding language, learning and teaching, which are correlated into a basic definition of language teaching and learning. Next, Anthony (1963) defined a method as an overall plan on how to deliver language learning materials in sequential order, in which there is no contradicting part, based on a certain approach. Similarly, Brown (2001:14) explained that language teaching method is a language teaching plan. Regarding the technique, Anthony (1963) defined it as specific ways taken in the classroom to implement a certain method, which is in sync with a certain approach. In the same light, Brown (2001:14) defined a technique as a specific and concrete activity manifested in a language learning pattern according to certain method and approach. Overall, Richard and Rodgers (1986:16) pointed out that hierarchically the order from the highest to the lowest will be approach, design, and procedure.

During the lesson, the model is combined with background music with suggestive lyrics called suggestopedia. Suggestopedia is a strategy developed by Lozanov, a Bulgarian psychologist. Lozanov (1978:2-5) argued that the main factor that hindered the students' learning, including learning language and literature, is the psychological hindrance. He believed that a successful lesson should be able to touch students' subconscious level. Fortunately, the hindrance can be eliminated by incorporating drama, physical activities, and music in the lesson. Next, he maintained that relaxation and concentration techniques should help students to open their sub consciousness and help them master more new vocabularies as well as other structures.

Norland & Pruett-Said (2006:15) explained that the use of music in the classroom was proven to create relaxing ambience which improved students' ability to absorb more information. The suggestopedia method is also known as suggestive-accelerative learning and teaching or the Lozanov method (Meier, 2002:49).

Scovel (1979: 258) proposed several techniques to give positive suggestive effects to students, including making them sit comfortably, playing background music during a lesson, using dim light, increasing individual participation, using posters as informational media, and providing teachers who are trained in suggestive teaching arts. Bancroft (2005) added that a relaxing teaching atmosphere is necessary.

Furthermore, a fun learning environment is a prerequisite of this strategy. Therefore, creating a safe and fun learning experience which is appropriate with the students' development level is an essential thing to do.

According to Murray & Christison (2011:74), characteristically, primary school students of third to fifth grades start to build their understanding about numerous things outside of themselves, and started to cooperate with others. In this stage, they will benefit more when working in a creative and imaginative environment. One way to stimulate the environment is by using songs and stories. Kelly in Hayes (2007:14) urged the importance of nurturing students' imagination to increase their enthusiasm to learn their surroundings.

In this study, suggestive songs and stories used in the storytelling lesson are several *tembang dolanan*, or Javanese nursery rhymes. Students living in countries throughout Java are mostly familiar with *tembang dolanan*. Moreover, *tembang dolanan* is also included in Bahasa Indonesia national curriculum as a part of 'local poetry' material (BSNP, 2007). Hence, *tembang dolanan* can be used as an instrument to encourage students to tell stories.

Further, Waluya (2008:14) explained that *tembang dolanan* is actually a form of Javanese poetries. In a *tembang*, physical and emotional structures synergize. To compose a *tembang*, rules concerning the physical and emotional structures have to be followed. Thus, the physical structure by itself is not sufficient, as a prescribed emotional structure should also be met. As a result, *tembang dolanan* becomes a refined literary art. *Tembang dolanan* can be classified as old poems. Michell (2003:150) called this type of old poems that has become a part of oral tradition known as *nursery rhymes*.

According to Nurgiyantoro (2010: 106), there is no precise information on when *tembang dolanan* was composed. One thing for sure, *tembang dolanan* is always simple, and commonly sung by children in the rural areas. Nurgiyantoro (2010:110) identified several messages embodied in *tembang dolanan*, including: traditions, virtues, politeness, moral lessons, ironies, hygiene, environmental issues, health and religiosity. In general, the prominent parts of *tembang dolanan* are the fun, playful and humorous elements that invite both the singers and the listeners to laugh. According Ras (1982:314), children generally sing *tembang dolanan* while playing along with their friends. Then, they can learn more about animals, plants, and their natural as well as social environment through the song. Thus, despite its simple and playful nature, *tembang dolanan* is rich of meaningful lessons for life.

A teaching model for primary school students should incorporate the learning-while-playing principle. Roopnarine and James E Johnson (2011:45) stated that students of primary school move from understanding the world through kinesthetic and physical tests to the conceptual and abstract understanding of the world. As a consequence, teaching in primary school should incorporate physical activities through play. Roopnarine and James E Johnson (2011:425) added that teachers should provide physical and psychological spaces to stimulate children to create.

RESEARCH METHOD

This is a developmental research based on Borg and Gall theory (2003:570). Borg and Gall's model prescribes several steps, i.e.: 1) research and data gathering, 2) planning, 3) developing an early prototype, 4) preliminary field study, 5) main product revision, 6) main field test, 7) operational product revision, 8) operational field test, 9) final product revision, and 10) dissemination and implementation. The sequences were modified by Joko Nurkamto into four stages, i.e. 1) preliminary research and needs analysis, 2) design and development of the model prototype, 3) limited and general trial, and 4) effectiveness test.

A preliminary research and need analysis were conducted by researching relevant theories, observing schools, interviewing teachers and students in order to identify the problems as well as the teachers' and students' needs regarding the research objectives. The instrument used in this preliminary stage was questionnaires. Next, a categorical descriptive technique was used to analyze the data.

In the second stage, a prototype and the development plans were designed. The design of the model was developed based on the hypothetical model. The prototype of the teaching model, then, was discussed

with primary school teachers in a focus group discussion forum. Next, the result was consulted to an expert in teaching and learning model of Bahasa Indonesia. Slameto, an expert in teaching approaches, assessed the prototype of storytelling model. Thirteen aspects of the model teaching book were assessed, and some suggestions, i.e. to include a language cognitive test in the model, to provide instruments to evaluate students' character, and to add a process evaluation, were given.

Teguh Suharto, another expert of teaching and learning Bahasa Indonesia, considered that the results of the questionnaires and the interviews could be summarized into the following points: (1) the suggestopedia approach was useful to guide, give a sense of fun and directed, and encourage students to concentrate on the learning; (2) the learning activities using *tembang dolanan* based on the audio visual input can stimulate students to think critically when developing their stories; (3) the discussion activity to compose a story, the socio-drama play, and the performance can stimulate students to tell stories, applying their intellectual abilities in turns in a sustainable flow. Finally, Teguh assessed that the overall model was quite good, and ready to be tried out with minor revision.

The effectiveness test stage was done to test whether the developed model positively affected the users. In this stage, the effectiveness of the developed model was compared with the already available models. Experimental method was used in this phase, and was conducted in four primary schools in Salatiga, i.e. SDN Kutowinangun 01 and SDN Mangunsari 01 as the control group, and SD Kristen Satya Wacana as well as SDN Ledok 2 as the experimental group.

The data analysis was done by testing the students' story telling scores. The normality was tested using Lilliefors (L_0) technique with the significance level of $\alpha = 0.05$ (Sudjana, 1996: 466-468). The criteria used was as follow: if $L_0 < L_t$, the data was assumed to have a normal distribution (H_0 was accepted). On the contrary, if $L_0 > L_t$, the data distribution was not normal (H_0 was rejected), assuming that H_0 : the sample was taken from a normally distributed population, and H_1 : the sample was not taken from a normally distribution population.

The homogeneity was tested by comparing the variances of the two groups using Bartlett test with the significance level $\alpha = 0.05$ (Sudjana, 1996: 261-265). The testing criteria used is if the value of counted χ^2 is less than the χ^2 table at the significance level $\alpha = 0.05$, the data was considered homogenous.

The data analysis used to test the effectiveness of the suggestopedia based story telling teaching model was the independent t-test to compare the means of the two groups, which was grouped based on the test types and teaching model.

THE RESULT

The result of the preliminary research was developed into a teaching model prototype, which was validated by an expert team using a validation checklist. The assessment of the experts in the form of input, suggestions, opinions, and comments was used to revise the prototype, which resulted in a ready-to-test prototype.

The result of the limited trial in SDN Mangunsari 06 showed an increase in the test mean score, from 13.62 in the pre-test to 21.67 in the post-test. Similarly, the trial in SDN Tegalrejo 05 also showed an increase in the mean score, from 16.27 in the pre-test to 19.77 in the post-test. Based on the tests, it could be inferred that the pre-test score averages were lower than the post-test score average. This showed that based on the limited test, the teaching model prototype increased the students' story-telling ability. Next, based on the limited trial, the model was then refined before tested to a larger sample.

The results of the large scale trial of the story telling based teaching model were as follows: in SDN Tegalrejo 04, the pretest mean score was 17.81 and the posttest average was 21.90, in SDN Sidorejo Lor 02, the pretest mean score was 17.57 and the posttest mean score was 19.59. Then, all the data were averaged and resulted on the pretest mean score of 16.17 and posttest mean score of 20.63. Therefore, there was an increase of 4.46 points from pretest to posttest. Thus, based on the comparison, students' who got the

treatment of storytelling based teaching model showed an increased abilities in storytelling.

Table 1. The comparison of the large scale pretest and posttest mean score in four primary schools

Schools	Number of students (N)	Pretest mean score	Posttest mean score
Salatiga 06	26	17.961	21.730
Sidorejo Lor 02	27	18.925	21.481
Kutowinangun 09	22	17.000	19.954
Tegalrejo 04	27	17.000	19.037
Total Number of students	102		
Total average		16.17	20.63

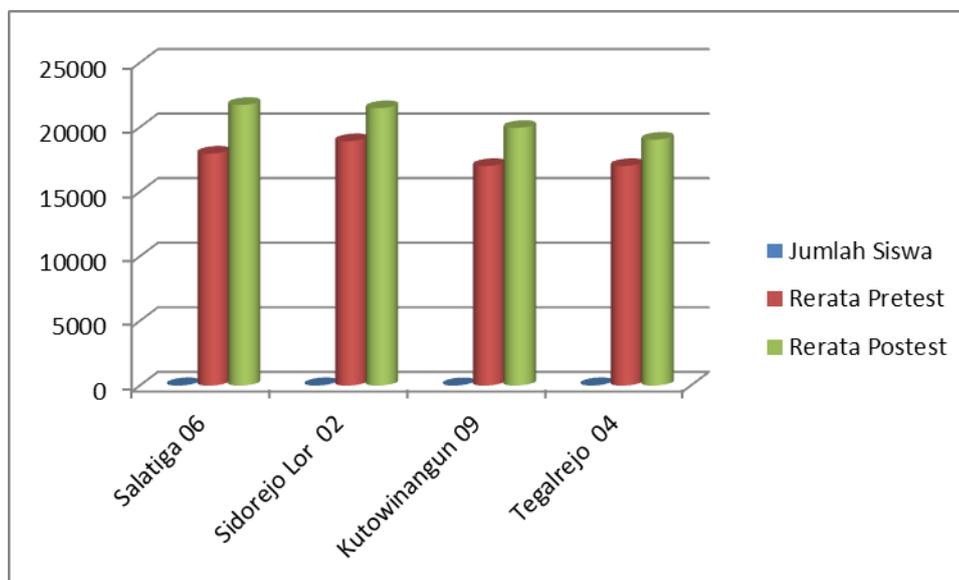


Figure 1.1. The chart showing the comparison of the large scale pretest and posttest average scores in four primary schools

The figure depicts an increase of the fifth graders’ story telling skill after given the treatment of suggestopedia based story telling teaching model. All subjects in the four schools used in the large scale trial demonstrated the same trend, whereby the posttest score was higher than the pretest score. Therefore, it was assumed that the effectiveness of suggestopedia based story telling teaching method could be further tested.

The effectiveness test was used to determine whether the teaching model could significantly improve the primary school students’ ability in storytelling. The control group consisted of fifth graders of two schools, i.e. 38 fifth graders of SDN Kutowinangun 01 and 32 fifth graders of SN Mangunsari 01. Meanwhile, the experimental group consisted of 35 fifth graders of SDN Ledok 02, and 27 fifth graders of SD Kristen Satya Wacana Salatiga.

Subsequent to the data gathering, a non-independent t-test was run to analyze the data. Prior to the test, a linearity test as a prerequisite of t-test was conducted. In addition, the required normality as well as homogeneity tests were also done.

A Kolmogorov-Smirnov test with significance level $\alpha = 0.05$ was used to test the normality (Sudjana, 1996: 466-468). The criterion used was if $L_0 < L_t$, the data was assumed to have a normal distribution. The result of the pretest, which was $0.1263 < 0.1401$, and the result of the posttest, which was $0.1279 < 0.1401$,

indicated that the p-values of both the pretest and posttest were more than $\alpha = 0.05$. Thus, it was assumed that the pretest and posttest data were taken from a normally distributed population.

To test the variance homogeneity of the population, a Bartlett test was conducted. The significance level was set at $\alpha=0.05$ (Sudjana, 1996: 261-265). The test criterion used was if χ^2 count was smaller than the χ^2 value in the table at the significance level (α) 0.05, it could be assumed that the data were homogenous. Based on of homogeneity test for the pre-test scores, the variance of the population showed a smaller counted χ^2 than the χ^2 value in the table (χ^2 count< χ^2 table) at the significance level $\alpha=0.5$. Thus, it can be assumed that the data set was homogenous.

Table 2. The mean difference of the pretest and posttest storytelling skill score in the control and experimental groups.

<i>Independent variable: Storytelling skill</i>					
Storytelling teaching model	N	Mean Pretest	Mean Posttest	difference	increase
Suggestopedia based (experimental)	62	18.9355	21.9677	3.0322	8.11%
Conventional (control)	70	18.5000	21.0143	2.5143	6.36%

Source: analyzed primary data

The table shows the mean differences of the students' storytelling skill scores in the pretest and posttest, both for the control and experimental groups. The differences between the experimental and control groups can be clearly observed in the following figure.

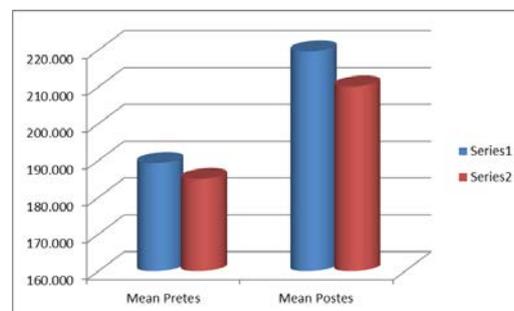


Figure1. 2. The histogram of the means differences of pretest and posttest storytelling scores in the control and experimental groups

Both the table and the figure showed the mean differences of students' storytelling scores in the pretest is quite similar for both the control and experimental groups, i.e. 18.5000 for the control group and 18.9355 for the experimental group. There was only 0.4355 difference between the two groups, which showed that the storytelling skill of the two groups was relatively similar before the experiment.

After the experiment, an increase of mean score was observable. The control group experienced an increase of 21.0143 in the score average, and the experimental group had a 21.9677 increase in the score average. In other words, the score average increased as much as 6.36% for the control group, and 8.11% for the experimental group. Therefore, from the data, it can be concluded that the increase of storytelling skill was higher in the experimental group. In sum, the teaching model can be developed to improve the storytelling skill of primary students in Salatiga.

DISCUSSION

Uno (2008:18) argued that professional teachers must have the competence to deliver the lessons successfully. Hence, the currently developed model can hopefully provide a guideline for teachers to conduct the lessons according to the students' and teachers' needs. The student centered learning requires teachers to simultaneously be a planner, facilitator, motivator, mediator, and evaluator in order to create interesting and supporting learning environment. This becomes the key component to ensure the success of the storytelling teaching model to improve students' storytelling skill.

A group learning must be meaningful for students. Therefore, in this research, lessons were planned using an approach that emphasizes on students' skills to solve problems, think creatively, be proactive, and able to self-evaluate their own products. Along with this, Covey (1997:179) claimed that to help students master the skills, lessons should be planned based on four pillars of learning process, which are: (1) learning to know; (2) leaning to do; (3) learning to be; and (4) learning to live together.

A meaningful lesson should be started since the first minute the teacher entered the class. As Einstein in Chatib (2013:78) once put it, "if the idea at first is not crazy, then there is no hope for it." When related to learning process, this means that the first minutes of a lesson are critical for the next one hour. Hence, Meier (2001:111) stated that teachers' first task is encourage students and make them ready to learn. To do so, teachers can give positive suggestions to remove learning obstacles. These hindrances, among others, may include: (1) students' fear of failure or public humiliation; (2) a sense that they do not benefit anything from learning; (3) boredom; (4) lack of challenges in learning; (5) teachers' statement that may sound, "There are too many materials to learn within limited time. This material is very complex and difficult. If you cannot understand this, then you won't be able to get any job." All the hindrances should be replaced by positive suggestion by playing instrumental music with motivating stories or sentences at the beginning of the lessons.

The currently developed model can create a learning environment, which optimizes students' storytelling skill. This is relevant with Iskandarwassid's and Dadang's (2011:27) statement that a well-planned lesson that is applied in the classroom can maximize students' potentials. In addition, Suwandi (2011:21) explained that lesson planning determines what, when and how the lesson will be conducted. Therefore, an appropriate planning will ensure a maximal result.

The result of the storytelling lesson should be observable in each student. Therefore, this model should be equipped with an assessment rubric to grade the students' performance. Suwandi (2011:45) stated that a storytelling assessment can be done through intensive observation on students' performance during the lesson, especially while they interact, discuss, and perform in front of the class.

Nurgiantoro (2012:406) holds that a performance assessment must be able to reveal information on students' storytelling competence in an accurate and concrete way, instead of merely predicting the students' performance. In this research, the assessment was done through observing students while they had a discussion, interacted and performed the story in front of the class. The assessment was based on the students' activities so that the result would be able to describe students' overall competence. This means that the leaning process strongly determines the success of the lesson. Therefore, learning process should be interestingly and meaningfully designed.

A storytelling lesson will be more easily understood when students are equipped with strategies to apply their skill according to their level of competence and needs. Concerning with the story telling skill, Nurgiantoro (2005:42) claimed that a skill course is relatively more difficult to deliver, especially to the beginners. In this study, students need to make a conversation based on the appropriate word choices, grammatical rules, correct pronunciation, fluent flow, appropriate expression, and right comprehension of the story they tell to others.

Piaget in Brown (2007:13) explained that students should learn using all of their senses and bodies. Therefore, learning as a development process should involve changes, identity revealing, and construction,

which are built on previous learning experiences. Furthermore, Jensen & Nickelsen (2011: 35-37) stated that all instruments of a lesson should be related with students' learning types, i.e. visual, auditory and kinesthetic. Visual learners study through what they see, while the auditory learners study more effectively through what they listen, and kinesthetic learners study through what they do and touch. Thus, in this research, the suggestopedia approach was used to accommodate all learning types through the use of *tembang dolanan* as both the suggestive media and the game.

Losanov (1978:1) stated that playing music during a lesson could increase the level of students' self-control and attention. Meanwhile, in this study, *tembang dolanan* was used to stimulate students to move, sing and play roles according to the lyric of the rhyme. The application of the approach supported by the use of media in the lesson changed the teacher's role, from being the center of the lesson to being the facilitator). In that, teachers should be able to base and function various available teaching approaches, media, and methods optimally to create fun, passionate, and impressive learning experiences. This is in line with Chatif's (2013:75) statement that a facilitator should be able to build students' experiences. Metaphorically, a facilitator should be like a farmer with a bucket full of water used to water the plants. Students are like plants, which will thrive and bloom when watered, nurtured, and fertilized.

Teachers' role in the learning process is combining various available sources and facilities to help students learn something. According to Hattie (2012:23), a powerful, passionate, and accomplished teacher must be able to help student focus themselves to study, develop their thinking and problem solving skills, appreciate new knowledge, comprehend learning objectives, and become empathetic. The currently developed teaching model is expected to help teachers do those things.

The results of the trial and the experiment of the storytelling model consistently showed an increase in students' learning and storytelling skills. This study proved that even since the limited and large-scale trials, the students' storytelling skill had increased. Further, the experiment demonstrated that before the study the control and the experimental group had relatively similar academic performance. This was shown by the almost similar pretest score average of the two groups, which was 17.96 for the control group and 17.76 for the control group. The posttest, on the other hand, showed a significant performance difference in the score averages of two groups, which was 20.74 for the experimental group and 19.99 for the control group. Teachers' role and effort to help students master the learning materials required by the essential and basic competences in the curriculum were more prominent. As a result, students' role in the experimental group was more dominant. Consequently, besides increasing the storytelling skill, this teaching model also improving self-confidence, which according to Muijs and David Reynold (2008:226) contributes to the students' performance.

The result of the study showed that the suggestopedia based teaching model using authentic themes taken from students' actual experiences were more relevant to the students' conditions, needs, interests, and abilities. As a result, the learning was more interesting and meaningful. Consequently, this learning environment encouraged students to learn and improve their skills, which resulted in the higher performance in the experimental group.

The finding was in line with other studies conducted by Trianto (2005), Subyantoro (2007), and Andayani (2008) who reported that teaching models developed as a form of innovative learning could increase the targeted skills and potentials.

CONCLUSION

This study produced a teaching model. The steps used to design the storytelling teaching model were 1) exploration and library study, 2) designing a prototype of storytelling teaching model, 3) developing a prototype using limited and large-scale trials, and 4) testing the effectiveness of the teaching model.

In the effectiveness test phase, the pretest score average was 18.94 for the experimental group, and 18.50 for the control group. There was only 0.44 difference between the two groups. Thus, it could be interpreted that the two groups were not significantly different. On the contrary, the posttest score average

was 21.97 for the experimental group and 21.01 for the control group, which showed a 0.96 difference between the two groups. Thus, the difference in the posttest was significant.

The analysis of the effectiveness test showed that the mean increase in the experimental group, from 18.94 in the pretest and 21.97 in the posttest indicated a significant increase of 3.03 or 8.11%. Whereas, the control group only experienced a 2.51 or 6.36% increase, from 18.50 in the pretest and 21.05 in the posttest. From the result, it can be concluded that the storytelling skill in the experimental group was higher than in the control group. This means that the teaching model can be further developed to increase the storytelling skill of primary school students in Salatiga.

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AUTHORS:

Sunardi

Undergraduate (S1) in History Education, Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana (UKSW), Salatiga (1996) and Graduate (S2) in Education, Graduate Program, Universitas Negeri Jakarta (2002). Presently studying at the Post-Doctoral Program (S3) in Indonesian Language Education, Post-Graduate Program, Universitas Negeri Surakarta. Teacher and Principal of Satya Wacana Christian Elementary School (Laboratory of UKSW) and now a Lecturer at the Faculty of Teacher Training and Education, UKSW, Salatiga. Subjects taught: Teaching-Learning Strategy, Teaching Profession, Indonesia Language, Javanese Language and Literature.

e-mail : sunardi.s3pbi@fkip.uns.ac.id; sunardi@staff.uksw.edu

Phone number: +628156618352

Herman J. Waluyo

Professor, Faculty of Teacher Training and Education, Universitas Negeri Surakarta (UNS), Surakarta. Teaching at the Indonesian Language and Literature, Undergraduate and Graduate Programs, UNS.

e-mail :

Phone number: +62 818258179

Astini Suudi

Professor, Faculty of Language and Literature, Universitas Negeri Semarang (UNNES), Semarang. Teaching at the Undergraduate and Graduate Programs, UNNES, Semarang in the subject Language Learning.

e-mail : ediastini@gmail.com

Phone number : +6281325519191

Nugraheni Eko Wardani

Undergraduate (S1) from Universitas Sebelas Maret, Surakarta, Graduate (S2) and Post-Graduate (S3) from Universitas Gajah Mada, Yogyakarta. Presently teaching at the Undergraduate and Graduate Programs, Universitas Sebelas Maret Surakarta (UNS), Indonesia.

e-mail :

Phone number : +62 817119067