

Improving Students' Learning Outcomes By Using Wallchart Media in Writing Narrative at Grade VII SMP Negeri 4 Stabat Academic Year 2021/2022

Friscilla Sembiring¹

Universitas Quality Berastagi
friscillasembiring123@gmail.com

ABSTRACT

The type of the research is classroom action research (CAR). The purpose of this research is to find out the implementation of learning and improvement of student learning outcomes by using Wall Chart media in writing narrative text in the seventh grade of SMP Negeri 4 Stabat for academic year 2021/2022. The subjects of this study were 7th grade students of SMP Negeri 4 Stabat and the object of this study was improvement of learning by using Wall Chart media in writing narrative text in 7th grade SMP Negeri 4 Stabat for academic year 2021/2022. Based on the research that has been carried out, it is found that the implementation of learning activities for teachers has 72.22% good criteria and the results of the implementation of learning activities for students have 70 good criteria. Classical completeness was obtained from 24 students who completed 22 (91.6%) and 2 students who did not complete (8.3%), so that the learning outcomes were classically complete. And the average value of students is 78.75%. Thus, the implementation of learning has good criteria and improves learning outcomes using Media Wall Charts in writing narrative texts in the 7th grade of SMP Negeri 4 Stabat for academic year 2021/2022.

Key words: *Improving, Students' Learning Outcomes, Wallchart Media, Classroom Action Research*

1. Introduction

Writing is one of English skills besides listening, speaking, and reading. Blanchard, Kareen and Root (1998) state that learning to write in a new language is not always easy. It is challenging but is also fun. If the students are learning to speak and read in a new language, the students will be ready to begin writing too. The students will feel that writing in English is easy when they find comfort environment, such as a classroom. It is considered as a productive skill because its activity refers to the output of written texts. The process of scribing is recursive and the product should fulfill some criteria of a nifty inscription product and not linear. It means that the researchers not only should plan, draft, and edit, but also re-plan, re-draft, and re-edit before they produce final version of their writing product. After that, the writing product should fulfill some criteria, such as organization, content, grammar, vocabulary, and mechanics (Brown, 2004). From the ideas above, the researcher deduces that writing is a complex process for conveying or delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can understand.

Learning writing is one of the competencies that must be taught to students.

Writing is a highly complex process that requires the ability to create ideas and to display the ideas in a well-structured piece of writing. Before a writer writes something, he or she should check out some aspects. The writer should formulate ideas, organize, and sequence points in logical order, select vocabulary, check for grammatical correctness, spell words correctly, punctuate, and write clearly. As being stated by Fry (2012), before and after writing process, a writer should check their paper. The purpose of checking is to ensure that the writing has good structures to be read and comprehended by the readers. According to Oshima and Hogue (1998), writing is not easy, it takes to study and practice to develop this skill for both native speakers and new learners.

This is due to the lack of students' interest in writing and the use of monotouns strategies so that writing learning activities become so boring. There needs to be a renewal in learning English so that writing learning becomes effective creative and fun. According to the English language teacher in fact learning to write is still not optimal so that the right media

is needed in learning to write. Therefore, the Wall Chart will be tested for its effectiveness in learning to write, especially writing narrative text learning.

Wall Chart media serial image, poster media, advertising media brochure media and many others. However, in this study the researchers chose to use wall chart media to improve students' writing skills. Wall Chart media is one of the non-projected viewing media. The main role of wall charts in learning is to practice vocabulary mastery and sentences structure. Through the guidance of the teacher, *Wall Chart* can serve as a bridge to assist students in learning to write narrative text for student 7th Grade at SMP Negeri 4 Stabat. Based on description above, the writer is interested in conducting a research entitled "Improving Students' Learning Outcomes By Using Wallchart Media in Writing Narrative at Grade VII SMP Negeri 4 Stabat Academic Year 2021/2022".

Based on the formulation of problem previous, the scope of this research is focusing in improving students' Learning Outcomes By Using Wallchart Media in Writing Narrative at Grade VII SMP Negeri 4 Stabat. It is hoped that this study will give advantages to: As input for students in improving students' abilities and hobbies in writing narrative text. As input for teachers to be able to apply wall chart media in improving student learning outcomes. As an insight for researchers and other readers about the Role playing learning model

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Meyers (2005 : 2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994 : 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.

Harmer (2004 : b.86) states that writing is a process and that we write is often heavily

influenced by constraints of genres, then these elements have to be present in learning activities. Boardman (2002 : 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word. From the definitions above I can conclude that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen.

The Purpose of Writing

Purpose of a piece of writing is to express oneself, to provide information, to persuade, or to create a literary work. There are four purposes writers use of writing. When someone communicates ideas in writing, they usually do so to express themselves, inform their readers, to persuade a reader to create a literary work. In college, we mostly rely on two purposes for composition style writing, and those are to persuade the audience.

Your purpose for writing is simply what you are trying to accomplish. There are several different things you may be trying to accomplish in your writing. Choose the one that best suits the paper you are working on now:

- **Writing to Reflect** means you are exploring personal ideas to make sense of your experience. Examples include diaries, journals and autobiographical memoirs. You are trying to communicate your emotions and reactions to others.
- **Writing to Inform** means you are communicating factual details about particular topics. Examples include newspaper articles, reference books, textbooks, instruction manuals and informative web sites such as government or non-profit sites. You are providing definitions, explaining concepts or processes and helping readers understand ideas and see relationships.
- **Writing to Persuade** means you are trying to convince your readers to accept your position on a particular topic. Examples include research papers, editorials, advertisements and some business communications.

- **Writing to Evaluate** means you are assessing the validity, accuracy or quality of information to assess the relative merits of something. Examples include reports, critiques and book reviews.

Types of Writing Taught in Senior High School

There are many different types of essays you will probably encounter in school, depending on your subject of study. However, these 7 types of essays are the most common. Especially if you are completing your undergraduate prerequisites, you will most likely have to write at least a couple of these types of essays. We will review the basics of each type so that you can feel confident when your next assignment is given out whether it is a 2 page or a 20 page essay of these types of essays. We will review the basics of each type so that you can feel confident when your next assignment is given out whether it is a 2 page or a 20 page essay.

1. Narrative

Narrative essays are traditionally intended to tell a story based on the writer's real life experiences. Generally, narrative essays tell a story to make a point. For example, you may receive a narrative essay prompt that asks you to "write about your most memorable childhood experience". Narrative essays include a motif (main or central point), and follow a standard essay format (introduction, body, and conclusion). They also include characters and action.

Best approach: The best way to approach writing a narrative text essay is to first define the essay's central point, (which can usually be derived from the essay prompt). Once the motif is defined, create an outline of the narrative you will write. This is one of the few essays in which using "I" (first person language) is appropriate. Conclude the essay by explaining how it relates back to the main point. If you get stuck, consider reaching out to high quality essay writing service for help.

2. Descriptive

Descriptive essays essentially paint a picture of something. When you write a descriptive essay, expect to be describing your main topic, and plan to use a lot of adjectives. Your topic of description may be a person, place or even an experience or emotion. But,

unlike a narrative essay, you will most likely be required to write in third person.

A logical approach for writing a descriptive essay is to first define what you will describe. Write an introduction that explains what will be described and why. Write the body using rich description, and conclude by explaining the significance of the description (why it is important). Essay writing services are a great resource for help if you are stumped.

3. Expository

Expository essays present fact. They require students to research, investigate and present an idea based purely upon factual evidence, rather than based on an opinion. Expository essays use empirical, scholarly sources and are written with clear logic.

If you are embarking on writing an expository essay, it is critical to make sure that the sources you use in your essay are credible and present information that supports the idea or topic that you are describing. As always, use third person when writing an expository essay, and start by creating a clear outline. Reach out to a credible essay writing service if you need help creating your outline or finding scholarly research.

4. Persuasive

As the name implies, persuasion is the primary goal of a persuasive essay. Persuasive essays should be convincing, argumentative and logical. Unlike expository essays, which may also support a position or certain argument, persuasive essays rely less on concrete fact alone, and may also incorporate opinion-based writing.

If you are writing a persuasive essay, do use logic and facts. However, you may also write about your opinion, as long as you write in third person and the facts you present suggest the validity of your opinion. In other words, your opinion itself doesn't need to be fact-based, but the facts you include should strongly suggest that your opinion is legitimate.

Once again, the nuances of this type of writing can be tricky, so if you are still scratching your head, do not be afraid to ask for help and explore essay writing service options to get you started.

5. Compare and contrast

Essay assignment that ask you to compare and contrast something are a little different than

essays that simply present fact or an opinion. Compare and contrast essays evaluate differences and similarities between two things.

Outlines are specially helpful when writing a compare and contrast essay. Because you will likely be switching back and forth between whatever two topics, or things, you are describing, creating an outline will help you to connect your ideas logically and write an essay that flows. For instance, it is helpful to follow a systematic process within the body of the essay. To see examples of a compare and contrast essay outline, look for credible examples from an essay writing services.

6. Reflective

Like expository essays, reflective essays also introduce ideas that are based on fact. But in contrast to expository essays, reflective essays ponder and reflect on what the topic or idea means, and its significance.

For example, a reflective essay about the shortage of healthcare workers in America would not only cite facts about this problem, but would also synthesize and interpret the facts to explain how or why they are significant to America's society.

Within this example, a conclusion may be drawn such as: *"if the shortage of qualified healthcare workers in America is not successfully addressed, the nation's state of health and access to healthcare may continue to decline, which could have negative social and economic impacts."*

When writing a reflective essay:

1. Start with an outline that presents facts based upon your research.
2. In conclusion of each paragraph, explain the significance of the facts you discuss.
3. Conclude the essay by interpreting the overall significance of the subject.

The key to a successful reflective essay is to synthesize and interpret facts. If you are stuck, quality essay writing service are usually able to help with reflective essays as well. Some essay writing services, such as Ultius and editing in addition to helping with the writing process itself.

7. Personal

Depending on the nature of the assignment you receive, most personal essays will allow the use of first person, as the name implies. Like narrative essays, personal essays may describe the writer's own experiences.

However, personal essays are often used for a wider variety of purposes than a narrative essay, which is similar to a story. For instance, personal essays may be used to demonstrate or show your personal goals and interest. For this reason, they are often used as college application essays.

One key to writing a great personal essay is to first get clear on the "why" of the essay. In other words, what purpose will it serve? Is it for a class assignment that asks you to write about your personal experience of something (like a narrative essay)? Or, is it college application essay that will show your admissions board why you are a good candidate for the school based on your goals and experiences?

Narrative Text

A. Definition of Narrative Text

Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition by expert, we can know if narrative text is a story that made to entertain the reader. The reader can feel the story from the characteristic there. Besides, to make the reader interesting with the topic, the writer have to make this story with illustration.

Narrative text has a some example. They are fable, legend, myth, fiction. The example of the narrative is very unique. Moreover, there are many author made a novel, poem, and short story. However, the accident in narrative story is fiction but the reader felt interesting to read the story because the story can help them from their busy daily activity.

B. The Purpose of Narrative Text

The purpose of narrative text is to amuse or to entertain the reader with a story .

C. Generic Structure of Narrative Text

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

3) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer. Example of Narrative Text

The Legend of Tangkuban Perahu

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang. One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out 19 that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home. Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her.

When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son. She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her. She was very angry and

kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung

D. General Concept of Narrative Texts

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke. Anderson (1997: 14) states that a good narrative uses word to paint a picture in our mind of:

- what characters look like (their experience),
- where the action is taking place (the setting),
- how things are happening (the action).

The characteristics of narrative texts among others:

- It tells us about a story of event or events.
- The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

Narration is telling a story. And to be interesting, a good story must must

have interesting content. At should tell us about an event your audience would findenganging. You might even thing of your narrative as a movie in which readers seepeople in action and hear them speak. Therefore, it should be detailed and clear, witheven arranged in order in which they hspended or in some other effective ways youshould use for narrative that achieves all of the followings goals:

- it is unified, with al the action a developing central idea.
- It is interesting, it draws the writer into the action and makes them feel as if theyare observing and listening to the events.
- It introduces the four ws of a setting- who, what, where, and when- within thecontext of the action.

- d. It is coherent, transition indicates changes in time, location, and characters.
- e. It begins at the beginning and ends of the end. That is, the narrative follows a chronological order- with events happening in a time sequence.
- f. It builds towards a climax. This is the moment of most tension or surprise- atime when the ending is revealed or the importance of events becomes clear.

5. The language features usually found in narrative texts are:

- a. specific characters
- b. time words that connect to tell when they occur
- c. verbs to show the action that occur in the story.
- d. Descriptive words to portray the character and setting. (Anderson, 1997: 15)

a. Definition Wall Chart Media

According to Saadie(2007)"Wall Chart can also be in the form of charts the form of these charts can be described in more varied forms such as: (a) organizational chart (flow) which is a chart that explains the functional relationships between parts within an organization, (b) pictorial chart (painted chart) which is a chart that is accompanied by pictures or paintings for example in a map an image of the results produced from the area is included (c) comparison or difference chart namely a chart that shows the comparison or difference chart, namely a chart that shows the comparison or difference of something that is intended with paintings and words, (d) see-through chart, which is a chart that explains the state of an object, (e) a state chart, which is a chart that explains the state of an object with various sizes, (f) unraveled charts, namely charts that give an idea if something is described, but remains in its original position".

So from the above understanding it can be concluded that the meaning of Wall Chart is a learning media that uses diagrams in the form of pictures schemes and charts pasted or hung on the wall.

b. Media Wall Chart Steps

Thorn (1995) in making need Chart Wall media consider several things related to the presentation, including :

- a. Using images that match the theme

- a. Give the headline as your Wall Chart identity
- b. Choose images that are visually attractive, clear and can be easily understood by students
- c. Give enough information
- d. Identify need before making a Wall Chart so that the Wall Chart that is made is functional

Sudjana(2011) in make media Wall Chart need consider several things related to the dish, including :

- a. The teacher explains the learning objectives.
- b. The teacher provides material on the element of narrative text
- c. The teacher and students ask question about the narrative text material
- d. The teacher displays the media Wall Chart
- e. The teacher explains the display of the contents of the wall chart that will be used as a medium for writing arguments

Sanaky(2009) divides the wall chart media into several:

- a. Student understand the important points in the wall chart media that will be used as a medium for writing arguments
- b. Students are given the tasks of making narrative text based on observations of the wall chart media. Students are given the freedom to determine the character and disposition, setting, and plot provided on the wall chart media.
- c. Students make a narrative text framework based on the core that has been obtained from the wall chart media as a basis for developing arguments
- d. Students develop a narrative text framework into a narrative text according to their own creativity based on the information listed on the Wall Chart
- e. After the student have finished writing the argument, than evaluate the argumentation material
- f. Student and teacher conclude learning to write narrative text.

c. Strengths and Weaknesses of Wall Chart media

Thorn (1995) Media Wall Chart has advantages in media Wall Chart learning. The advantages possessed by this media wall chart are:

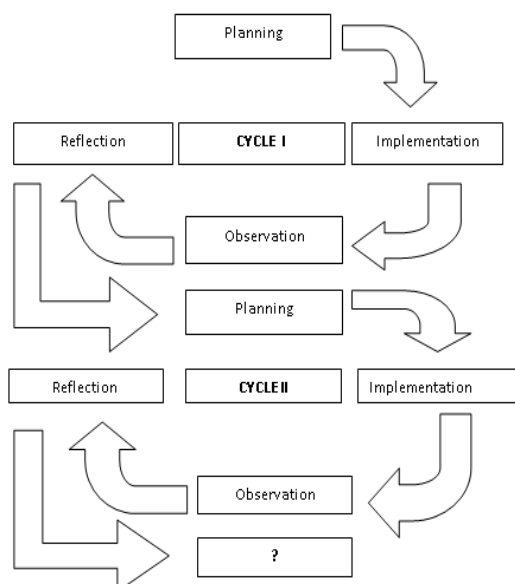
1. Focus more on the ,material presented because it uses charts that according to the material.
2. The shape is made attractive to foster someone interest.
3. Can be mounted on the wall so that it can be seen at any time.
4. Can be adapted to the material presented.

Thorn (1995) Media wall chart there is a shortage in Wall Chart media learning. Disadvantage owned by this media wall chart is:

1. Less familiarity of students and teachers with this method students and teachers are still carried away by the habit of conventional methods, giving matter occurs is one direction
2. Lack of learning time. The teaching and learning process sometimes takes a lot of time. Meanwhile, implementation time the teaching and learning process must be adjusted to the curriculum load.

5. Research Design

The research was carried out in accordance with the changes to be achieved. Classroom Action Research was carried out in two cycle and second cycle. This model can be illustrated in diagram below:



Picture 3.1

Class action design model Kemmis(Arikunto 2006)

The Model of Action Research by Kemmis and Mc Taggart

The Procedure of the Study

In this Classroom Action Research (CAR), the writer used the CAR principle to collect the data. This research consisted of two cycles and each cycle consisted of four elements.

1. Planning Phase

- a. Check existing data
- b. Identify the problem
- c. Coordinate and collaborate with tutors to determine repair
- d. Make a learning implementation Plan. This useful as a guide in carrying out learning in the classroom.
- e. Prepare and compile observation sheets that are useful for knowing how is the learning process for writing argumentative essays using wall charts?
- f. Prepare learning media in the form of wall charts that are used every day learning.
- g. Prepare test question to compose arguments based on the wall charts. Test question are given at the end of each cycles to determine the improvement of writing learning outcomes student narrative text.

2. Acting Phase

In this phase, the writer carries out the action based on the lessonplan that has been made. In implementing the action, the writer acts as the English teacher who taught descriptive writing using clustering technique. Meanwhile the collaborator acts as the observer who observes all the activities that happen in the teaching learning process. The implementation of the action involved three meetings in each cycle. What the teacher does in this action are:

1) Initial Activity

- a. The teacher says greetings
- b. The teacher make apperception of the material to be taught, apperception in the form of question about the material previously taught, namely writing essays based on personal experience.
- c. Motivating student

2) Core Activities

Exploration

- a. The teacher explains the meaning, element that must be considered in writing essays argument, correct writing techniques and steps for writing narrative text

- b. Students pay attention to the explanation by the teacher
- c. The teacher displays a wall chart
- d. Student pay attention to the chart displayed by the teacher

Elaboration

- a. Students are asked to determine the title of the displayed charts
- b. Student with teacher guidance determine sentences based on the cards on the wall
- c. Students develop essays into a coherent essay

3. Observing phase

This phase discusses about the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action. The important aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection.

Subject

The subject of this research was the first year students of SMP 4 Negeri 4 Stabat, class VII which consists of 20 students.

Data collection

In this classroom action research, the researcher used two kinds of instruments in gathering data. Those are observation and test. After collecting the data, the researcher will analyze the data. It can be defined as the process of analyzing data required from the result of the research

3. Result And Discussion

The researcher applied the following formula:

$$x = \frac{\sum x}{N}$$

Where :

x = the mean of the students' scores

$\sum x$ = the total scores of the students

N = the number of the students

Result and Discussion

Based on the results of observation from the observation of learning activities in cycle I and cycle II with details of teacher observation activities and, observing student activities are as follows: The results of observations from the first cycle of observation as presented in tables 4.1 and 4.2 obtained teacher activities with results reaching 58,8%, and student activities with results reaching 60 which were

categorized as sufficient. The results of observations from the observations of the second cycle presented in table 4.7 and table 4.10 obtained teacher activities with results reaching 72,22% and student activities and student activities with results reaching 70 which were categorized as good. Completeness of student learning after the improvement of cycle I and II are as follows: Student learning outcomes in the first cycle, Criteria Complete Minimal namely 70, only 14 people saw a or 58,33%. This means that classically the student learning outcomes in the cycle have not been completed, because the classical mastery described in chapter III must reach 85%. In cycle II, students learning outcomes were completed namely 22 or 91,7%, so it can be concluded that in cycle II, student learning completion by using wall chart media on writing narrative text material in VII Grade at SMP Negeri 4 Stabat in the academic year 2021/2022 has been completely completed individually and classically complete. Average student Learning Outcomes in Cycle I and II. The average student learning outcomes in cycle I are 65,83% while in cycle II it increased to 78,75% so it can be concluded that in cycle II the completeness of student learning outcomes after using wall chart media in English learning materials for writing narrative texts in grade SMP Negeri IV Stabat for Academic year 2021/2022 has been completed individually and classically.

4. Conclusion

The result of this research showed that the use of wall chart has successfully improved the eighth year students' writing ability in writing the narrative text X grade at Catholic 2 Senior High School Kabanjahe academic year 2021/2022. The conclusion could be drawn from the result of research as follows:

1. The implementation of learning using *Wall Chart* in learning English for *writing narrative text* material in Grade 10th of Catholic 2 Senior High School Kabanjahe is in good category.
2. The completeness of student learning outcomes by using *Wall Chart* in learning English for *writing narrative text* materials in grade 10th of Catholic 2 Senior High School Kabanjahe for the Academic Year 2021/2022 has been Classically Completed.

6. Student learning outcomes have increased after using *Wall Chart* in learning English for writing *narrative text* materials in grade 10th of Catholic 2 Senior High School Kabnjahe for the Academic Year 2021/2022

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