

IMPLEMENTATION OF *THINK TALK WRITE* (TTW) LEARNING MODEL TO IMPROVE STUDENT LEARNING OUTCOMES IN LEARNING GEOGRAPHY CLASS XI IPS 2 MA ALKHAIRAAT TONDO

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ABSTRACT

The purpose of this study was to improve student learning outcomes in Geography subjects XI IPS 2 MA Alkhairaat Tondo. This research is a class action research. Each cycle consists of planning, implementing actions, observing, and reflecting. The research subjects were 18th grade students of IPS IPS 2 MA Alkhairaat Tondo. The results showed that through the Implementation of Cooperative Learning Model Think Talk Write Type can improve student learning outcomes with the acquisition of KBK 61.11% and DSK 66.11% in the first cycle, to 88.88% KBK and 77.88% DSK in the second cycle. Observation results of student activities the first cycle of action I obtained 2.77% with less criteria, whereas in the first cycle of action II obtained 58.33% with sufficient criteria. The results of observing student activities in the second cycle of action I on very good criteria obtained 77.77%, while in the second cycle of action II obtained 88.88% with very good criteria. The observation results of teacher activity in the first cycle of action I obtained 50% and in the second cycle I obtained 75%. Then the results of observations of the activities of the second cycle teacher in class XI IPS 2 actions I and II are better seen from the percentage achieved between 75% to 100%. In general there is an increase in student activity and student learning outcomes in each cycle.

Tujuan penelitian ini adalah untuk meningkatkan hasil belajar siswa pada mata pelajaran Geografi kelas XI IPS 2 MA Alkhairaat Tondo. Penelitian ini merupakan penelitian tindakan kelas. Tiap siklus terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas XI IPS 2 MA Alkhairaat Tondo berjumlah 18 siswa. Hasil penelitian menunjukkan bahwa melalui Implementasi Model Pembelajaran Kooperatif Tipe Think Talk Write dapat meningkatkan hasil belajar siswa dengan perolehan KBK 61,11% dan DSK 66,11% pada siklus I, menjadi 88,88% KBK dan 77,88% DSK pada siklus II. Hasil observasi aktivitas siswa siklus I tindakan I diperoleh 2,77% dengan kriteria kurang, sedangkan pada siklus I tindakan II diperoleh 58,33% dengan kriteria cukup. Hasil observasi aktivitas siswa pada siklus II tindakan I pada kriteria sangat baik diperoleh 77,77%, sedangkan pada siklus II tindakan II diperoleh 88,88% dengan kriteria sangat baik. Hasil observasi aktivitas guru pada siklus I tindakan I diperoleh 50% dan pada tindakan ke II siklus I diperoleh 75%. Kemudian pada hasil observasi aktivitas guru siklus II di kelas XI IPS 2 tindakan I dan II semakin baik dilihat dari persentase tercapai antara 75% sampai 100%. Secara umum terjadi peningkatan aktivitas siswa dan hasil belajar siswa pada setiap siklus.

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Introduction

The aim of education and teaching is to form capable human beings and democratic citizens who are responsible for the welfare of society and the motherland. (Sardiman: 2009). The function of education as stated in Law No. 20 of 2003 concerning the National Education System that national education functions to

develop the ability and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and have faith to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

In accordance with the function of education, the subject of geography is one of the subjects in the High School curriculum which aims to build knowledge, skills, and attitudes. Building knowledge, ie students are able to understand the basic concepts of geography materials. Building skills, students have the skills to observe the physical environment, social environment, and built environment and are skilled in researching, discovering, analyzing, synthesizing, geographical phenomena. Building attitudes, students have positive attitudes such as being sensitive to geographic phenomena in the surrounding environment, being protective and responsible for the environment, being tolerant of social and cultural differences, having a love of the motherland and national unity.

The subject of geography is the study of natural phenomena, life on earth and interactions between humans and humans and their environments in spatial and regional contexts. Of the subjects studied geography at the High School level expected of students able to: think critically, solve the problem, m electrocautery information technology, media and communications, b elajar contextually, and cooperation. The purpose of learning Geography is to equip students with knowledge, skills with a geographic perspective. Based on these objectives, three main pillars of geography learning are formulated, namely: (a) *Geography content / theme / essential*, which is related to the material or what is learned. (b) *Geography skills* which include; 1) *Posing geography questions* or students' skills in identifying problems and asking geographical questions. 2) *Acquiring geographic information* or the ability to collect data including observations and measurements about geographic phenomena. 3) *Organizing geographic information* or the ability to organize or process data 4) *Analyzing geographic information* or the ability to analyze data to answer questions or solve problems 5) *Answering and designing solutions* or the ability to answer or solve problems and 6) *Communicating geographic information* that is the ability to communicate or inform data geography to the audience like a teacher in learning. (c) *Geography perspectives*. Perspective is a way of looking at something. In geography education there are two geographical views namely spatial perspective and ecological perspective. In Indonesia, plus a complex regional perspective. In the context of the curriculum known as Geography approaches (Parjito, 2015).

In order to realize the functions and objectives of learning geography, the basic thing that must be considered is the learning strategy. Learning strategy is the way and the art in using all the learning resources for membelajarkan siswa (Made Wena: 2009). The use of learning strategies aims to facilitate the learning process so that maximum results are achieved. Without the right strategy the learning process is not directed, less effective and less efficient with unsatisfactory results. One strategy that can be taken in the process of learning geography is by applying varied learning models. The application of various learning models will be more interesting and enjoyable. However, in the selection of learning models must be adapted to various conditions such as learning material, the level of complexity of the material, the amount of at least material, the number of students in the class, student abilities, and the time available in the learning process.

The learning model that can be applied in geography learning is the Cooperative TTW (*Think Talk Write*) model. According to Huda (2013) explained that the cooperative learning model *Think Talk Write type* is one of cooperative learning that will train students to think (*Think*), discuss it with friends and groups (*Talk*), and help students in writing ideas that they got from the two previous processes. This learning model allows students to study independently or work in groups so that all students actively participate in learning. Some of the advantages of applying this *Think Talk Write* type of learning model include: (1) students will be more active individually in thinking and exploring knowledge about what will be learned; (2) students will be more active in conducting discussions with friends and with groups; (3) students' writing ability will increase and students' writing is the result of reflection and discussion with friends and groups.

This is reinforced by research conducted by Yolanda Diliiani, et al (2017), that the use of the *Think Talk Write* (TTW) learning model has a significant effect on student learning activities in class X geography in SMA Negeri 2 Muara Enim. The use of *Think Talk Write* learning models can provide a good role for student learning activities. From the experimental results of the TTW learning model students dare to express opinions, students can exchange information between groups, students are more active, students are trained to think, speak and take notes themselves.

Another research is the Classroom Action Research (CAR) conducted by Ahlum Nazar and Harudu (2016) which revealed that student learning activities and teacher teaching activities by applying the TTW learning model in each cycle tend to increase. Geography learning outcomes of students in class XI IPS I of SMAN 1 Wawonii can be increased

The same thing also happened in the classroom action research conducted by Dedi Risaldi and Ramli (2018) in class X of SMAN 2 Watopute showing an increase in student learning activities and teacher teaching activities in each cycle and then student learning outcomes increased.

From various studies that have been carried out previously can prove and strengthen the assumption that the *Think Talk Write* (TTW) cooperative learning model is very suitable to be applied in geography learning as one of the strategies to achieve maximum learning outcomes. Then the selection of *Think Talk Write* cooperative learning models is very suitable to solve problems in the research area, namely in class XI IPS 2 MA Alkhairaat Tondo by conducting Classroom Action Research.

Based on the results of observations made in class XI IPS 2 MA Alkhairaat Tondo in the geography learning process there are various other problems: 1) students are less actively involved in learning activities, 2) student learning outcomes are low under KKM 65, 3) students are less brave give their opinions when the teacher gives questions, 4) students only do or record what is instructed by the teacher, even afraid to ask even though they actually do not understand 5) many students lack confidence. The complexity of the learning problem cannot be ignored because it will hamper the national goals of education listed in the law in general and in particular is very contrary to the function and purpose of geography learning. Then it is very appropriate to choose the *Think Talk Write* learning model as an alternative problem solving.

Method

The type of this research is CAR (Classroom Action Research), with its main characteristic being repetitive actions and its main method is reflection aimed at improving learning (Arikunto, 2008: 39). The design of this class action research will be carried out in cycles, each cycle is carried out in accordance with the changes to be achieved namely the improvement of student learning outcomes in each learning. Arikunto (2008: 16) this class action research cycle refers to the model proposed by Kemmis and Taggart which consists of 4 stages: 1) Plan, 2) Action, 3) Observation, and 4) Reflection. Subjek in this research is class XI IPS 2, amounting to 18 men. Taking the subject of this study is based on the results of preliminary observations made in class XI IPS 2 MA Alkhairaat Tondo where the learning outcomes of class XI IPS 2 students are under the KKM. Data collection techniques used by researchers are observation techniques, written tests and documentation. While the data analysis technique used in this study is qualitative and quantitative analysis techniques. Qualitative analysis techniques are used on the results of processing observation sheets of student and teacher activities. Qualitative assessment to be observed is in the form of observation sheets of student and teacher activities. Each assessment will be given a score of 4 (very good), 3 (good), 2 (enough), and 1 (less). Next to calculate the percentage of average scores used the formula:

$$\text{Persentase Nilai Rata-Rata (NR)} = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100$$

Success criteria for action:

85% ≤ NR ≤ 100%: Very good

70% ≤ NR < 84%: Good

55% ≤ NR < 69%: Sufficient

40% ≤ NR < 54%: Poor

Assessment criteria:

Very Good (4) = if all indicators are implemented

Good (3) = if only three indicators are implemented

Sufficient (2) = if only two indicators are implemented

Less (1) = if only one indicator is implemented

While quantitative data analysis techniques are used to analyze the value of student learning outcomes using Cooperative Learning Models *Think Talk Write* Type . To see an increase in student learning outcomes used quantitative data analysis techniques as follows:

a. Individual absorption

Data analysis to determine individual absorption using the formula:

$$DSi: \quad x \ 100$$

Information:

X = Many scores obtained by students

Y = Maximum score of questions

DSI = individual absorption

b. Classical absorption

Data analysis to determine classical absorption using the formula:

$$DSK: \quad x \ 100$$

Information:

$\sum P$ = Total score

$\sum I$ = Maximum number of scores

DSK = classical absorption

c. Classical learning mastery

Analysis to determine the mastery learning of all students who are the subjects in this study used the formula:

$$KBK: \quad x \ 100$$

Information:

$\sum N$ = Number of students who have completed it

$\sum I$ = Number of students entirely

CBC = Completion of classical learning

The learning process in class is said to be complete in classical learning if an average of 85% of students have been completed individually (MONE)

Results and Discussion

This Classroom Action Research (P TK) is carried out in two cycles with 4 stages: (1) Planning, (2) Acting, (3) Observation, (4) Reflection.

3.1 Cycle I

(a) Planning

Planning begins with identifying problems in learning geography in class XI IPS 2 MA Alkhairaat Tondo, after which the problem is operationally outlined in order to guide improvement efforts. Furthermore, the formulation of the problem in order to find a solution. Then a lesson plan is made that is in accordance with the indicators and geography learning scenarios using the *Think Talk Write* cooperative model , prepares learning resources including learning media, divides students into study groups, prepares written test evaluation tools and worksheets. This planning is made as much as possible so that the action process runs smoothly and as expected.

(b) Execution of Actions

The action in the first cycle was carried out twice (two meetings). Activities undertaken during the implementation of other actions: (a) students read the text, and take notes of the results of individual reading (*Think*) to be brought to the discussion forum. (b) students interact and collaborate with friends in a group to discuss the contents of the notes and continue the presentation (*Talk*) (c) The final activity of learning is to make reflections and conclusions on the material that has been learned (*write*). Of course, the implementation of this action follows the lesson plan that has been prepared earlier.

(c) Observations

At the time of the implementation of the action carried out observations or observations by peers of teacher activities and student activities using the observation sheet that has been prepared. From the results of observations on action I and action II in the first cycle there are differences although these differences are not so striking.

Based on the results of observations of student learning activities in the first cycle is still in the low category, this can be seen from the average acquisition of student learning activities in the first cycle of action I on the criterion of lacking a percentage of 2.77%, while the second cycle of the action II obtained a percentage of 58, 33% with enough criteria . This is because some students still find it difficult to develop thoughts (*Think*) which are categorized sufficiently because students still do not understand to complete student worksheets and try to make new ideas both verbally (*Talk*) or writing (*Write*), so researchers do reflection and try to make alternative actions to cover up the deficiencies that occur, then proceed to the next cycle.

Based on observations of teacher activities in the first cycle, it can be seen that the action I on the indicator of carrying out learning obtained a score of 2 achieved with a percentage of 50% and in the action II got an assessment of the score achieved 3 with a percentage of 75%. Opening later learning in action I and II get score reached 3 with a percentage of 75, then m engkonstruksi knowledge of students on the actions I and II to score each 2 with a percentage of 50%. Then m enyajikan learning materials on the action I get a score of 3 with a percentage of 75% and then the action II get score reached 2 with a percentage of 50%, then m embagikan worksheets that must be done by the students (*Think*) on the action I get a score reached 3 by percentage 75% and in the second step, get a score of 2 with a percentage of 50%. And guiding students into groups (*Talk*) action I get a score achieved 3 with a percentage of 75% and in action II get a score achieved 2 with a percentage of 50%. Then on aspects of assessment m embimbing the course of the discussion process between groups (*Write*) in action I and II each get a score reached 2 with a percentage of 50%. Then give reinforcement to the students of action I get a score achieved 2 with a percentage of 50% and in action II get a score achieved 3 with a percentage of 75%, as well as evaluation and close the lesson activities the score achieved in action I get a score reached 3 with a percentage of 75% and in the action II score achieved 2 with a percentage of 50%.

Based on the results of the analysis of questions in the formative test in the first cycle obtained the highest score of 80, the lowest score of 55 and the individual absorption (DSK) of the first cycle obtained by classical absorption is 66.11%. Of the eighteen students who completed as many as 11 students, with a percentage of classical completeness of 61.11%. Acquisition of learning outcomes in the first cycle of action has not been declared successful because it has not reached the indicators of the achievement of the specified performance that is at least 65%, DSI and DSK obtained at least 85%, so researchers need to continue in the second cycle in accordance with the results of the analysis of cycle I.

(d) Reflection

Reflection is the stage of the study of the objectives of the CAR, the results of the analysis and interpretation of the data obtained from the implementation of the action plan. This reflection activity is very important in CAR to determine follow-up after obtaining strengths and weaknesses of the action in the first cycle. In the first cycle of the action I student learning activities are still in the low category, while in the first cycle of the action II student learning activities in the category enough . In this first cycle some students are still difficult to develop the mind (*Think*) which resulted in students being less understanding in resolving the student worksheet and create new ideas, either orally (*Talk*) and written (*Write*). This is due to the use of the *Think Talk Write* cooperative learning model which is still not yet flexible, it can be seen that in the process of learning geography students are not given one command or information but it has to be repeated many times. Students also still make adjustments to variations in the use of learning models in learning geography. In addition, it turns out that when students work in groups, students who are strong and active dominate group activities and weak students lose confidence and eventually become Passive. Another problem is that there are some students who are strong / smart to be authoritarian to do their own tasks without asking, listening and involving other friends, this will certainly turn off the creativity of their friends. Therefore the teacher's role as a learning facilitator is needed to balance this so that strong / active students do not dominate group discussion activities, and weak / passive students can actively participate in learning geography.

Besides that from the observation of the teacher, the teacher did not give appreciation or praise to students who argued, eventually students became less motivated. The teacher also does not encourage students who are weak in the presentation activities, this can be seen when the presentation is only active /

strong students who appear. This results in weak students getting drowned. Therefore the teacher must give appreciation to all students, both strong and weak, so that the strong is more enthusiastic, the weak can be motivated and have confidence. Teachers need to give encouragement and encouragement to students to dare to come forward / presentations so that all students have speaking skills (Takl). From the results of this reflection it is necessary to do a second cycle to improve student learning outcomes.

3.2 Cycle II

(a) Planning

The activities in the second cycle design are based on reflection from the first cycle, then the problem in the second cycle is whether the *Think Talk Write* (TTW) cooperative learning model can improve geography learning outcomes? Based on the reflection of the first cycle, the focus of improvement in geography learning is familiarizing students with the *Think Talk Write* cooperative learning model by providing an explanation of the *Think Talk Write* cooperative learning model, explaining the steps, and explaining the strengths and weaknesses before the geography learning activity begins. The teacher provides guidance to students so they can work together, strong students help the weak, strong students must also be tolerant to give opportunities to the weak to be active in group discussions or class discussions. The teacher gives encouragement and motivation to students who are weak so that the spirit and courage to ask or express opinions. Planning in Cycle II is to prepare the RPP (learning scenario) of the TTW cooperative learning model, prepare teaching materials and learning media. prepare an observation format and assessment instrument.

(b) Execution of Actions

The implementation of the action in cycle II is held twice and refers to the results of reflection on the action cycle I. Stages of the action in cycle II among other things (a) students read the text, and make notes of the results of reading individually (*Think*) to be brought to the forum discussion. (b) students interact and collaborate with friends in a group to discuss the contents of the notes and continue the presentation (*Talk*) (c) The final activity of learning is to make reflections and conclusions on the material that has been learned (*write*). In general the stages of activities carried out in cycle II are the same as the stages of activities in cycle I. However, in cycle II there are improvements made based on the results of reflection.

(c) Observations

Based on observations of student activities in the implementation of the second cycle of action shows that the average student activity in the learning process at the first meeting has experienced a significant increase compared to the first cycle of actions I and II. In the second cycle of the action I the average acquisition of student learning activities in the criteria obtained a good percentage of 77.77%, while in the second cycle of the action II obtained a percentage of 88.88% with very good criteria. This is because students are accustomed to being active and cooperative in the learning process, this means student activities are in very good criteria. The increase in student activity from actions I and II was caused by students being more motivated to be more active and cooperative and to feel comfortable, happy in learning activities that use the Cooperative Learning Model Type *Think Talk Write*.

Aspects of teacher activity, that in cycle II in the aspects observed implementing learning processes in action I and II get a score of 3 with a percentage of 75%, then open learning action I score achieved with a percentage of 75% and in action II the score is reached 4 with 100% percentage. then in the aspect of constructing the knowledge of action I and II students each get a maximum score of 3 with a percentage of 75%, then the aspects of presenting learning material for actions I and II each get a score of 4 with a percentage of 100%, then share the worksheets that must be done by students (*Think*) actions I and II each get a score of 4 with a percentage of 100%. And guiding students into groups (*Talk*) actions I and II each get a score reached 4 with a percentage of 100%, then guide the course of the process of discussion between students / groups (*Write*) actions I and II each get a score achieved 3 with a percentage 75%, then m emberikan gains in student action I get a score reached 3 with a percentage of 75% and on action II score reached 4 d ith a percentage of 100% , s erta on aspects of evaluation and closing the lesson activity actions I and II respectively to score achieved 4 with a percentage of 100%.

Based on the results of the analysis of formative tests in the second cycle obtained the highest score of 84 and the lowest score of 58 and the classical absorption obtained by students was 77.88% and the

percentage of mastery learning classical 88.88% of the number of students eighteen with the level of students declared incomplete 2 and students who have been declared complete.

(d) Reflection

Reflection in cycle II is carried out based on observations and then analyzed to look for weaknesses and strengths of improvement using the TTW cooperative model in cycle II. Based on observational data, improvement in learning cycle II was declared successful. Geography learning activities using the TTW cooperative learning model run smoothly. All students have been active in group discussions and class discussions. The teacher has a role as a professional motivator, facilitator and mentor. So that learning outcomes increase reaching the mastery percentage of 88.88%. These results indicate the success of the classroom action research conducted by the researcher. This CAR was declared successful according to performance indicators.

Based on the results of observations made before the study there are complex problems in the learning process of geography in class XI IPS 2 MA Alkhairaat Tondo namely: 1) students are less actively involved in learning activities, 2) student learning outcomes are low under KKM 65, 3) students are less dare to give their opinions when the teacher gives questions, 4) students only do or record what is instructed by the teacher, even afraid to ask even though they actually do not understand 5) many students lack confidence. The problem cannot be ignored because it will hamper learning objectives. The right step that can be taken in solving the problem of geography learning is to conduct Classroom Action Research (CAR) because the main objective of CAR is to improve and improve the professional services of teachers (educators) in the learning process. This is because the main focus of the CAR is alternative actions that are planned, then tried and evaluated. Teachers as educators who do CAR can develop skills in the learning process, so there are many benefits of doing CAR among other things: learning innovation, curriculum development at the regional / national level, and enhancement of teacher / teacher professionalism. (Amiruddin Hatibe, 2012)

Referring to the problem and several theories that support maka very precisely selected cooperative learning model *Think Talk Write* as an alternative problem solving in the learning process of geography in class XI IPS 2 MA Alkhairaat Tondo. *Think Talk Write* cooperative learning model is a learning that begins with thinking through reading material (listening, criticizing and alternative solutions) Reading results are communicated with presentations, discussions and then make a report of the results of the presentation (Siswanto, 2016). Suitable to be applied in learning geography with geographic material that has characteristics in accordance with what Bintarto said in Maryani (2009: 3) states that geography is a science that tells, explains the properties of the earth, analyzes the phenomena of nature and people, and learns typical features life and look for functions of the elements of the earth in space and time. JA Sporck and O. Tulippe, also quoted by Sumaatmadja (1981: 37), said that the role of geography is *the study of spatial relations* by saying that "*geography as the study of spatial relations of phenomena*". In studying spatial relations, often geographers explore various factors that influence the emergence of certain circumstances and events. For that, carefulness is needed in finding the causative factors, identifying and looking for relationships of these factors so that they affect the emergence of a situation or event. In identifying causal factors, experts will pay attention to many factors including natural, social, economic, cultural, and other factors.

In addition, another reason for choosing problem solving with classroom action research using the *Think Talk Write* cooperative learning model is based on several previous researchers who succeeded in solving problems in the geography learning process using classroom action research by applying the *Think Talk Write* cooperative learning model including Dedi Risaldi and Ramli (2018) from the results of his research showed that student learning activities in geography learning showed that the implementation of learning with the cooperative model of *Think Talk Write* in each cycle tends to increase. Then the picture of student learning outcomes increases. Next research is Ahlum Nazar and La Harudu (2016) which results from classroom action research using the cooperative model *Think Talk Write* on student activities and student learning outcomes in each cycle tend to increase. So it can be said the application of classroom action research can solve research problems.

Starting from a number of theories and previous research results that are relevant to this research, a class action research was carried out with the cooperative model of *Think Talk Write* on Geography subjects in class XI IPS 2 MA Alkhairaat Tondo. In this study showed an increase in student learning activities and increased student learning outcomes in each cycle. Through reflection, weaknesses and strengths can be

found in every action. So from the reflection done in cycle one can make improvements to the second cycle of action and experience success. In this study the focus of improvement is on (1) students' understanding of the cooperative learning model *Think Talk Write* included in the steps, (2) The role of the teacher as a facilitator, motivator, and guide in learning geography, (3) Instilling a sense of tolerance, field chest, and mutual cooperation so that they can work together and help each other in group work.

Conclusion

This class action research can be concluded that learning through the Implementation of *Think Talk Write* Cooperative Learning Model can improve student learning outcomes in learning Geography in class XI IPS 2 MA Alkhairaat Tondo.

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