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Think Talk Write: An Effort to Improve Students' Information Literacy

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Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh model pembelajaran *Think Talk Write* sebagai upaya meningkatkan literasi informasi siswa pada kajian konsep sistem imun. Adapun jenis penelitian ini termasuk pendekatan tindakan kelas dengan metode quasi eksperimen (menggunakan *pre-test* dan *post-test*). Subjek penelitian berupa populasi siswa kelas IX IPA berjumlah 52 siswa. Data penelitian dikumpulkan berdasarkan hasil *pre-test* dan *post test* yang telah dilakukan pada siswa kelas IX. Berdasarkan hasil penelitian ini, ditemukan bahwa kelas yang menerapkan model pembelajaran *think talk write* memperoleh rata-rata skor yang lebih tinggi (4,07) daripada kelas yang menerapkan pembelajaran model konvensional (4,05). Dengan demikian, disimpulkan bahwa pembelajaran yang menerapkan model *think talk write* dapat meningkatkan literasi informasi pada siswa.
Kata Kunci: Literasi Informasi, Model Pembelajaran, Think Talk Write.

Abstract

This study aims to examine the effect of the Think Talk Write learning model as an effort to improve students' information literacy in the study of the concept of the immune system. This type of research includes action research approach with a quasi-experimental method (using pre-test and post-test). The research subject was a population of 52 students in class IX science. The research data was collected based on the results of the pre-test and post-test that had been carried out on grade IX students. Based on the results of this study, it was found that the class that applied the think talk write learning model got a higher average score (4.07) than the class that applied the conventional learning model (4.05). Thus, it is concluded that learning that applies the think talk write model can improve information literacy in students.
Keywords: *Information Literacy, Learning Model, Think Talk Write.*

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INTRODUCTION

The online learning system is the impact of the Covid-19 pandemic on the world of education. In an effort to break the chain of the spread of Covid-19, the government has implemented a distance learning and work from home (WFH) system, in order to maintain public health while still providing opportunities for the implementation of education (Winoto, 2022; Yulianti, *et.al.,* 2021: 162-168). This is intended to avoid the occurrence of loss generation, the loss of a generation due to educational breaks. This shows the urgency of education for the sustainability of human life.

The implementation of the online learning system is not just changing learning procedures or procedures, but also a form of accelerating adaptation for the entire community to the importance of utilizing technological sophistication in the educational process (Wulandari, *et.al.,* 2022: 215-222; Jamaludin & Alanur, 2021: 28-36). Facing the new normal era, the implementation of the educational process still depends on the online learning system. This means that face-to-face learning has a plus side compared to online in terms of strengthening teaching materials to students, on the other hand online learning has a plus value in the flexibility and efficiency of the learning system (Hasymi & Adninda, 2020: 7-12; Putri, *et.al.,* 2021: 53-57).

During online-based learning, students and teachers are increasingly familiar with the use of smartphones. This is based on the completeness of the learning application features contained in the smartphone (Fatmawati & Safitri, 2020: 214-224; Nuraini, *et.al.,* 2021: 1688-1709). However, online learning also has problems with "educational citizens", especially students. How come? Students are given the opportunity to hold cell phones for a relatively long time but do not get intense supervision from parents or students (Wardhana, 2020; Rochman & Pertiwi, 2020: 129-142).

The use of smartphones by students without intense supervision allows students to obtain a variety of information without a good filter. This concern is increasing with the massive circulation of hoax information through social media on smartphones. The truth of information and hoaxes are two things that are difficult to distinguish because of the rapid flow of information on social media. On this basis, parental supervision is necessary for positive and correct information literacy for students (Insani & Hafida, 2021: 23-32).

According to Fauziah (2015), information literacy is the ability to obtain information, starting from searching, browsing certain pages, analyzing, and utilizing information as new knowledge. In line with this, Nani, *et.al.* (2021: 43-47) explain that information literacy is a person's ability to find information effectively and efficiently through the help of technology. More important than before, Alwan (2021: 1-18) adds that information literacy is a person's ability to identify and classify the truth of information.

Information literacy is often faced with the problem of the "purpose of the message" being conveyed, some with the theme of group ideology, justification for certain cases, to promoting something. This shows that information literacy is not only about identifying the truth but also about understanding the implicit meaning of a message (Kuncoro, *et.al.,* 2022: 17-34). Thus, information literacy is important to be taught in learning activities at school, as a provision of student competence in receiving messages via social media.

Information literacy-based learning became the main choice for many schools during the Covid-19 pandemic, this was in line with the implementation of the distance learning system. How come? Every day a student gets hundreds or even thousands of information through cyberspace (social media) because they are given internet access to learn. Of course, on the sidelines of studying many students take the opportunity to play online games and find other information via the internet (Fortuna & Fitria, 2021; Hanik, 2020: 183).

Responding to this phenomenon, teacher steps are needed in an effort to improve students' information literacy, namely (1) carrying out distance learning activities by increasing students' interest in finding out something; (2) teachers provide learning resources for students in an integral and interconnected manner; and (3) cooperation between parents and teachers in filtering information for students according to their developmental age. Thus, students are not given the freedom to explore cyberspace which presents positive and negative impacts on its users (Ghasya, *et.al.,* 2018: 374-384).

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Information literacy activities are needed by students as a provision of ways to make it easier for students to obtain information. Call it the student's desire to obtain scientific reading sources that can be accessed via Google Scholar, DOAJ, Moraref, or SINTA (Riski, *et.al.*, 2018: 132-140). In this context, the researcher attempts to analyze students' information literacy through the think talk write learning model (Silvana & Setiani, 2018: 215-229). This learning model is considered appropriate because it integrates thinking, speaking, and writing skills.

In fact, relevant studies on information literacy have been studied from various perspectives. Among them are discussing aspects of increasing digital information literacy (Kurnianingsih, *et.al.*, 2017: 61-76), information literacy skills in students (Nurhasanah, 2016: 87-95), the teacher's role in the development of students' information literacy skills (Astari & Muhroji, 2022: 4360-4366), information literacy activities in schools/madrasas (Mashuri, 2011: 61-72), student learning effectiveness (Pangestika, 2018: 15-22), scientific information search skills (Purwanti, *et.al.*, 2018: 237-241), information literacy skills in the era of the Covid-19 pandemic (Gani, *et.al.*, 2020: 129-136), use of media in information literacy activities (Puspaningrum, 2015), information literacy program design (Khadijah & Saepudin, 2017), student achievement (Latifah & Husna, 2016: 221-230), and efforts to fight hoaxes through digital literacy (Juditha, 2019: 77-90).

Observing the description above, the question can be formulated as a research orientation, namely how the influence of the think talk write model on increasing information literacy in students. Then, this is also a gap analysis of relevant (previous) research studies, namely from the aspect of the theme of the study of the immune system concept in science learning for class XI in the 2022/2023 school year. The research in question is summarized in the title, "Think Talk Write: Efforts to Improve Student Information Literacy". Through this research, it is hoped that the concept of using think talk write learning models can be obtained for increasing digital literacy or student information.

METHOD

This study uses classroom action research with a quasi-experimental method, through pre-test and post-test. The research sample was taken from a population of 52 students of class XI IPA MAS Raudhatul Akmal Batangkuis, consisting of 30 students for the experimental class (providing services for the think talk write learning model) and 22 students for the control class. Data were collected through observation techniques, distributing questionnaires, and student worksheets (LKS) on students at MAS Raudhatul Akmal Batangkuis. The scale used in the questionnaire is a Likert scale. Research data processing is assisted by the SPSS version 25 application.

The steps in analyzing research questionnaires include; (1) examination and calculation of scores on questionnaires that have been filled out by students' answers; (2) recapitulation of scores obtained by students; (3) summation of student scores on each rubric item; (4) determining the category of assessment for students; and (5) interpretation classification with details; 0%-20% (very low), 21%-40% (low), 41%-60% (fair), 61%-80% (high), and 81%-100% (very high). The action occurs in two cycles, with stages of planning, implementation, observation, and reflection (Assingkily, 2021).

RESULTS AND DISCUSSION

The results were obtained from the pre-test and post-test data on information literacy of class XI IPA MAS Raudhatul Akmal Batangkuis. The data obtained, namely the average score of 32.03 for the experimental class pre-test while the pre-test in the control class has an average of 28.82. The data from the post-test results of the experimental class has an average of 57.6 while in the control class the average results of the post-test are 43.23.

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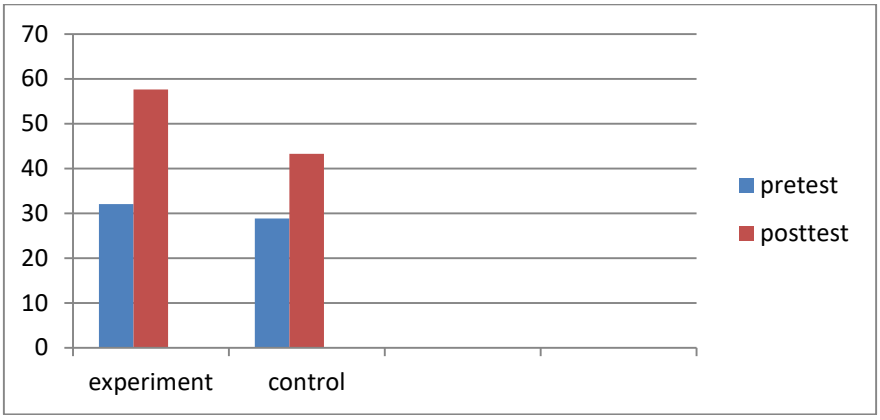

Figure 1. Average Information Literacy Score for Control and Experiment Classes.

The results of the normality test using the results of the Kalmogorov-Smirnov test showed that the post-test data on information literacy in the control and experimental classes were normally distributed, indicated by the sig value. or p>0.05. Furthermore, the results of the validity are carried out using r arithmetic > r table, n = 30. It is known that the post-test results of the instrument class have r arithmetic > r table. It was decided that the validity test of all the questionnaires was valid. Furthermore, the results of the post-test reliability of the experimental class, alpha > r table, it is known that alpha = 0.393, while r table = 0.361. It can be concluded that alpha > r table. The reliability test decision is a reliable or consistent questionnaire. Can be seen in table 1.

Table 1
Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.393	18

The results obtained from the pretest data that the sig value is 0.057 which means it is greater than > 0.05. It can be concluded that the questionnaire data is homogeneous. While the post-test sig value of 0.304 which means > 0.05. It can be concluded that the overall questionnaire data is homogeneous. It can be seen in table 2 and table 3.

Table 2
Results of Homogeneous Pre-Test Values

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pretest score results	Based on Mean	3.818	1	50	.056
	Based on Median	3.866	1	50	.055
	Based on Median and with adjusted df	3.866	1	40.986	.056
	Based on trimmed mean	3.808	1	50	.057

Table 3
Results of Homogeneous Post-Test Values

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Posttest score results	Based on Mean	1.206	1	50	.277
	Based on Median	1.036	1	50	.314
	Based on Median and with adjusted df	1.036	1	43.508	.314
	Based on trimmed mean	1.078	1	50	.304

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Table 4
Average Post-Test Corrected Notation

Group	Pre-test	Post-test	Corrected Average	Notation
Experiment	3,9	4,1	4,07	A
Control	2,5	5,6	4,05	B

The results above show that the average in the experimental class (a) is 4.07 while in the control class (b) 4.05 this indicates an increase in the experimental class of 0.02.

ANOVA Test Results

Table 5
ANOVA Test Results

Tests of Between-Subjects Effects

Dependent Variable: Posttest Score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2621.917[a]	1	2621.917	111.186	.000	.690
Intercept	129031.763	1	129031.763	5471.790	.000	.991
Class	2621.917	1	2621.917	111.186	.000	.690
Error	1179.064	50	23.581			
Total	141821.000	52				
Corrected Total	3800.981	51				

a. R Squared = .690 (Adjusted R Squared = .684)

The results of the ANOVA test showed that the results of the analysis were F = 111.186 with a p-value of 0.000. The results of the analysis of differences prove that the p-value <0.05. It can be interpreted that the application of giving effect to the score of information literacy, it can be concluded that the application of Think Talk Write is more effective than the application of conventional learning models. The results of this study identified that the application of the Think Talk Write learning model has a positive impact on increasing information literacy in students.

Referring to the findings above, Ati (2019: 48-52) argues that information literacy in the digital era is a necessity that must be possessed by students because the information will circulate quickly and easily to be accessed. Then, if students are slow in accessing important information, it is feared that they will fall behind and only follow the flow of globalization. In addition, information literacy also sharpens students' thinking power to be creative and innovate.

Another opinion, expressed by Assidik (2018: 242-246) states that digital information literacy is useful as an information filter for students. Ease of access and acceleration of information dissemination confuses students to identify the truth of information. In fact, the information circulating is constantly being shared without any prior classification or grouping of its truth. For this reason, efforts are needed to disseminate information to students about indicators of the truth of information circulating on social media.

Based on the description above, it is understood that the think talk write strategy is considered effective to hone students' skills to be able to identify the truth of information. This is because students are trained to think about the classification of information, then discuss or re-communicate information in the form of writing. By practicing this strategy, students will understand the importance of information literacy in the digital era with various ease of access.

CONCLUSION

Based on the description in the results and discussion section, it can be concluded that the class that applies the think talk write learning model gets a higher average score than the class that applies the conventional learning model, namely the class that applies think talk write gets a score of 4.07 while the conventional class

gets a score of 4.07. value 4.05. Thus, it is concluded that learning that applies the think talk write model can improve information literacy in students.

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