

Improving Speaking Skills through Online-Based Interactive Picture Media in Elementary Schools

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Abstract The COVID-19 pandemic has had an unfavorable impact on all aspects of life, including aspects of health, economy, tourism, social and education. Students can also use learning support applications such as study houses, teacher rooms, thinglink, netboard, oodlu, quizwhizzer and other applications. In fact, not all students will be successful in online learning. This research aims to improve speaking skills through the application of online-based interactive picture media to 5th graders at SD Negeri 2 Blitaran, Nganjuk Regency. This research is a classroom action research with the research design determined are planning, implementation, observation and reflection. There are two data obtained, namely process data and result data. Process data obtained from teacher activity data and student activities in applying online-based interactive image media. Result data obtained from student learning outcomes data in the form of students' speaking skill scores through the application of online-based interactive image media. The research subjects were 31 fifth grade students at SD Negeri 2 Blitaran, Nganjuk Regency, for the 2020/2021 academic year. The results showed that the teacher's activities continued to increase starting from the pre-action cycle II. In the pre-action, the average score of students was only 63.1 with a very poor category. After taking action in cycle I at meeting 1, the average score of students increased to 80%. The percentage of 80% indicates that there are still activities that have not been carried out at meeting 1. The action is continued in the second friendship, where the ability of students has reached 87%. With this percentage, improvements need to be made in cycle II. The teacher must review the steps in the lesson plans that have been prepared so that learning can run according to the plan. In Cycle II meeting 1, the percentage of success was 92.8%. The thing that must be maintained in cycle II is that the teacher carries out learning according to the steps that have been planned and provides explanations to students regarding important things that must be considered when retelling a reading. The action was continued in Cycle II meeting 2 where the student success achieved reached 95.7%. This happens because the teacher carries out learning in accordance with the planned RPP based on the results of the cycle reflection. Teachers should emphasize

Keywords: Ability to Present Information, Writing Stories, Interactive Learning.

1. Introduction

The COVID-19 pandemic has had an unfavorable impact on all aspects of life, including aspects of health, economy, tourism, social and education Tran, et al (2020). The government issued Circular (SE) on March 18, 2020 regarding all indoor and outdoor activities in all sectors temporarily postponed and limited to reduce the spread of covid-19 Putra, et al (2020). On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of COVID-19 Djalante, et al (2020). Learning is carried out online (in a network) or called distance learning. Students can interact with teachers using several applications such as google classroom, video conference, zoom, google meet or via whatsapp group Utomo, et al (2020). Students can also use learning support applications such as study houses, teacher rooms, thinglink, netboard, oodlu, quizwhizzer and other applications. Fung (2004) that not all students will be successful in online learning. This is due to the learning environment and student characteristics. Parents today are required to be involved in learning Dong, (2020). Parents are actively involved in decision making in school committees or in daily tasks. Things that can bridge between parents and teachers as well as overall school activities, namely regular school meetings, communication books, and gadgets (Dockett & Perry, 2004). Fung (2004) that not all students will be successful in online learning. This is due to the learning environment and student characteristics. Parents today are required to be involved in learning Dong, (2020). Parents are actively involved in decision making in school committees or in daily tasks. Things that can bridge between parents and teachers as well as overall school activities, namely regular school meetings, communication books, and gadgets (Dockett & Perry, 2004). Fung

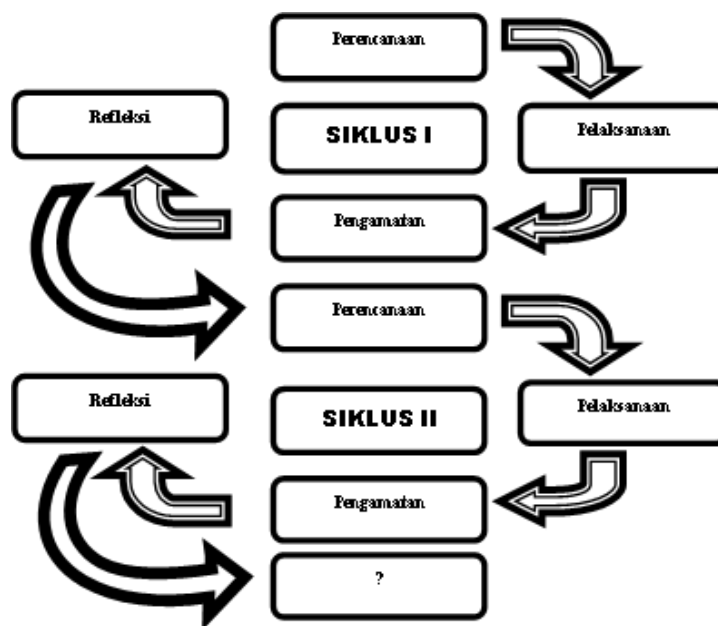
(2004) that not all students will be successful in online learning. This is due to the learning environment and student characteristics. Parents today are required to be involved in learning Dong, (2020). Parents are actively involved in decision making in school committees or in daily tasks. Things that can bridge between parents and teachers as well as overall school activities, namely regular school meetings, communication books, and gadgets (Dockett & Perry, 2004).

The selection of the right media in the right learning during the pandemic needs to be done in order to produce good output and be adapted to existing needs and conditions (Karalis, 2020). Strive for learning using online media without compromising the essence to be conveyed is a challenge for teachers Mitchell, (2021). Learning using online media that is carried out optimally is expected to produce maximum output, not causing boredom, boredom for both teachers and students so that in conditions of learning from home it will still produce a superior generation. Sharan (2008). Based on the description above, the researcher has carried out a research entitled improving speaking skills through online-based interactive picture media for 5th graders at SD Negeri 2 Blitaran, Nganjuk Regency.

2. Literature Review

2.1 Classroom action research

According to Hanifah, N. (2014) classroom action research, namely practical research intended to improve classroom learning. Classroom action research is one of the teacher's efforts in activities carried out to improve or improve the quality of learning. According to Kurt Lewin (in Arikunto 2014:16) classroom action research consists of four main components, namely planning, implementation, observation or observation, and reflection. Each cycle consists of two meetings. Each meeting is held with a time allocation of 2 × 35. Figure 3.1 presents the spiral model of CAR from Kemmis and Taggart (2013).



Picture 1. Classroom Action Research Cycle

2.2 Interactive Learning Media

Arsyad (2011:4) states that the media are all forms of intermediaries used by humans to convey or spread ideas, ideas or opinions so that the ideas, ideas or opinions expressed reach the intended recipient. Meanwhile, learning is a conscious effort of the teacher to help students, so that they can learn according to their needs and interests (Hilgard, 1996). So it can be concluded that learning media is a tool that can help the teaching and learning process and serves to clarify the meaning of the message conveyed, so as to achieve the learning objectives better.

In the learning process, the media has a function as a carrier of information from the source (teacher) to the recipient (student). Putra, et al (2019). Learning media should strive to take advantage of the advantages possessed by the media and try to avoid obstacles that may arise in the learning process (Faridy, 2019). According to Kemp and Dayton (in Arsyad, 2011: 23) learning media must fulfill three main functions if the media is used for individuals, small groups, or large groups, namely motivating interest and action, presenting information, and giving instructions.

Learning media has 4 types, namely media resulting from print technology, media resulting from audio-visual

technology, media resulting from computer-based technology, and media resulting from a combination of print technology and computers (Arsyad, 2011:31). The media used in this research is using media thinglink. Thinglink is a web service that allows users to create image channels, where they can tell their stories using images with video, music, and text (Barcroft, 2015). This application can help teachers and students in carrying out distance learning activities.

2.3 Speaking Skills

According to Ahmad (2017) skills are the ability to complete tasks. Skills can be defined as all the skills of a person in carrying out an activity or task related to practical activities according to the activities given. One example of skill is speaking skill. According to Febriatmoko (2018) speaking is the process of delivering information from the speaker to the listener with the aim of changing the knowledge, attitudes, and skills of the listener as a result of the information he receives. A good speaking interaction process must meet three main components, namely the speaker as the messenger, the message content, and the listener as the recipient of the message. Based on the description above, it can be concluded that speaking skills are skills possessed by a person to convey ideas,

3. METHOD

This research is a classroom action research with the research design as follows (Kemmis, Taggart & Nixon 2013).

1. Planning

Planning activities will be carried out by compiling a remote learning implementation plan (RPP) using interactive image media. At this stage the researcher will make an observation instrument to help record the facts that occur during the action.

2. Implementation

This stage is carried out by carrying out the planned actions according to the RPP. The implementation of this research action will be carried out by implementing interactive image media.

3. Observation

Observation activities will be carried out simultaneously with the action implementation stage. At this stage, activities will be carried out collaboratively with the teacher to observe the learning process by implementing interactive image media. Observations were made using an instrument that had been designed.

4. Reflection

Reflection activities will thoroughly examine the actions taken. Based on the data that has been collected, an evaluation is then carried out which will be used to complete the next action. And so on until there is an increase in students' speaking skills.

There are two data obtained, namely process data and result data. Process data obtained from teacher activity data and student activities in applying online-based interactive image media. Result data obtained from student learning outcomes data in the form of students' speaking skill scores through the application of online-based interactive image media. The research subjects were the fifth grade students of SD Negeri 2 Blitaran, Nganjuk Regency, for the 2020/2021 semester 2, totaling 31 children. The techniques used in data collection in this study were interviews, observation, documentation, and field notes. Data analysis was carried out after taking action at each meeting in one cycle. The analytical technique used in this study is a qualitative analysis technique. Data analysis in qualitative research is carried out before entering the field, during the field, and after in the field. The data analyzed included teacher and student activity sheets, skill assessment sheets, and field notes.

Data analysis to describe the application of online-based interactive image media to 5th grade students at SD Negeri 2 Blitaran, Nganjuk Regency was obtained from data from observations of teacher activities and student activities, described as follows.

$$\text{Persentase aktivitas guru/siswa} = \frac{\text{jumlah skor yang diperoleh}}{\text{skor maksimal}} \times 100\%$$

In addition to teacher and student activities, data analysis was also carried out to describe improving speaking skills through the application of online-based interactive image media to 5th grade students at SD Negeri 2 Blitaran, Nganjuk Regency which was obtained from student learning outcomes which included skill scores.

Nilai keterampilan = nilai tertinggi yang pernah dicapai (penilaian optimum)

Mastery learning in the 2013 curriculum that students can be declared complete learning individually if the minimum mastery level obtained by students is 70. Whereas classically a class can be declared complete learning if the results of classical learning mastery have reached 80%. The percentage of classical learning completeness can be formulated as follows. The values obtained are then categorized into the range of percentages of successful actions in table 3.1.

$$\text{Ketuntasan Belajar Klasikal} = \frac{\text{jumlah siswa yang tuntas}}{\text{jumlah keseluruhan siswa}} \times 100\%$$

Table 1. Criteria Score and Percentage of Success Action

Value or percentage (%)	Action Success Criteria
90 – 100	Very good
80 – 89	Good
70 – 79	Enough
60 – 69	Less
59	Very less

Source: adapted Arifin (2009:236)

4. Results

4.1 Pre-action Data Exposure

Activities carried out in the pre-action include observation and reflection activities. Observations were made on Thursday, February 1, 2021, in grade 5 at SD Negeri 2 Blitaran, Nganjuk Regency. The researcher acts as an observer, who observes learning activities on Indonesian language content related to speaking skills. The results of pre-action observations started from the initial learning activities of students and teachers praying together to start learning activities. Students answer the teacher's questions via text messages. However, none of the students dared to express their opinion through voice messages. Then, the teacher appointed one of the students to convey his opinion through voice messages. Learning activities have not utilized virtual face-to-face applications such as zoom meetings and google meet. This is because the facilities and infrastructure that support student learning at home are still limited. Learning activities and assignments are still focused on the full use of student books. Next, the teacher gives an assignment to retell the reading text. Assignments are collected at a predetermined time by submitting a video. The recapitulation of the students' initial speaking skill scores can be seen in table 2.

Table 2. Recapitulation of Students' Initial Speaking Skills Score

Pre-action	Pre-Knowledge	
	Score	Complete
amount	1955	12
Average	63.1	-
Percentage	-	38.7%
Criteria	Very less	Very less

The results of observations that have been carried out show that the value of speaking skills is still low. One of the causes of these problems is that participants cannot express their opinions directly as in face-to-face learning.

4.2 Action Data Exposure Cycle I

The action in cycle I was carried out in two meetings. The time allocation for each meeting is 4×35 minutes. Each stage is described as follows.

4.2.1 Planning

Activities carried out in the action planning stage are compiling learning tools in the form of lesson plans, learning media, assessment instruments, and observation instruments. The action in the first cycle was carried out in 2 meetings so that two learning tools were arranged. The lesson plans are prepared based on the basic competencies (KD) of Indonesian content. The material in meeting 1 is the mejikuhibiniu story. While the material at meeting 2 is water from the sky.

4.2.2 Implementation

The implementation of the action in cycle I consisted of two meetings. Meeting 1 will be held on Monday, March 17, 2021. Meanwhile, meeting 2 will be held on Thursday, March 24, 2021. The implementation of each meeting is described as follows.

a) Meeting 1

The initial activity began with the teacher saying greetings and praying through Whatsapp Groups. Then apperception is done by linking the subject matter with the environmental conditions around the students. The activity was followed by a question and answer session using lighter questions to build students' knowledge. The core activity begins with the student orientation step on the problem. Students are given a link containing the interactive picture media for the story "mejikuhibiniu". The next step is to organize students to learn. Students are given the opportunity to ask questions to the teacher through the WhatsApp Group. After that in the third step guide individual investigations. Students follow the activity steps contained in the link provided. Students observe pictures. Then proceed with reading the story that has been provided. The next step is for students to answer questions related to the fictional text "Menjikuhibiniu". Students write the story design according to the fiction text they have read. The last step is for students to re-present the events contained in the fictional text "Mejikuhibiniu". The fourth step is to develop and present the work. Students collect assignments given in the form of performance videos at a predetermined time. The last step in the core activity is to analyze and evaluate the problem solving process. Before entering the problem-solving process, the teacher provides reinforcement to the students' work. Furthermore, the students together carry out problem solving activities through the whatsapp group. The final learning activity is carried out by providing opportunities for students to ask questions about material that has not been understood. After that, the students and the teacher conclude the lesson. Next, the teacher tests the students' abilities by giving a final test that is done individually. The last step in the core activity is to analyze and evaluate the problem solving process. Before entering the problem-solving process, the teacher provides reinforcement to the students' work. Furthermore, the students together carry out problem solving activities through the whatsapp group. The final learning activity is carried out by providing opportunities for students to ask questions about material that has not been understood. After that, the students and the teacher conclude the lesson. Next, the teacher tests the students' abilities by giving a final test that is done individually. The final learning activity is carried out by providing opportunities for students to ask questions about material that has not been understood. After that, the students and the teacher conclude the lesson. Next, the teacher tests the students' abilities by giving a final test that is done individually. The final learning activity is carried out by providing opportunities for students to ask questions about material that has not been understood. After that, the students and the teacher conclude the lesson. Next, the teacher tests the students' abilities by giving a final test that is done individually. The final learning activity is carried out by providing opportunities for students to ask questions about material that has not been understood. After that, the students and the teacher conclude the lesson. Next, the teacher tests the students' abilities by giving a final test that is done individually.

b) Meeting 2 Pertemuan

The initial activity began with the teacher saying greetings and praying through Whatsapp Groups. Then apperception is done by linking the subject matter with the environmental conditions around the students. The activity was followed by a question and answer session using lighter questions to build students' knowledge. The core activity begins with the student orientation step on the problem. Students are given a link containing interactive image media for the story "Water from the Sky" via Whatsapp Group. The next step is to organize students to learn. After that in the third step guide individual investigations. Students follow the activity steps contained in the link provided. Students observe pictures. Then proceed with reading the story that has been provided. The next step is for students to answer questions related to the fictional text "Water from the Sky". The fourth step is to develop and present the work. Students collect assignments given in the form of performance videos at a predetermined time. The final learning activity is carried out by providing opportunities for students to ask questions about material that has not been understood. After that, the students and the teacher conclude the lesson. Furthermore, the teacher tested the students' abilities by giving a final test that was done individually.

4.2.3 Observation

Observations of teacher and student activities were carried out from the initial activities to the end of learning activities for 2 meetings. Observations of teacher and student activities were carried out from the initial activities to the end of learning activities for 2 meetings. The activities of teachers and students observed were learning activities using online-based interactive image media. The recapitulation of teacher and student activities in the application of online-based interactive image media in cycle I can be seen in table 3. below.

Table 3. Recapitulation of Teacher and Student Activities in the Application of Interactive Image Media Cycle I

No.	Cycle I	Meeting 1	Meeting 2 Pertemuan
1.	Teacher Activities		
	Number of activities	57 points	60 points
	Percentage	81.4%	85.7%
	Criteria	Good	Good
2.	Student Activities		
	Number of activities	56 points	61 points
	Percentage	80%	87.1%
	Criteria	Good	Good

The value of the skills assessed by the teacher during the learning process is speaking skills. The data on the value of skills research can be seen in table 4.

Table 4. Recapitulation of the Results of the Cycle I Berbicara Speaking Skills Assessment

Cycle I	Speaking Skills			
	Meeting 1		Meeting 2 Pertemuan	
	Complete	Not Complete	Complete	Not Complete
amount	16	15	20	11
Percentage	51.6%	48.4%	64.5%	35.5%
Criteria	Very less		Less	

Based on table 4. information is obtained that in the first cycle the number of students who complete or get the optimum score is still in the very less category. The optimum value is obtained if students meet 4 assessment indicators. The percentage of students' completeness has increased from 51.6% at meeting 1 to 64.5% at meeting 2. The increase from meeting 1 to meeting 2 is 12.9%. This shows that there is a need for guidance and improvement efforts.

4.2.4 Reflection

The shortcoming in the first cycle of action is that there are activities that have not been carried out by teachers and students. In addition, there are still students who do not dare to express their opinions and actively participate in whatsapp groups. Student learning outcomes also need to be improved. Based on the results of the reflection above, the improvement efforts in the second cycle are (1) the teacher must re-learn the steps in the lesson plans that have been prepared so that learning can run according to the plan, (2) the teacher must condition students to actively participate in whatsapp group so that learning can run smoothly, (3) the allocation of time in each activity needs to be considered, (4) the teacher must provide guidance to students who do not want to collect assignments, (5) the teacher needs to guide students to communicate well and present their opinions.

4.3 Cycle II Action Data Exposure

Activities carried out in cycle I include planning, implementation, observation, and reflection. The action in cycle I was carried out in two meetings. The time allocation for each meeting is 4x35 minutes. Each stage is described as follows.

4.3.1 Planning

Activities carried out in the action planning stage are compiling learning tools in the form of lesson plans, learning media, assessment instruments, and observation instruments. The action in the first cycle was carried out in 2 meetings so that two learning tools were arranged.

4.3.2 Implementation

The implementation of the action in cycle I consisted of two meetings. Meeting 1 will be held on Monday, March 31, 2021. Meanwhile, meeting 2 will be held on Thursday, April 7, 2021. The implementation of each meeting is described as follows.

a) Meeting 1

The initial activity began with the teacher saying greetings and praying through Whatsapp Groups. Then apperception is done by linking the subject matter with the environmental conditions around the students. The activity was followed by a question and answer session using lighter questions to build students' knowledge. After apperception the teacher conveys the learning objectives to be achieved. The core activity begins with the student orientation step on the problem. Students are given a link that contains interactive image media for the story "The Loss of Buni Air". The next step is to organize students to learn. Students are given the opportunity to ask questions to the teacher through the WhatsApp Group. After that in the third step guide individual investigations. Students

follow the activity steps contained in the link provided. Students observe pictures. Then proceed with reading the story that has been provided. The next step is for students to answer questions related to the fictional text "The Loss of Air". Students write the story design according to the fiction text they have read. The last step is for students to re-present the events contained in the fictional text "The Loss of Air". The fourth step is to develop and present the work. Students collect assignments given in the form of performance videos at a predetermined time. The last step in the core activity is to analyze and evaluate the problem solving process. Before entering the problem-solving process, the teacher provides reinforcement to the students' work. Furthermore, the students together carry out problem solving activities through the whatsapp group. The final learning activity is carried out by providing opportunities for students to ask questions about material that has not been understood. After that, the students and the teacher conclude the lesson. Furthermore, the teacher tested the students' abilities by giving a final test that was done individually.

b) Meeting 2 Pertemuan

The initial activity began with the teacher saying greetings and praying through Whatsapp Groups. Then apperception is done by linking the subject matter with the environmental conditions around the students. The activity was followed by a question and answer session using lighter questions to build students' knowledge. The core activity begins with the student orientation step on the problem. Students are given a link containing the interactive image media for the story "Apu si Air Putih" via Whatsapp Group. The next step is to organize students to learn. After that in the third step guide individual investigations. Students follow the activity steps contained in the link provided. Students observe pictures. Then proceed with reading the stories that have been provided. The next step is for students to answer questions related to the fictional text "Apu si Air Putih". The fourth step is to develop and present the work. Students collect assignments given in the form of performance videos at a predetermined time. The final learning activity is carried out by providing opportunities for students to ask questions about material that has not been understood. After that, the students and the teacher conclude the lesson. Next, the teacher tests the students' abilities by giving a final test that is done individually. The final learning activity is carried out by providing opportunities for students to ask questions about material that has not been understood. After that, the students and the teacher conclude the lesson. Next, the teacher tests the students' abilities by giving a final test that is done individually. The final learning activity is carried out by providing opportunities for students to ask questions about material that has not been understood. After that, the students and the teacher conclude the lesson. Next, the teacher tests the students' abilities by giving a final test that is done individually.

The activities of teachers and students observed were learning activities using online-based interactive image media. The recapitulation of teacher and student activities in the application of online-based interactive image media in cycle II can be seen in table 4.4.

4.3.3 Observation

Observations of teacher and student activities were carried out from the initial activities to the end of learning activities for 2 meetings. The activities of teachers and students observed were learning activities using online-based interactive image media. The recapitulation of teacher and student activities on the application of online-based interactive image media in cycle II can be seen in table 5.

Table 5. Recapitulation of Teacher and Student Activities in the Application of Interactive Image Media in Cycle II

No.	Cycle I	Meeting 1	Meeting 2 Pertemuan
1.	Teacher Activities		
	Number of activities	65 points	67 points
	Percentage	92.8%	95.7%
	Criteria	Very good	Very good
2.	Student Activities		
	Number of activities	65 points	68 points
	Percentage	92.8%	97.1%
	Criteria	Very good	Very good

Assessment of learning outcomes includes assessment of attitudes, knowledge, and skills. The value of the skills assessed by the teacher during the learning process is speaking skills. The data on the value of skills research can be seen in table 6.

Table 6 Recapitulation of the Results of Cycle II Speaking Skills Assessment Penilaian

Cycle I	Speaking Skills			
	Meeting 1		Meeting 2 Pertemuan	
	Complete	Not Complete	Complete	Not Complete
amount	23	8	25	6
Percentage	74.1%	25.9%	80.6%	80.6%
Criteria	Enough		Good	

4.3.4 Reflection

The results of observations and analysis, reflections in cycle II are (1) students are interested in learning activities that apply online-based interactive image media, this is expressed by students in learning reflection activities; (2) the percentage of students' speaking skill results show very good criteria which can be declared complete learning, because it has exceeded the percentage of classical learning completeness, which is 80%; (3) teacher activities have been running very well, as shown by the percentage of 97.1%; (4) student activities have been going very well, as shown by the percentage of 95.7%. Classically, the results of observation and data analysis in cycle II obtained data that learning had reached the specified percentage of classical learning completeness, which was 80%.

4.4 Research Findings

Based on the exposure of research data that has been carried out, research findings are obtained in the form of data on the application of interactive image media and data on the results of 5th grade students' speaking skills at SD Negeri 2 Blitaran, Nganjuk Regency. Each finding is described as follows.

4.4.1 Application of Online-Based Interactive Image Media to Grade 5 Students at SD Negeri 2 Blitaran, Nganjuk Regency.

The implementation of learning by applying online-based interactive image media can be seen from the activities of teachers and students. The recapitulation of teacher and student activities in online learning can be seen in table 7.

Table 7. Recapitulation of Teacher and Student Activities in Cycles I and II

Aspect	Cycle I		Cycle II	
	Meeting 1	Meeting 2 Pertemuan	Meeting 1	Meeting 2 Pertemuan
Teacher Activities	57	60	65	68
Percentage	81.4%	85.7%	92.8%	97.1%
Criteria	Good	Very good	Very good	Very good
Student Activities	56	61	65	67
Percentage	80%	87.1%	92.8%	95.7%
Criteria	Good	Very good	Very good	Very good

Based on table 7, it can be seen that the percentage of teacher and student activities has increased from cycle I to cycle II. The data shows that online-based interactive picture media are well implemented by teachers and students. The increase in teacher and student activities can be seen in Figure 2.

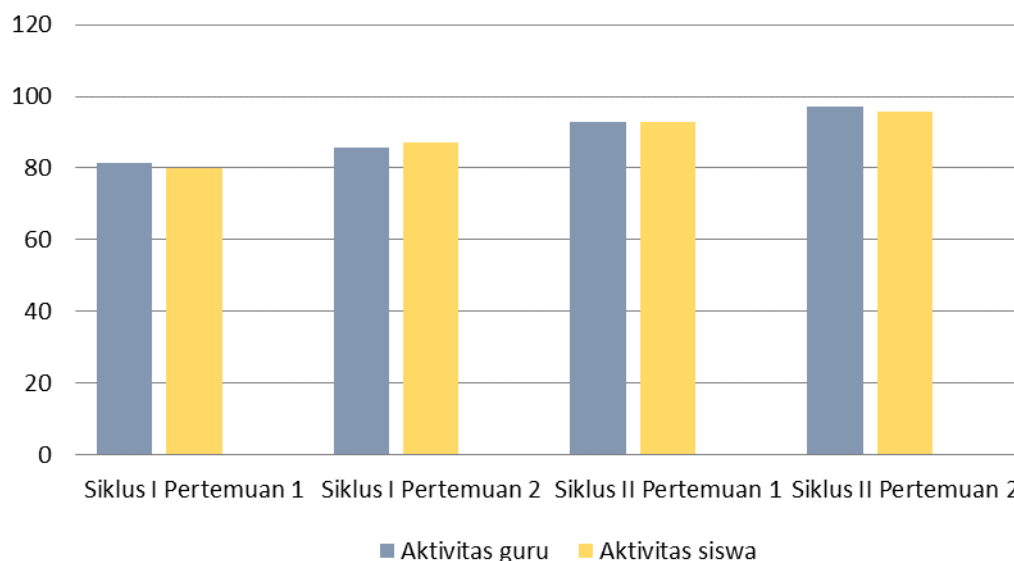


Figure 2. Increased activity of teachers and students

4.4.2 Improving Speaking Skills through Online-Based Interactive Image Media for 5th Grade Students of SD Negeri 2 Blitaran.

The results of improving speaking skills through online-based interactive image media are seen from the value of skills. The recapitulation of student learning outcomes from the pre-action stage to cycle II can be seen in table 8.

Table 8. Recapitulation of Student Learning Outcomes at the Pre-action Stage to Cycle II

Learning outcomes	Pre-action	Cycle I		Cycle II	
		Meeting 1	Meeting 2 Pertemuan	Meeting 1	Meeting 2 Pertemuan
Speaking Skills					
Percentage	38.7%	51.6%	64.5%	74.1%	80.6%
Criteria	Very less	Very less	Less	Enough	Good

Based on table 8, it can be seen that student learning outcomes have increased from the pre-action stage to the second cycle. These data indicate that the application of online-based interactive picture media can improve students' speaking skills.

5. Discussion

5.1 Application of Online-Based Interactive Image Media to Grade 5 Students at SD Negeri 2 Blitaran

Based on the research findings, information was obtained that the application of online-based interactive image media to class students was carried out in two cycles, namely cycle I and cycle II. The total number of activities carried out by teachers and students is 14 activities each with a maximum number of 70 points. The results of the study starting from the initial stage, cycle I, and cycle II, 5th grade students of SD Negeri 2 Blitaran experienced an increase in teacher and student activities. The percentage of teacher activity in the first cycle of 81.4% with good criteria also increased in the second cycle to 97.1% with very good criteria. This shows that online-based interactive picture media have been implemented very well by teachers and students.

There are activities that have not been carried out by the teacher in the first cycle, namely providing opportunities for students to express their opinions and motivating students to be more enthusiastic in learning by expressing their opinions. According to Nuraeni (in Febriatmoko, 2018: 9) speaking is the process of delivering information from the speaker to the listener with the aim of changing the knowledge, attitudes, and skills of the listener as a result of the information received. In accordance with the opinion of Febriatmoko (2018), in these learning activities students must be guided to express their opinions and teachers must guide students to conclude learning in accordance with learning

objectives. Based on this explanation,

Improvement efforts made in cycle II, namely the teacher must re-learn the steps in the lesson plans that have been prepared so that learning can run according to the plan, the teacher must condition students to actively participate in whatsapp groups so that learning can run smoothly, time allocation in each activity It should be noted, teachers must provide guidance to students who do not want to collect assignments and teachers need to guide students to communicate well and express their opinions. Based on the results of observations and analysis of the efforts carried out focused on the implementation of the learning process.

The learning in the second cycle of the teacher was in accordance with the planned lesson plan using interactive image media and was based on the reflection of the first cycle. The teacher's activity in the second cycle experienced an increase in the percentage of success, which was 95.7%. This happens because the teacher carries out learning in accordance with the planned RPP based on the results of the reflection cycle I. The teacher motivates students so that students are active in learning. In addition, the teacher provides guidance to students who are still having difficulties. Learning in cycles I and II is carried out according to the steps contained in the lesson plans.

Learning using online-based interactive image media in cycles I and II raises student enthusiasm so that it increases student interest in participating in learning. Through online-based interactive image media, students are more free in interpreting an image but still in accordance with the storyline because voice recordings are also provided to facilitate students in learning compared to pre-action. Implementation of examples non examples model can increase student activity. This is evidenced by the percentage of student activity in the first cycle of 80% with good criteria.

Guidance and motivation from the teacher increased the percentage of student activity in the second cycle to 95.7% with very good criteria. Based on the findings obtained from observations of teacher activities and student activities, it can be concluded that the application of online-based interactive image media can improve the speaking skills of 5th grade students at SD Negeri 2 Blitaran.

5.2 Improving Speaking Skills Through the Application of Online-Based Interactive Picture Media to Grade 5 Students at SD Negeri 2 Blitaran

Based on the data exposure that has been described, student learning outcomes in speaking skills have increased from the pre-action stage to cycle II. This is in accordance with the Regulation of the Minister of Education and Culture Number 23 of 2016 that assesses student learning outcomes, one of which is the skill dimension. The initial stage of the research test was on the skill dimension with a passing percentage of 38.7%.

Efforts to improve the skills aspect in the first cycle of learning 1 showed that the students' mastery level increased by a percentage of 51.6%. However, this is still far from the minimum expected classical completeness.

Conclusion

Based on the discussion that has been done, it can be concluded that the application of online-based interactive image media to 5th graders at SD Negeri 2 Blitaran, has been carried out by teachers and students very well. This is evident from the results of teacher and student activities increasing from good criteria in the first cycle and then increasing in the second cycle with very good criteria. The students' speaking skills increased from the pre-action stage to the second cycle. This is evident from the results of the recapitulation of students' skill scores from very poor criteria in pre-action then increased in cycle II with very good criteria.

Suggestion

Based on the results of research that has been carried out, suggestions that can be given in carrying out learning using examples non-examples models are: (1) teachers need to package the material so that it is easier for students to understand so that the average increase becomes very good, (2) teachers should give emphasis, motivation , and guidance on communication skills, (3) the teacher should learn in advance the steps and the allocation of time used.

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