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Improving the Ability to Present Information in the Form of Writing Stories Through Interactive Learning Media

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Abstract

Writing stories can start when students are in elementary school. Through story writing activities students can express their feelings, ideas, and ideas to others. Based on the results of interviews and observations conducted on January 20, 2021, the 5th grade homeroom teacher of SDN 5 Sudimoroharjosiswa felt bored in online learning during the pandemic. This can be seen from the students' writings that do not match the information. The writing of stories that do not match this information can be seen from one of the students who did not write down sports activities where there are pictures of people who are exercising. This study aims to determine the ability of students to present information in the form of stories through interactive image media based on thinglinks for grade 5 students at SDN 5 Sudimoroharjo, Nganjuk Regency. Based on the results of research on the use of interactive image media based on thinglink in Indonesian language learning, the material for retelling the sequence of events in fictional texts according to the background of the story has been carried out, it can be concluded that: (1) The implementation of learning using interactive image media based on thinglink is carried out according to the steps of learning activities which uses the project based learning model very well so as to increase the activities of teachers and students. This is evidenced by the increased activity of teachers and students in cycle I to cycle II. The average percentage of teacher activity in the first cycle is 82.85% with good criteria increasing to 10.01% to 92.86% with very good criteria in the second cycle. While the average student activity from the first cycle is 77, 86% with sufficient criteria increased to 11.43% to 89.29% with good criteria in cycle II. (2) The application of learning using interactive image media based on thinglinks can improve the ability of V SDN 5 Sudimoroharjo students, Nganjuk Regency, in retelling the sequence of events in fictional texts according to the background of the story. This is evidenced by the increase in student learning outcomes when in the skill aspect with the average value in the first cycle of 74 increasing to 89.5 in the second cycle. In addition, the percentage of student learning completeness also increased starting in the first cycle, namely 60.71% with less criteria, increasing by 39.29% to 100% with very good criteria in the second cycle. For teachers, it is recommended that if doing learning using interactive image media based on thinglinks, they should do a trial before being used by students.

Keywords: Ability to Present Information, Write Stories, Interactive Learning Media

1. Introduction

Writing stories can start when students are in elementary schoolSaputra, N., Victorynie, I., Rahmi, S., Siregar, S., Komalasari, D., & Syam, S. (2021). Through story writing activities students can express their feelings, ideas, and ideas to others. Students cannot master the ability to write stories automatically, so they need to do exercises and practices so that students can express themselves more easily in writing activitiesPratiwi, CP, & Rohmanurmeta, FMR (2019). Therefore, writing skills must be improved starting from elementary school education. The ability of students to express thoughts or ideas through written form will not develop if it is not improved.

In learning Indonesian, especially in writing skills, the use of learning media is very necessary so that the communication process in writing activities becomes more effective Widodo, SA (2018). The use of learning media in the teaching and learning process can overcome the limitations of the experience of students, classrooms and direct interaction with the environment. Learning media also produces uniformity of observations and can instill true, concrete, and realistic basic conceptsPuspitarini, YD, Akhyar, M., & Djono, D. (2018.

One of them that can be used is interactive image media. Interactive image media are images that can present text, contain links, sound and videoSaputri, DY, Rukayah, R., & Indriayu, M. (2018). According toSanjaya, W. (2019). there are several advantages or benefits of using interactive media, which are dynamic, not boring, and display a variety of menu choices so

that it can lead to student learning motivation. Through interactive picture media, teachers can present text into pictures that can help students find information in the text and present the information in the form of stories.

Based on the results of interviews and observations conducted on January 20, 2021, the 5th grade homeroom teacher at SDN 5 Sudimoroharjo, students felt bored in online learning during the pandemic. The students' boredom in a decrease in the daily test scores in Indonesian. The daily test scores for grade 5 showed that 8 students out of 15 students still got scores below the Minimum Completeness Criteria. If it is a percentage, there are 45% of students in grade 5 whose scores are less than the Minimum Completeness Criteria.

Students have difficulty in presenting information in the form of writing stories. This can be seen from the students' writings that do not match the information. The writing of stories that do not match this information can be seen from one of the students who did not write down sports activities where there are pictures of people who are exercising.

The author found one student who wrote “After cleaning, then brushing his teeth. after finishing all the siti preparations for bed". Students use the word "after" many times which shows students lack in vocabulary and cannot make effective sentences. Then the person's name "Siti" is written with the beginning of the word using lowercase letters, the person's name should be written using a capital letter at the beginning of the word to be "Siti".

Students still use the same conjunctions in all their writings. For example, using the conjunction "then" every time you write the next new sentence. Some students only write one sentence in one paragraph. Another mistake is writing paragraphs that don't indent at the beginning of the sentence (Duke, 2011).

Students who feel bored during online learning can be caused by monotonous student activities by only working on questions from the teacher (Daschmann, Goetz & Stupnisky, 2014). The difficulty of students in presenting information in the form of stories is because there is no media used by (Robin, 2008). Media is a tool that can help students to more easily understand the information contained in the text (Lombardi, 2007).

This problem can be solved by using image media. This is in accordance with the results of research conducted by previous researchers entitled The Effect of Learning Media Use on Narrative Writing Ability conducted by (Hapsari, 2015).. Through interactive image media, students can read text from an image. The picture can present text, sound, video or links that can attract students' interest to find information in the text. In addition, this interactive image media will make it easier for students to find information and present it in the form of stories. This study aims to determine the ability of students to present information in the form of stories through interactive image media based on thingslinks for grade 5 students at SDN 5 Sudimoroharjo, Nganjuk Regency.

2. LITERATURE REVIEW

2.1 Classroom action research

Classroom action research comes from the word "research" which means an activity carried out to examine an object by using certain rules and methodologies to obtain information or data. The word "action" is an activity that is intentionally carried out with a specific purpose whose implementation consists of a series of periods or cycles of activities. The word "class" refers to a group of students at the same time and in the same place receiving the same lesson from the same teacher (Arikunto, 2010).

In essence action research is a series of "action-research-action-research-action...etc." done cyclically to solve a problem, until the problem can be solved. According to (Kemmis & Taggart, 2002).

The procedure for implementing CAR activities forms a spiral cycle. According to (Kemmis & Taggart, 2002). steps that can be taken after determining the subject matter, namely action planning, action implementation, data collection (observation/observation), and reflection (analysis and interpretation). The following is an illustration of the steps in CAR by (Kemmis & Taggart, 2002).

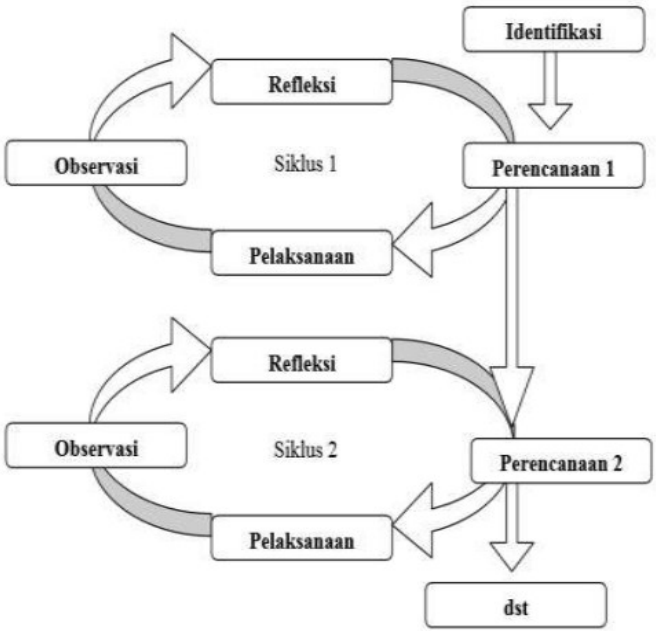

Figure 1. Overview of Research Steps

2.2 Definition of Ability

Ability in English ability means the capacity of an individual to perform various tasks in a job. Based on these understandings, it can be concluded that ability is the ability or skill of an individual in mastering a skill and is used to do various tasks in a job.

According to (Gie, 2007) Information or description is a series of words, sentences, pictures, or other written signs that contain ideas or knowledge that can be used to make the right decisions based on facts. The ability to present information can be interpreted as a person's ability to present a series of words, sentences, pictures, or writing marks that contain knowledge. The ability to present information is one of the skills taught to fifth grade students in elementary schools, especially in Indonesian language learning materials.

The domain of skills is one aspect that must be assessed by the teacher in learning. This is in accordance with Permendikbud Number 23 of 2016 which states that learning outcomes are grouped into three domains, namely: the domains of knowledge, attitudes and skills. The realm of knowledge is obtained through the activities of remembering, understanding, applying, analyzing, evaluating, creating. The domain of attitude is obtained through receiving, carrying out, appreciating, living, and practicing activities. The domain of skills is obtained through observing, asking, trying, reasoning, presenting, and creating activities.

2.3 Writing story

Writing is an active activity using the language of choice which is arranged into a discourse (Cheung & Jang, 2019). When someone writes, he must use his mind to produce words that can be understood by others, so writing is said to be an active activity. Writing is also a productive activity because it produces something, namely in the form of an essay or written work.

These essays or writings vary, one of which is in the form of stories. Stories are a form of narrative writing whose writing is made to tell, create, and string human actions on an event chronologically within a certain time unit (Mishler, 1995). According to Sumardjo (2007:81) writing a story is basically conveying an experience to the reader. Writing stories is an activity to process thoughts, ideas properly and correctly into stories in the form of short prose with limited development so as to create a single impression.

2.4 Interactive Learning Media

Media is a word that comes from Latin which means intermediary or introduction. Sadiman, (2009: 7) states that, media are all things used to convey messages so that they can help stimulate students' thoughts, feelings, concerns and interests in the learning process. According to (Briggs, 2009), stated that the media is a tool used to provide a stimulus for students so that the learning process occurs. While Schram in (Susilana, 2007: 6) expressed

his opinion that, learning media is a message-carrying technology that can be utilized in learning.

Interactive learning media is everything related to software and hardware that can be used as an intermediary to convey the content of teaching materials from learning resources to students with learning methods that can provide feedback to users of what has been inputted to the media (Arrosyida & Suprapto, 2012). The opinion of the experts above can be interpreted that interactive learning media are tools that are able to present learning content in the form of text, images, sounds, videos, and links and can provide feedback to these users to help the learning process so as to make the teaching and learning process more interesting. The benefits of learning media according to (Sudjana and Rivai, 2010) include:

a. Learning will attract more students' attention so that it can foster learning motivation.
b. Learning materials will be clearer so that they can be better understood by students.
c. Teaching methods will be more varied and less boring.
d. Students can do more learning activities.

In making this interactive learning media a teacher can take advantage of various kinds of digital devices. Teachers can use computers, software, and educational websites. Teachers can use the thinglink educational website to create interactive learning media in the form of interactive images. Thinglink is a website service that allows users to create interactive images such as animated powerpoint presentations. Through the educational website service, thinglink can be used to deliver learning materials through images with text, videos, music, or links.

To be able to use the thinglink education website, you must register a new account or log in using gmail, facebook, or twitter. You can then import images from online sources as well as the hard drive on the device. Below is a screenshot of some of the images imported via the hard drive.

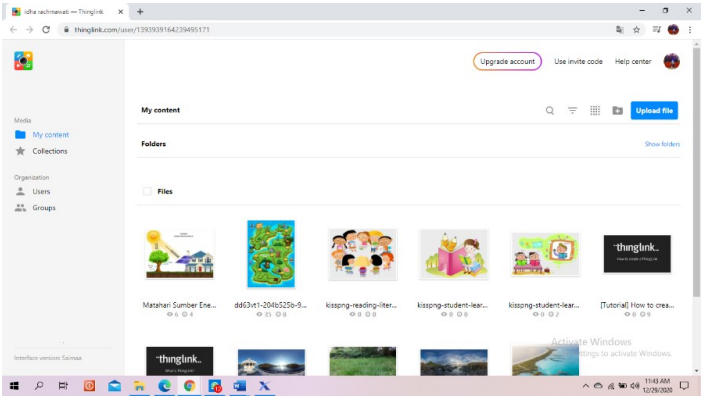

Figure 2. Example of a hard drive image

After importing the desired image, you can proceed with editing the image into an interactive image according to the material you want to present in the image. Here is an image ready for editing.

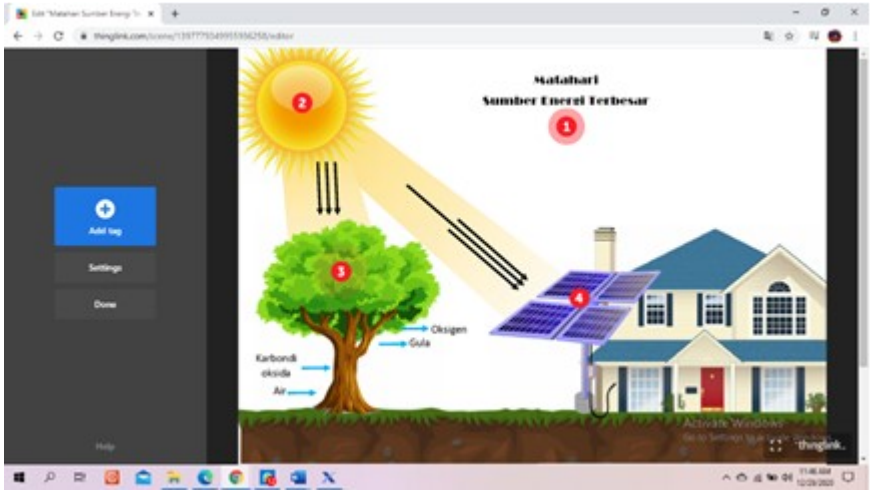

Figure 3. Image ready to edit

In the image above, there are several icons such as add tags, settings, and done. Select add tag to add an icon to the image. The icon is called a tag, through the tag when clicked it will display images, text, sound, video or links. If you want to change the background of the text, then select Settings. The last menu is done, selecting done means ending the interactive media creation process. Furthermore, it is continued by sharing interactive media by copying the link via click share. Then the following screen will appear.

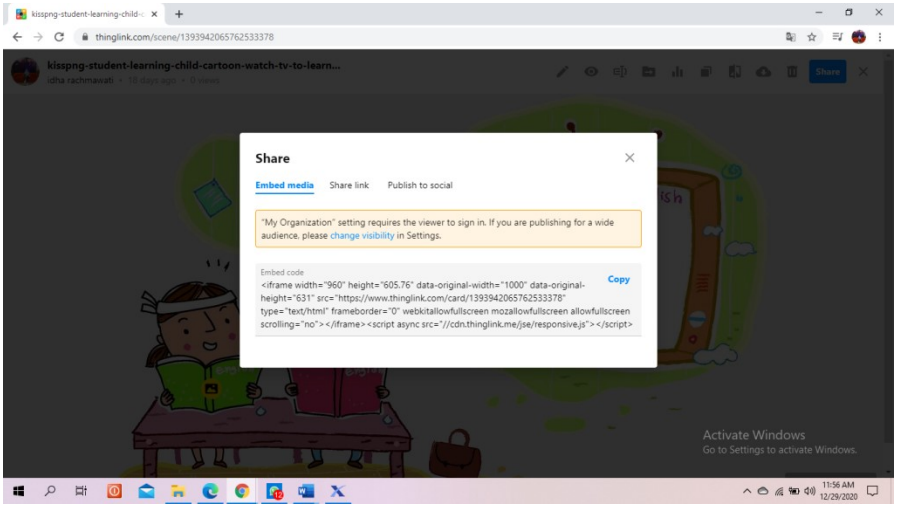

Figure 4. Display of share links

Select change visibility to public so that it can be seen by everyone. Then select share link and copy the existing link to share with students. After sharing the link with students, students do not need to install the application, they only need internet access and clicking on the link shared by the teacher means that students can use interactive learning media.

3. Method

The subjects to be studied in the classroom action research conducted by the researcher are 5th grade students of SDN 5 Sudimoroharjo, Nganjuk Regency, Semester 2 of the 2020/2021 Academic Year. The number of 5th grade students is 15 students consisting of 7 male students and 8 female students. The subject that will be the target of the researcher is Indonesian in class V, especially in presenting information in the form of writing stories. This research was conducted at SDN 5 Sudimoroharjo, located in Dukuh Hamlet, Wilangan District, Nganjuk Regency, East Java. The research was carried out in March 2021 which will be scheduled as follows.

Table 1. Research Schedule

Cycle 1				
the meeting	**Day**	**Date**	**hour-**	**Information**
1	Wednesday	March 17, 2021	1	2 hours of lessons
2	Wednesday	March 24, 2021	1	2 hours of lessons
Cycle 2				
the meeting	**Day**	**Date**	**hour-**	**Information**
1	Wednesday	March 31, 2021	1	2 hours of lessons
2	Wednesday	7 April 2021	1	2 hours of lessons

The following is further information on the activities carried out in each cycle.

3.1 Cycle I

3.1.1 Planning

Cycle I begins with planning actions. In this planning action, the researcher prepares everything needed to improve, improve or change the desired behavior and attitudes related to the problems that have been determined. At this stage, the researcher prepares learning plans, learning media, observation guidelines and evaluation tools for students.

3.1.2 Action Execution

3.1.2.1 Pre-writing stage

The teacher organizes students to be ready for learning through the class 5 WA group. The teacher shares the googlemeet link to start learning. The teacher explores the students' prior knowledge by asking a few lighter questions. Followed by conveying the objectives and learning activities.

3.1.2.2 Writing stage

The teacher gives students the opportunity to read the informational text that is published on the thinglink educational website. Previously the teacher would demonstrate how to use the media by sharing the screen with students. Next, students follow the instructions on the LKPD to compose a story based on the information in the text.

3.1.3 Final Activity

At the end of this activity the teacher asks students to send the results of their story writing to the teacher. Next, the teacher gives feedback related to the stories made by students.

3.1.4 Observation

The implementation of observations involves several parties including teachers, researchers, and colleagues. The implementation of observations was carried out during the learning process by referring to the observation sheet that had been made by the researcher. Things that must be observed by the observer are student activities during the learning process, and the learning process can be carried out in accordance with the learning implementation plan. Furthermore, an analysis of the results of observations was carried out to determine the activity of students, teachers and the course of learning.

3.1.5 Reflection

All results of observations, student evaluations, and field notes were analyzed, explained, and concluded at the reflection stage. The purpose of reflection is to find out the success of the learning process to write poetry using image media. The researcher and the observer analyzed the results of the actions in cycles I and II to consider whether a follow-up cycle was necessary.

3.2 Cycle II

Cycle II is a corrective action from cycle I which is still not successful. In general, the application of learning in cycle II is the same as the application of learning in cycle I, only it is carried out more carefully and pays attention to things that have not been achieved during cycle I. This is done to achieve the expected goals.

3.3 Data collection technique

Data collection techniques in this study include observation, interviews, tests, documentation and field notes. Each data collection technique requires an instrument. The instruments needed are interview sheets, observation sheets, test sheets to collect data on student learning outcomes, and documentation to support the data obtained.

In this skill assessment, 6 aspects are assessed. The 6 aspects include letter writing, word writing, story content, use of

standard vocabulary, use of effective sentences and the number of sentences in the story. The score for the skill aspect is taken from the scores obtained by students from story writing with a range of 1-5. To determine the percentage of classical learning completeness and learning success in the skills aspect in the following way.

$$\text{Nilai Keterampilan Individu} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} x\ 100$$

Data analysis of teacher observations was taken from the score obtained divided by the total score and multiplied by 100%. If the percentage results show an increase in each cycle, the activities carried out by the teacher are good. For the assessment of student activities, the score obtained is divided by the total score multiplied by 100%. If the percentage results show an increase in each cycle, the activities carried out by students are good. Furthermore, both the student and teacher activity data were analyzed for the percentage of scores that could be written as follows.

$$\text{Persentase Nilai Aktivitas Guru dan Siswa} = \frac{\text{Jumlah aktivitas yang dilaksanakan}}{\text{Jumlah aktivitas}} \times 100\%$$

Mastery of student learning is seen from the score of achievement of learning outcomes by using the criteria of mastery learning where students are said to have completed learning if they have met certain predetermined criteria.

Class V students at SDN 5 Sudimoroharjo can be said to be complete if the score obtained reaches the KKM, which is 70. Classical learning completeness for students can be said to be complete if students in the class get a score of 70. Classically, if student learning outcomes are less than 80%, then need for action in the next cycle. A class is said to have achieved classical completeness if 80% of students in the class have achieved completeness scores of 70. The calculation of the percentage of classical learning completeness uses the following formula.

$$\text{Ketuntasan Belajar Klasikal} = \frac{\text{Jumlah siswa yang mendapat nilai } \geq 70}{\text{Jumlah siswa}} \times 100\%$$

The values obtained are then categorized into the range of percentages of successful actions as follows:

Table 2. Guidelines for Completeness Criteria

Mastery Level	Score	Criteria
90%-100%	A	Very good
80%-89%	B	Good
70%-79%	C	Enough
60%-69%	D	Less
59	E	Need Guidance

Source: Arifin (2016: 236)

4. Results

Observation of students' initial ability to write stories was done by distributing questionnaires to find out students' interest in learning Indonesian, especially writing stories. The complete questionnaire results can be seen in the following table.

Table 3. Results of Filling Out Initial Information Questionnaires on the Ability of Fifth Grade Students of SDN 5 Sudimoroharjao in Writing Stories.

No	Definition	Percentage of Answers
1	Do you like story writing activities at school?	58.67%
2	Is story writing activity often done at school?	56%
3	Have you ever written a story outside of school (eg at home, studio, magazine, newspaper)?	38.67%
4	Do you enjoy getting a practical story writing assignment at school?	64%

5	Has the teacher ever taught you how to write a story?	42.67%
6	Does the activity of writing stories in class use certain learning media?	41.33%
7	Is there any intensive story writing tutoring at school?	49.33%
8	Do you feel happy if there is guidance on writing stories at school?	70.67%

This pre-action stage is used to determine the initial ability to write stories for fifth grade students at SDN 5 Sudimoroharjo. The following are the results of students' pre-actions in writing stories in tables.

Table 4. Student Learning Outcomes at the Pre-action Stage

Step	Total Value	Class Average	Completeness	
			T	BT
Pre-action	953	64.5	2	7
Percentage			14.29%	85.71%
Success Criteria			E (Need Guidance)	

Before taking corrective action, the researcher first discussed with the class teacher to determine the learning materials that would be used to apply the thinglink-based interactive image media in cycle I.

4.1 Cycle I

The implementation of cycle I was carried out in two meetings. The first meeting was held on Wednesday, March 10, 2021, and the second meeting was held on Wednesday, March 17, 2021. Each lesson was conducted for 3 hours of learning. The description of the implementation of cycle I at meetings 1 and 2 is as follows:

4.1.1 Planning

The action plans carried out in the first cycle include 1) Formulating a learning implementation plan (RPP) that is in accordance with the steps of the project based learning model. 2) Create a story that fits the theme of the selected KD. 3) Prepare interactive image media based on thinglinks. 4) Develop an instrument for assessing story writing skills. 5) Develop teacher and student observation instruments using tinglink-based interactive image media.

4.1.2 Implementation of Cycle I Meeting 1

In the first meeting, the researcher used a fictional text entitled "Water in the Desert" with the indicator that students described the events in the text and retold the sequence of events according to the background of the story. The material discussed at this first meeting was the definition of fiction text, intrinsic elements of fiction, setting and events in fiction texts. Activities carried out include initial activities, core activities, and final activities.

4.1.3 Implementation of Cycle I Meeting 2

The material taught in the first cycle of meeting 2 is still the same as the material in the first cycle of meeting 1, it's just that the fictional text used is different. In the first cycle of meeting 2 using a fictional text with the title "Rain Drops". The learning model used is project based learning.

The initial activity began with a notification on whatsapp grub by the teacher regarding information on the time of the online class. The next stage of apperception activity was delivered by the teacher by asking students questions about rainwater. In the core activity of the first cycle, the meeting of 2 learning steps is in accordance with the project based learning model. At the problem orientation stage, students are assigned first to read the fictional text "Raindrops" on a thinglink-based interactive image media link. After finishing reading the text of the story "Raindrops". Of the 10 students who took part in online learning, 7 of them actively answered and the other 3 only listened to learning activities.

In the second stage, students design a sequence of events from the fictional text "Tetanan Air Rain" by determining the number of sentences and paragraphs that must be written as many as 10 sentences in 2 paragraphs. The next stage is to monitor the progress of the project. At this stage students actively seek information to arrange the sequence of events in the story text "Rain Drops", while the teacher will supervise and monitor students from whatsapp group. After all students have collected all of the day's assignments, the teacher carries out the final stage of the core activity, namely the stage of evaluating the results of the experience. The closing activity began with students concluding the learning activities on that day which were guided by the teacher via whatsapp grub. 3 students were seen actively expressing their opinions about the conclusion of the day. Then the teacher straightens the students' answers and continues by conveying the moral message of the learning activities.

The results of observations on teacher activities in learning Indonesian with material events in fictional text entitled "Water in the Desert in class V SDN 5 Sudimoroharjo using interactive image media based on thinglinks in cycle I which was carried out in two meetings. In this study, the fifth grade teacher acted as an observer. The results of observing

teacher activities in cycle I are presented in table 4.3 below.

Table 5. Recapitulation of Teacher Activities in Cycle I

No	Implementation of Cycle I	Total score	Teacher Activity Percentage	Success Criteria
1	Meeting 1	55	78.6%	Enough
2	Meeting 2 Pertemuan	61	87.1%	Good
Average			**82.85%**	**Good**

Data from observations of student activities in learning to retell the sequence of events in fictional texts using interactive image media based on thinglinks in cycle I was carried out in two meetings. From the results of this observation, it can be seen that student activities at meeting 1 tend to be active when participating in learning activities. The following are the results of observing student activities in cycle 1, meetings I and II.

Table 6. Recapitulation of Student Activities in Cycle I

No	Implementation of Cycle I	Total score	% Student Activity	Success Criteria
1	Meeting 1	53	75.71%	Enough
2	Meeting 2 Pertemuan	56	80.00%	Good
Average		**109**	**77.86%**	**Enough**

4.2 Learning outcomes

Based on the data on student learning outcomes in the first cycle of meetings 1 and 2, it was obtained that the completeness of student learning outcomes included aspects of knowledge taken from the day of evaluation and skill scores taken from the experiment of rewriting the sequence of events in fictional texts. Student learning outcomes in the aspect of skills using interactive image media based on thinglinks can be seen in the following table.

Table 7. Recapitulation of Student Learning Outcomes Aspects of Skills in Cycle I

No	Implementation of Cycle I	Total students		Average value	% Mastery learning	Success Criteria
		ST	T			
1	Meeting 1	7	7	68	50%	Less
2	Meeting 2 Pertemuan	4	10	80	71.43%	Enough
Average		**14**	**14**	**74**	**60.71%**	**Less**

The disadvantages of learning in the first cycle are: (1) the teacher has not been able to condition so that students are more enthusiastic and not bored when learning online, (2) students are still not familiar with online learning activities carried out using a project-based learning model because students are usually only given assignments without any monitoring from the teacher, (3) in the first cycle the average value of learning outcomes obtained by students did not reach the specified target, which was 74 and the percentage of completeness was 60.71% with less success criteria. Student learning outcomes in the first cycle have not reached the specified target. Therefore, the deficiencies found in the first cycle need to be corrected and follow-up held for the next meeting in the second cycle in order to achieve maximum results.

4.3 Cycle 2

Cycle II was carried out in two meetings. The first meeting was held on Wednesday, March 24, 2021, and the second meeting was held on Wednesday, April 7, 2021. Action planning activities carried out by researchers in cycle II include: 1) Develop a learning implementation plan (RPP) in accordance with the steps of the project-based learning model. 2) Create a story that fits the theme of the selected KD. 3) Prepare interactive image media based on thinglinks. 4) Develop a story writing skill assessment instrument. 5) Develop teacher and student observation instruments using interactive image media based on thinglinks.

4.3.1 Cycle II 1st meeting pertemuan

4.3.1.1 Planning

The material discussed in the second cycle is still the same as the material in the first cycle. The material in the second cycle of the first meeting is fiction text, events in fiction text and retelling the sequence of events in fictional text according to the background of the story. Activities carried out include initial activities, core activities, and final activities.

4.3.1.2 Implementation of Cycle II Meeting 2

The material discussed at the second meeting was still the same as the first meeting, except that this lesson used a different title, namely "The Story of a Sincere Tree". In the initial activity, the teacher greets students, leads a prayer together, then checks the attendance of students. In the core activity at the second meeting, it was the same as the previous meeting, the teacher shared stories packaged in interactive image media based on thinglinks on the WhatsApp group. Next, students read the story through their respective devices. In the first stage, the project-based learning model begins with giving basic questions that can give assignments to students to carry out story-making activities.

In the second stage, students create a story design that will be made by determining the number of paragraphs and the number of sentences in the story. In the third stage, students and teachers determine the time for collecting story writing project assignments. In the fourth stage, the teacher monitors students and the progress of stories made by students by guiding students on whatsapp grub. The fifth stage is testing the results carried out by the teacher to measure the achievement of predetermined criteria. The last stage is the evaluation of the learning experience carried out by the teacher by sending back stories that have been corrected by the teacher so that students can find out mistakes and can correct the stories that have been made. The closing activity begins with the teacher inviting students to conclude the learning activities together.

4.4 Teacher Activity Observation Results

. The results of observations of teacher activities in cycle I have been carried out very well and have carried out all the aspects specified. The following recapitulation of teacher activities is presented in the following table.

Table 8. Recapitulation of Teacher Activities in Cycle II

No	Implementation of Cycle I	Total score	% Teacher Activity	Success Criteria
1	Meeting 1	64	91.43%	Very good
2	Meeting 2 Pertemuan	66	94.29%	Very good
Average		**65**	**92.86%**	**Very good**

The results of the recapitulation of student activities in cycle II can be seen in table 4.7 as follows.

Table 9. Recapitulation of Student Activities in Cycle II

Implementation of Cycle I	amount Score	% Student Activity	Success Criteria
Meeting 1	60	85.71%	Good
Meeting 2 Pertemuan	65	92.86%	Very good
Average	62.5	89.29%	Good

4.5 Student learning outcomes

Based on the data on student learning outcomes in the second cycle of meeting 1 and meeting 2, it was obtained that the completeness of student learning outcomes included aspects of knowledge taken from student evaluation scores and aspects of skills taken from rewriting the sequence of events in fictional texts according to the background of the story. Student learning outcomes in the aspect of skills using interactive image media based on thinglinks can be seen in the following table.

Table 10. Recapitulation of Student Learning Outcomes Aspects of Skills in Cycle II

No	Implementation of Cycle II	Total students		Average value	% Mastery learning	Success Criteria
		ST	T			
1	Meeting 1	0	14	88	100%	Very good
2	Meeting 2 Pertemuan	0	14	91	100%	Very good
Average		0	14	89.5	100%	Very good

Research findings from learning activities in cycle I and cycle II are: (1) online learning with material retelling the sequence of events of fictional text according to the background story at SDN 5 Sudimoroharjo, Wilangan District, Nganjuk Regency is effective when using thinglink-based interactive image media, (2) teacher activity has increased for the better with an average percentage of teacher activity 87.1% to 92.86% (3) students in learning activities using interactive image media based on thiglink have increased who were initially not enthusiastic about participating in online learning to become enthusiastic and active in online learning and the average student activity has increased from 80% to 89,29% (3) the average value of learning outcomes has increased, namely the aspect of story writing skills increasing from 74 to 91 with the percentage of completeness from 77.86% to 100%.

5. Discussion

5.1 Application of Thinglink-Based Interactive Image Media in Indonesian Language Learning for Class V Students at SDN 5 Sudimoroharjo

Based on the data exposure on the research results, it is known that the use of Thinglink-based interactive image media in Indonesian language learning with the material of retelling the sequence of events in fictional texts according to the background of the story in class V SDN 5 Sudimoroharjo, Nganjuk Regency has been implemented well, and smoothly. Learning is carried out in 2 cycles, namely cycle I and cycle II, with each cycle consisting of 2 meetings. From the results of observations in pre-action activities, cycle I, and cycle II, it shows that teacher activities, student activities and student learning outcomes in using Thinglink-based interactive image media in class V SDN 5 Sudimoroharjo Nganjuk Regency have increased.

The implementation of learning Indonesian subjects, the material for retelling the sequence of events in the fictional text according to the background of the story in the first cycle carried out by the teacher, was in accordance with the steps that had previously been prepared in the Learning Implementation Plan (RPP), but from the 14 aspects observed some still did not carried out optimally, namely in the aspects of: (1) providing an overview of the benefits of studying the material to be studied in everyday life, (2) directing students to conclude learning, and (3) asking students to learn how to present information in good writing. according to the material that has been studied today to deepen understanding of the material that has been studied.This is because teachers are still not used to managing online classes and do not know the condition of students when studying at home so that when conveying the benefits of daily learning the teacher is busy conditioning students to be ready to learn online, and students are still adapting to the project based learning model used. .

In cycle II, the use of interactive image media based on Thinglink in learning the material to retell the sequence of events in fictional texts according to the background of the story has increased and is proven by the 14 aspects that have been determined to have all appeared and are carried out optimally and in accordance with previously planned steps. Likewise with students who are getting used to using Thinglink-based interactive image media and learning steps using a project-based learning model. Students have been actively asking questions, and the teacher has been able to manage the class well.

The average percentage of teacher activity in the first cycle was 82.85% with good criteria and increased to 92.86% with very good criteria in the second cycle. While the average percentage of student activity in the first cycle was 77.86% with sufficient criteria and increased to 89.29% with good criteria. There is an increase in the percentage of student activity in this learning activity because students are more enthusiastic and active, happy and motivated in participating in online learning by utilizing interactive image media based on thinglinks.

5.2 Improving Learning Outcomes Aspects of Skills in Telling the Sequence of Events in Fiction Texts according to the Background of the Story in Class V SDN 5 Sudimoroharjo, Nganjuk Regency Using Thinglink-Based Interactive Image Media

Based on the results of research that has been carried out starting from pre-action activities, cycle I and cycle II, it can be seen that the use of Thinglink-based interactive image media in fifth grade students of SDN 5 Sudimoroharjo, Nganjuk Regency, which is carried out in cycle I and cycle II can improve students' ability to retell the sequence of events in the fictional text according to the setting of the story. Based on Permendikbud Number 23 of 2016 it is stated that learning outcomes are grouped into three domains, namely: the domains of knowledge, attitudes and skills. However, in this study, the focus is more on the skill aspect, while the knowledge and attitude aspects are still assessed by the researcher but only as supporting data.

Student learning outcomes in the skills aspect have increased from the pre-action stage to the second cycle. This is shown from the student learning outcomes before the cycle action activity which only reached an average value of 64.5 with a classical learning completeness percentage of 14.29% with the criteria needed for guidance, which means that only 2 students achieved the KKM score while the score of 12 students have not yet reached the KKM. These data indicate that learning Indonesian with the material of retelling the sequence of events of a fictional text according to the

background of the story carried out by the fifth grade teacher has not been successful because the student's grades are still in the criteria for needing guidance. This is because online learning conducted by teachers during the pandemic makes students bored and inactive in learning activities,

The students' skills in retelling the sequence of events in the fictional text according to the background of the story have changed after the action in the first cycle was carried out using interactive image media based on thinglinks and using project based learning models in learning activities. In the first cycle, the average value of student learning outcomes in the skills aspect increased to 74 and the percentage of mastery learning also increased to 60.71% with less criteria. These criteria mean that the learning outcomes of the first cycle of skills aspects have not met the specified completeness criteria and there are still many students who score below the KKM, so that learning continues to cycle II.

In the second cycle, learning is carried out based on the results of reflection from the first cycle, so that in the second cycle the learning outcomes and student mastery aspects of skills increase with an average value of 89.5 and the percentage of learning completeness 100% with very good success criteria The achievement of the percentage of each cycle has increased and with the increase in learning outcomes in the aspects of knowledge and skills, this proves that students experience changes in carrying out learning activities. This is in accordance with Susanto's opinion (2016: 5) which says that learning outcomes are changes that occur in students, both in terms of knowledge, attitudes, and skills as a result of learning activities.

From the results of this study, it can be concluded that there is an increase in learning Indonesian with the material of retelling events in fictional texts according to the background of the story in fifth grade students of SDN 5 Sudimoroharjo using interactive image media based on Thinglink. Student learning outcomes in aspects of knowledge and attitudes are used to support student learning outcomes in skills aspects. Learning outcomes in skills have increased from cycle I to cycle II and have reached the target to be achieved.

The presentation of the data above shows that the use of interactive image media based on thinglinks in learning Indonesian in the material of retelling the sequence of events in fictional texts according to the background of the story in Class V SDN 5 Sudimoroharjo, Nganjuk Regency can improve the ability to retell the sequence of events in writing. This increase in learning outcomes is also in accordance with previous research conducted by Yahya Hidayat (2016) which showed an increase in the ability to write simple essays using picture media in class III SD Muhamadiyah Tmantirto, Yogyakarta Regency.

Conclusion

Based on the results of research on the use of interactive image media based on thinglink in Indonesian language learning, the material for retelling the sequence of events in fictional texts according to the background of the story has been carried out, it can be concluded that: (1) The implementation of learning using interactive image media based on thinglink is carried out according to the steps of learning activities which uses the project based learning model very well so as to increase the activities of teachers and students. This is evidenced by the increased activity of teachers and students in cycle I to cycle II. The average percentage of teacher activity in the first cycle is 82.85% with good criteria increasing to 10.01% to 92.86% with very good criteria in the second cycle. While the average student activity from the first cycle is77.86%with sufficient criteria to increase up to 11.43% to 89.29%with good criteria in cycle II. (2) The application of learning using thinglink-based interactive image media can improve the ability of V SDN 5 Sudimoroharjo students, Nganjuk Regency, in retelling the sequence of events in fictional texts according to the background of the story. This is evidenced by the increase in student learning outcomes when in the skill aspect with the average value in the first cycle of 74 increasing to 89.5 in the second cycle. In addition, the percentage of student learning completeness also increased starting in the first cycle, namely 60.71% with less criteria, increasing by 39.29% to 100% with very good criteria in the second cycle.

Suggestion

For teachers, it is recommended that if doing learning using interactive image media based on thinglinks, they should do a trial before being used by students. In addition, the use of learning models can also help students actively use interactive image media based on thinglinks. One of the models that can be used is project based learning.

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