

**IMPROVING STUDENT'S INTEREST TO LEARN ENGLISH
USING POWER POINT MEDIA
AT EIGHT GRADE OF SMPN 7 BOJONEGORO**

THESIS

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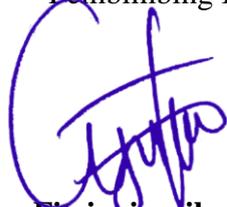
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LEGITIMATION

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This is to certify that the sarjana's Thesis has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Language Education
August 19th 2019

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CHAPTER I

INTRODUCTION

A. Background of the Study

In modern era learning English is still needed very much. Start from elementary school to college. The weakness of student learning ability is the most basic for Improving ability student in English start from improving the student wishes to learn English. Students are often bored and lazy to take lessons with all their heart. Even though learning English is not just for school needs but for communicating among countries, to test for college entrance, to apply for a job. Many students still put aside English. They are not prefer English.

Many times in the learning process there is saturation in accepting the material given by the teacher so that they do not to tend listen to the lessons that says. This greatly affects the bad value. To overcome this, the creativity of an educator have to give the lesson well. Through the Power Point media, the learning process will stimulate the enthusiasm of the students. Without a learning media, the material delivered is less influential for students. Power Point that will later become one of the learning media that researcher use. According to Sardiman (2007), media is a component of communication that functions as an intermediary / messenger from the sender to the recipient. Learning media are all things that can be used to channel messages (learning materials), so that they can attract the attention, interests, thoughts and feelings of students in learning activities and achieve certain learning goals.

In this case the role of teachers is very important in addition to motivate students and provide the best teaching. They are the basis of educational programs and factors that determine the success or failure of learning. Therefore, students learn actively and get maximum presentation results, teachers need to create appropriate strategies so that students have high motivation to learn. The use of an appropriate learning media will be effective and efficient to help students in achieving learning objectives.

By applying the learning method using power point media, it is hoped that it will overcome students' saturation in receiving English language lessons. Microsoft Power Point provides slide facilities to accommodate the main points of discussion that will be conveyed to students. With animation facilities, a slide can be modified with interest. Likewise with the facilities: front picture, sound and effects can be used to make a good slide. When this slide product is presented, the listeners can be attracted to receive what is conveyed to students. Anang (2015:19). Therefore, this media is expected to improve the willingness of Eight grade students at SMPN 7 Bojonegoro to learn English.

According to one of the English teachers at Eight Grade of SMPN 7 Bojonegoro, the longer the willingness of students to learn English is getting weaker so that it has an impact on student ability which also decreases. The lack of variation in learning media results in the students' willingness to learn English weakened, and some of them tended to be bored. He also gave the opportunity to give a variety of other learning

media that could arouse the enthusiasm eight grade students of SMPN 7 Bojonegoro

Based on the problem above, for improving the ability Eight grade of SMPN 7 Bojonegoro. The researcher will use the contextual teaching and learning (CTL) method using Power Point media to make student enjoy in the class. Using power point media can make easier for teacher to teach English in the class. On this research will use two cycle. Inside there are planning, acting, observing, and reflecting. By using this step to teach eight grade students of SMPN 7 Bojonegoro the researcher hope it can improve the ability students.

B. Formulation of the Problem

From the background of the problem above. We can take the formulation of the problem as follows:

- a. How to improve the student's interest to learn English at eight grade of SMPN 7 Bojonegoro using power point ?

C. Objectives of Research

The objective of research is:

- a. Improve the student's interest to learn English using Power point media

D. Benefits of Research

This research has benefits for the student and the teacher, some of the benefits are:

a. For students

1. The students can understand the lesson that the teacher explain
2. The students have to be focus to listen the explanation teacher well
3. The student do not feel bored get the lesson by using power point

b. For teacher

1. Make teacher easier to explain the lesson that will give to student
2. Get the learning media which gives motivation for student to study
English

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Research

1. Understanding Power Point Media

According to Sardiman (2014:7) explaining learning media is anything that can be used to channel messages from senders to recipients of messages so that they can stimulate thoughts, feelings, attention, and interest and attention of students so that the learning process can occur. Siswaryanti (2012:28) power point is software that was created and developed by Microsoft and is one of the multimedia-based programs. According to Rudi (2009:23) interactive is that students not only pay attention to media or objects but also demand to interact during learning, namely interactions that show students interacting with a program, students interact with machines and regulate interactions between students regularly but not programmed.

Based on the opinion on the power point media is everything that can be used to tell messages from the sender told to the recipient with a message in the form of software developed by Microsoft that can make students not only pay attention to the media or objects but also demanded interact while following the lesson

2. Benefits of Learning Media

The benefits of learning media according to Kemp and Dayton in Arsyad (2013:25-27) are, as follows:

- a. Submission of lessons becomes more standard

- b. Learning can be more interesting
- c. Learning becomes more interactive with the application of learning theory and psychological principles accepted in terms of student participation, feedback and knowledge.
- d. The length of time needed for learning can be shortened because most media only need a short amount of time to deliver message messages and lessons in sufficient quantities and the possibilities can be absorbed by students.
- e. The quality of learning outcomes can be improved when the integration of words and images as learning media can communicate the elements of knowledge in a way that is well-organized, specific, and clear.
- f. Learning can be given when and where it is desired or needed, especially if the learning media is designed to use individually.
- g. Students' positive attitudes towards what they learn and the learning process can be improved.
- h. The role of the teacher can change towards a more positive, the burden of the teacher to explain repeatedly about the contents of the lesson can be reduced even eliminated so that it can focus on important aspects of the teaching and learning process.

According to Rudi (2009:9) said the benefits of learning media, namely:

- a. Clarify the message so as not to be too *verbalisitis*.

- b. A passion for learning, more direct interaction between students and learning resources.
- c. Allows children to learn independently according to their talents and visual, auditory and kinesthetic abilities.
- d. Giving the same stimulus , equating experience and giving rise to the same perception.

It can be concluded that the learning media is as a teacher's tool in delivering lessons to be more standardized , thus giving rise to the spirit of learning and can create more direct interaction between students and learning resources

3. Characteristics of Learning Media

According to Arsyad (2013:15-17) there are three characteristics of learning media, namely:

- a. Fixative Characteristics

The ability of the media to record, store, preserve and reconstruct an event or object.

- b. Manipulative characteristics

The ability of the media to transform an object, event or process in overcoming the problems of space and time. For example, for example the process of larvae becoming cocoons and then becoming butterflies can be presented with a shorter time (or accelerated by *time-lapse recording* technique). Or conversely, an event / event can be slowed down to get a clear sequence of events / events.

- c. Distributive Feature

Media capabilities that allow an object or event through space, and simultaneously that event is presented to a large number of students, in various places, with a relatively similar stimulus experience regarding the event.

Meanwhile, according to Kemp in Sardiman (2014:28) also suggested that the characteristics of the media and media selection are inseparable entities in determining learning strategies.

It can be stated that the characteristics of learning media are the ability to store, record, reconstruct an event or event in overcoming the problem of space and time and together the incident is adjusted to the determination of the learning strategy.

4. Steps to learning power point media

The learning step using learning media according to Siswaryanti (2012:17-18) is, as follows:

- 1) Ensure that all media and equipment are complete and ready to use.
- 2) Explain the objectives to be achieved.
- 3) Explain in advance what students must do during the learning process.
- 4) Avoid events that can disrupt the attention / concentration and calm of students.
- 5) Based on the steps above, the following is an illustration of learning by using interactive Power Point learning media in this study:
- 6) Prepare the facilities needed when learning, such as laptops, LCDs and projectors.
- 7) Explain the purpose of learning to be achieved.

- 8) Together with students discuss learning material and examples of questions presented on presentation slides.
- 9) Provide opportunities for students to ask questions about learning material that has not been understood.
- 10) Students work on the practice questions presented on the presentation slides.
- 11) The teacher appoints one of the students who has completed the problem, then presents the results of the answers in front of the class.

If the steps of the interactive power point learning media above are applied in first aid material to a work accident, then the steps are as follows:

- 1) Prepare the facilities needed when learning, such as laptops, LCDs, and projectors.
- 2) Explain the learning objectives of first aid in workplace accidents to be achieved.
- 3) Together with students discuss first aid learning material in workplace accidents and sample questions presented on presentation slides. Provide opportunities for students to ask questions about first aid learning material in workplace accidents that have not been understood.
- 4) Students work on the practice questions presented on a presentation slide on first aid in workplace accidents.
- 5) The teacher appoints one of the students who has completed the problem, then presents the results of the answers in front of the class.

5. Strengths of Power Point Media

According to Lestari (2014:22), it presents several advantages of interactive power point learning media:

- a. The material to be delivered in learning is more interesting.
- b. Can create effective and efficient learning.
- c. Learning material is delivered in its entirety through material pointers

The advantages of using interactive power point learning media are as follows:

<http://indri220410.blogspot.co.id/2012/12/media-pembelajaran-powepoint.html>

- a. More stimulating children to find out more information about presented teaching materials.
- b. Information messages are visually easy for students to understand.
- c. Educators do not need to explain much of the teaching material being presented.
- d. Can be reproduced as needed, and can be used repeatedly money
- e. Can be stored in the form of optical or magnetic data. (CD / Diskette / Flashdisk), so it is practical to carry everywhere.
- f. The presentation is interesting because there are colors, letters and animations, both animated text and animated images or photos.

It can be stated that the advantages of interactive power point media is that it can make the material delivered more interesting, students can more easily understand the material, and can be used repeatedly

6. Weakness of Media Power Point

According to Eko Endarmoko in Lestari (2014:22) some weaknesses of interactive power point learning media are:

- a. To operate Microsoft Power Point someone needs special skills about computers in general and Microsoft Power Point in particular.
- b. Microsoft power point must be run on a computer which requires a high enough cost to get it.

The weaknesses of using interactive power point learning media are as follows:

(<http://indri220410.blogspot.co.id/2012/12/media-pembelajaran-power-point.html>)

- a. Requires more expertise to be able to make the right and interesting power points.
- b. It takes patience and step by step to compile and make power points so that it takes a lot of time.
- c. Students sometimes pay more attention to animation in power point than the material so don't use unnecessary animation

7. Student's Interest

According to Mangal (2007) interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will be more focus and easy to understand the material that given by the teacher. Big interest will give influence on students' activity, because the students' interest will be doing something that is interested for them, in this case is an interest in learning. In addition, interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning. They also give enough strength to an individual to resist fatigue and avoid failure.

Moreover, Crow and Crow in Mangal (2007) state interest may refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be the effective experience that has been stimulated by the activity itself. In the other words, interest can be the cause on activity and the result of participation in the activity. Interest will be arising if there are stimuli from the outside and tendency to feel interested in one subject. In teaching learning process, one of the stimuli is teachers' teaching style. Meanwhile, Hendra (2009) argue that "*Minat dapat diartikan sebagai keinginan yang kuat untuk memenuhi kepuasan siswa anda, baik berupa keinginan memiliki atau melakukan sesuatu*". It means, interest make students have a high interest towards certain objects that make students have a desire to know more of an object without any force from someone.

In addition, Slameto (2010) states interest is persisting tendency to pay attention to and enjoy some activity and content. It means that, interest is a tendency to pay attention and remember some activity. Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. Interest will rise if get a stimulus from the outside and feel pleasure trough something. This feels arising from the environment or from the object of interest. It can be seen, if a teacher want to success in doing teaching and learning activities should be able to provide stimulus to the students, so that they are interested in participating in the learning process.

From the explanation above, the researcher can conclude that interests are closely related with attention. Interest is something that is shown by the students to participate and learn well. It means that, if the teacher want to success in doing teaching and learning process, should give the stimulus to the students in order to their interest in following the teaching and learning process.

B. Review of Related Researchs

Relevant research results are basic information that researchers used in this study. Based on the survey that the researchers did, there are several studies that have relevance to what researchers are doing, while the studies are:

1. The Effect of Using Multimedia Power Point Learning Media on Student Learning Achievement in Class XI Accounting Subjects at SUMATRA High School 40-1 BANDUNG (Siska Nurdia Lestari 2015)
 - There is the influence of the use of multimedia power point-based learning media in creating student learning achievement on accounting subjects, the magnitude of the contribution of learning using multimedia power point-based learning media reaches 48.5% and the rest is influenced by other factors.
2. Application of interactive Power Point media to Increase Interest in Learning to Students of Class IV Muhammadiyah Islamic Elementary School Delanggu Klaten (Atik Mardhiyah 2012)
 - Power point media can improve student learning interest better

The difference between Those research and this research is the title used is different, the first researcher used the title "*The effect of using multimedia power point learning media on student learning achievement in class XI Accounting Subject at Sumatra hight school 40-41*", using Qualitative research methods and the area examined is Accounting by subject examined in class XI Accounting Sumatra SMA 40-01 Bandung. While the second researcher uses the title "*Application of interactive Power point media to Increase Interest in learning to students of Class IV Muhammadiyah Islamic Elementary School Delanggu Klaten*", using Class Observation Research with Application of Power point usage by the subject studied Grade IV Students of Muhammadiyah Delanggu Islamic Primary School, Klaten. different from this study which uses the title "*Improving Student's interest to learn English using power point media at eight grades of SMPN 7 Bojonegoro*", the field of study is English Studies and subject studied by eight grade studets of SMPN 7 Bojonegoro.

C. Conceptual Framework

English as one of the subjects studied at the junior high school level is expected to achieve national education goals. The success of the teaching and learning process is usually measured by the success of students in understanding and mastering the material provided. The teacher acts as an educator and mentor in learning, a teacher will be able to carry out his duties well when mastering and being able to teach in front of the class by using methods and media that are in accordance with the subjects.

In learning English, especially speaking, students' interests and understanding are needed as a basis for developing further material. This is greatly influenced by several factors including the methods and learning media used. This requires the creativity of a teacher in first aid in workplace accidents, so that English subjects, especially speaking, do not become boring subjects.

In order for school learning to attract students, the teacher must use various models, methods or learning media, so that the learning objectives are achieved. One of the media that influences student learning interest is power point learning media. Chosen because in the learning process students can find and transform information.

Siswaryanti (2012:28) says that power point is software created and developed by Microsoft and is one of the multimedia-based programs.

The learning steps using learning media according to Siswaryanti (2012:17-18) are as follows:

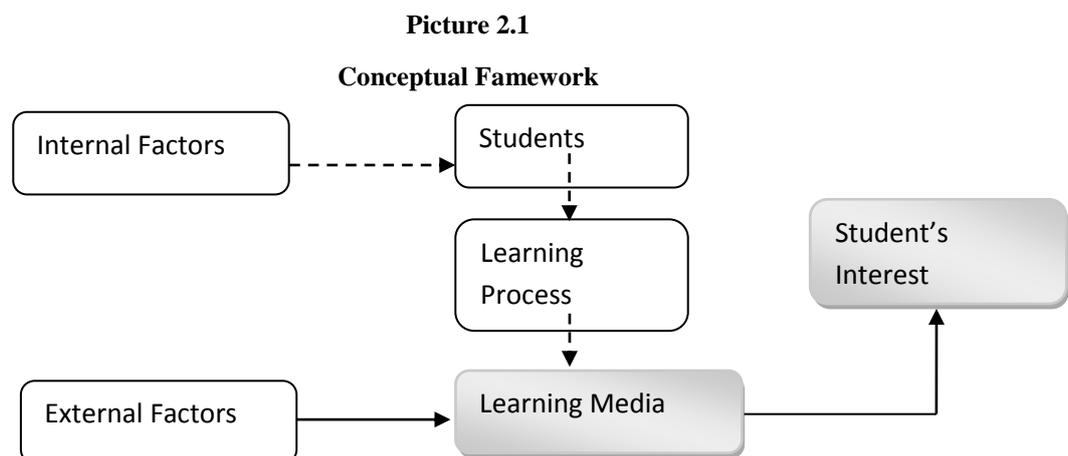
1. Ensure that all media and equipment are complete and ready used.
2. Explain the objectives to be achieved.
3. Explain in advance what students must do during the learning process.
4. Avoid events that can disrupt the attention / concentration and calm of the participant's student.

Learning activities in power point learning media allow students to be able to practice their skills in communication, can learn responsibility, foster collaboration, fair competition and learning involvement.

Thus, power point learning media is a learning media that involves students as subjects of learning who are active, constructive, and capable of planning, searching, processing information, analyzing, identifying, solving, concluding, and transforming English learning processes, especially because of their use. Adapted to the English eye characteristics of communication.

The above is supported by researchers who previously one of them: According to Mardhiyah (2012:54) Power Point Media can improve student learning interest better. Based on the results of previous studies, there is the influence of Power Point learning media on Student Learning Interest. With these conditions are influenced by several steps from the teacher who implement the learning model and media well in students' learning interests so that they can achieve results maximum.

The schematic framework can be described as follows



Information :

—————▶ : framework that will examined

-----▶ : framework that doesn't examined

 : Focus of Research on improving student's interest to learn English using power point media at eight grade of SMPN 7 bojonegoro

D. Hypothesis

Moh. Nazir (2013:151) states, "Hypotheses are nothing but temporary answers to research problems, the truth of which must be tested empirically", then the next step is to formulate a hypothesis. Sugiyono (2011:64) states that the hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence. It is said temporarily because the answers given are only based on empirical facts obtained through data collection.

So the hypothesis in this study is "there is a positive effect of power point learning media on students' interest in learning English in the eight grade of SMPN 7 Bojonegoro".

CHAPTER III

RESEARCH METHOD

A. Research Approach

This type of research is Classroom Action Research (CAR). Classroom Action Research is a form of self-reflection activities carried out by education actors to improve learning practices Kunandar (2011:46). Classroom action research is an examination of teaching and learning activities, in the form of actions that are deliberately raised and occur in a class together. The action is given by the teacher or by the direction of the teacher carried out by students (Suharsimi Arikunto, 2006:3).

Class action research basically aims to correct various real and practical problems in improving the quality of learning in the classroom that are directly in the interaction between the teacher and students who are learning. The researcher here takes the main concept of action research according to Suharsimi Arikunto (2006:16) consists of four stages that are commonly passed, namely planning, action, observation, and reflection.

B. Research Design

The class action research design can be described as follows:

Picture 3.1
Cycles of CAR

Information :

1 = Pre Cycle

2 = Cycle I

3 = Cycle II

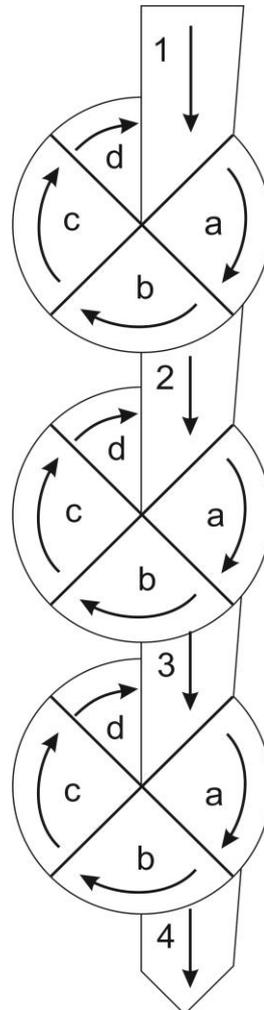
4 = Result

a = Planning

b = Action

c = Observation

d = Reflection



The four phases of the cycle include planning (planning), action (action), observation (observation) and follow up reflection (reflection). This study was divided into two cycles that were adjusted to the time and topic chosen. Kemmis and Mc Taggart in Arikunto (2016) explain that each cycle consists of four steps, namely:

1. Planning is to formulate a problem, determine the objectives and methods of research and make a plan of action.
2. Action that is done as an effort to make changes.

3. Observation is carried out systematically to observe the results or effects of actions on the teaching and learning process.
4. Reflection is to examine and consider the results or effects of the actions taken.

Deficiencies in the pre cycle will be corrected in the first cycle, and then the second cycle will improve the first cycle. To see the increase in creativity and concentration of students in learning English, pre-tests were conducted, and observation sheets were used in the first cycle and second cycle.

After knowing the identification of problems that are at the root of failure in learning English with Speaking material , the researcher makes improvements in the next cycle which focuses on the application / use of *power point* media with accompanying motivation to students.

Operationally the class action research procedures applied in this study are described as follows:

1) **PRE CYCLE**

Pre-cycle learning is carried out with an allocation of 2 x 35 minutes. In the implementation of the pre-cycle researchers have used *power point* media in delivering learning skills to listen to the story of the learning process obtained:

a. Planning

Researchers plan actions based on research objectives. Some devices prepared in this stage include:

- 1) Learning Process Plan (RPP)

- 2) Teaching materials
- 3) Learning scenario
- 4) Quis
- 5) Observation sheet

b. Implementation of Action

Implementation of English language learning with basic competencies (KD): In response to the story about the events that occurred around that delivered orally and learning materials: In response to the story is heard. Learning activities carried out include:

- 1) The teacher provides an explanation of the learning objectives and an outline of the material to be studied.
- 2) Students are given an explanation of learning material responding to stories that are heard.
- 3) The teacher starts with the activity of giving problems by using *power point* media , students listen and write things in each book as initial knowledge that has been possessed.
- 4) Assign students to speak in front class .
- 5) Conduct an evaluation by the way the teacher plays the story through power point media and assigns students to look for the main points of information read by the teacher, and provide students with an assessment.

c. Observation

During the observation phase the teacher observes the activities of students in practicing process skills during learning using the prepared observation sheet.

d. Reflection

From the reflection of the analysis of the observations of the researcher / teacher with the teacher observer as follows:

- a) Students are less active in asking questions in exploring teaching and learning activities so activeness in determining or remembering the contents of the story after listening to the story then in speaking skills is unclear, not coherent, and not convincing.
- b) In listening to the teacher using power point media during the learning process to students, but students do not understand the content of the story being played.
- c) Learning material is less mastered by students, this can be seen from the results of the formative test on pre-cycle learning 50% of the students of the total number were declared to be incomplete.

The results obtained and the problems that arise in implementing the action are used as a basis for re-planning in cycle I.

2) CYCLE I

From the results of peer discussion and guidance from the supervisor, the researcher developed a cycle I learning improvement plan in the form of work procedures carried out on January 21, 2019 with an allocation of 2 X 35 minutes in Eight Grade of SMPN 7

Bojonegoro classroom consisting of learning planning, implementation, observation, and reflection.

a. **Planning**

Researchers design actions based on research objectives.

Some devices prepared in this stage are:

- 1) The teacher makes a learning implementation plan (RPP) with the subject of listening to the story and determining the theme and message.
- 2) Arrange the observation sheet to observe the activities of students during the process of learning English with the subject of listening to stories and determining themes and mandates.
- 3) Prepare *power point* learning media .
- 4) Designing group formation in group discussion activities
- 5) Make a *pre test* question sheet to find out the readiness of students when participating in teaching and learning activities in English language learning
- 6) Prepare blank paper.
- 7) Make *quiz* sheets to find out student learning outcomes after carrying out cycle I.

b. **Implementation of Action**

The implementation of the action in this first cycle was carried out starting on January 21, 2019 and the activities

carried out at this stage are implementing planned learning scenarios including:

- a) The teacher performs apperception by asking questions according to the material about listening to stories and determining themes, and mandates.
- b) The teacher provides an explanation of the learning objectives and the material to be learned.
- c) The teacher explains in broad outline the subject matter of determining the theme and mandate through the *power point* learning media .
- d) Give students the opportunity to ask about the material just explained.
- e) Students are divided into several groups to listen to stories determine themes and mandates through *power point* media .
- f) Each group conducts exploration activities in discussing the themes and mandates they hear through *power point* media .
- g) The researcher observes and guides group activities.
- h) The teacher gives quiz as an evaluation of the implementation of learning and provides assessment made by students.

c. Observation

This research can be carried out on cooperation between researchers and teacher observers to make observations in the process of collecting data.

1. Observations for teacher activities, assessed aspects include:

- a) Procurement of apperception
- b) Material explanation
- c) Use of learning methods and media
- d) Giving examples in teaching and learning activities
- e) Implementation of learning evaluation.

2. Observations for student activities, assessed aspects include:

- a) Student attention to learning material
- b) Courage students ask
- c) The activity of students in group discussions
- d) Learning evaluation results

3. Observations obtained

The teacher observer's findings during observations in the learning process focused on using power point media to improve understanding of storytelling skills.

From the observations of the researchers obtained the following findings:

- a) The teacher has used apperception before the core activities.

- b) The teacher has used *power point* learning media in improving story listening skills child.
- c) The teacher has provided motivation to assemble students' creativity in teaching and learning activities.
- d) The teacher has provided an evaluation at the end of the lesson.

Observations on students are obtained as follows:

- a) Students' attention pays attention to the teacher's explanation well
- b) Students don't dare to ask questions.
- c) Students are on time in conducting exploration activities.
Students are less interacting / less active in group work.
- d) Students are able to identify themes and mandates and can retell stories they hear through *power point* media .
- e) The evaluation results obtained are not satisfactory.

d. Reflection

After carrying out the learning cycle I, the results of the reflection from the observer teacher were obtained as follows:

1. Success

- a) The teacher has carried out the learning process according to time allocation.
- b) The teacher has prepared learning material with *power point* learning media .

- c) The teacher has provided an evaluation at the end of the learning activity.

2. Failure

- a) Less active and less concentrated students listen to stories in the process of exploring teaching and learning activities, so that in identifying themes and mandates, and retelling in written form is not in accordance with the flow of the story.
- b) The teacher uses the *power point* learning media to a lesser extent, because active *speakers* are less audible until the rear of the student seat.
- c) The material from the content of the story cannot be fully mastered by students, because students lack concentration in listening to stories.

The results of data analysis carried out at this stage will be used as a reference for planning the second cycle.

3) CYCLE II

The cycle II learning improvement plan was held on February 4, 2019 with an allocation of 2 X 35 minutes in Eight Grade of SMPN 7 Bojonegoro consisting of planning, implementation, observation, and reflection.

1. Planning

The researcher redesigned based on the results obtained in cycle I.

- a) The teacher makes a learning implementation plan (RPP) with the subject of listening to the story and determining the theme, message, character, character, and setting.
- b) Arranging the observation sheet to observe student activities during the process of learning English with the subject of listening to the story and determining the theme, message, character, character, and setting.
- c) Prepare *power point* learning media .
- d) Designing group formation in group discussion activities
- e) Make a *pre test* question sheet to find out the readiness of students when participating in teaching and learning activities in English language learning .
- f) Prepare blank paper.
- g) Making *quiz* sheets as evaluation of learning to find out student learning outcomes after carrying out cycle II.

2. Executor Action

The action in the second cycle is carried out based on planning, which is carried out as follows:

- a) The teacher explains the learning objectives of the material to be delivered.
- b) The teacher explains in broad outline the material listening to the story and determining the theme and the next message The teacher explains the material listening to the story and

determines the character, character, and setting through *power point* media .

- c) Students are divided into several groups to listen to stories and determine themes, mandates, characters, characters and settings through *power point* media .
- d) Each group reads the results of the discussion in determining the theme, message, character, character, and setting.
- e) The teacher gives quiz to students, to find out the results of the evaluation in cycle II
- f) The researcher observes student activities during the learning process.

3. Observation

In observations made by the teacher observer as observers, the following data are obtained:

- a) Students dare to ask and answer teacher questions.
- b) Students are active in discussion activities.
- c) Learning outcomes show improvement.
- d) The teacher has optimized the use of power point media in teaching and learning activities.

4. Reflection

Based on the findings of data obtained in observing the course of learning cycle II on February 4, 2019, the researcher obtained the following reflection results:

a) Success

1. The teacher has carried out teaching and learning activities as planned.
2. The use of time in the learning process has been effective.
3. Students are actively involved in the learning process.
4. The teacher has used *power point* learning media to improve understanding of listening skills.
5. The value of student learning outcomes increases, this can be seen from the results of evaluation and completeness of student learning.

b) Failure

When the teacher gives an example only using audio media students find it difficult to identify the setting in the story.

C. Research sites

The research was conducted at SMPN 7 Bojonegoro, having its address at Jalan Kartini No.8 Bojonegoro . SMPN 7 Bojonegoro is one of the Junior High School in the area of Bojonegoro city . This place was chosen for research because learning at SMPN 7 Bojonegoro still uses conventional method and monotonous learning even though discussion method have been carried out but have not been able to make students active in English language learning activities. Researchers want to apply power point media as one of the learning methods that are expected to increase students' interest in learning English

D. Research subject

The research subjects were Eight grade students of SMPN 7 Bojonegoro, with the main material used in this study is improving student's interest in learning english with material conveyed using power point media

E. Data source

Types of data sources used in conducting this study include:

- a. Observation results during the research process.
- b. The results of the questionnaire that have been prepared.
- c. The data obtained from eight grade students of SMPN 7 Bojonegoro regarding interest in learning English
- d. Interview with Language Teacher eight grade English at SMPN 7 Bojonegoro
- e. Interview with representatives of eight grade students of SMPN 7 Bojonegoro

F. Data Collection Procedure

Data collection is done by observation, questionnaire, interview, and documentation used as follows:

1. Observation

Arikunto (2002:131) states that observation is an activity focusing on an object by using all sensory tools. Observation can be done through sight, smell, hearing, touch, which is by direct observation of the process of channeling learning material. Observations are made to determine the conditions and situation of the classrooms to be studied.

Observation is used to see the implementation of learning with *power point media* as well as student interest during the process of learning English. Observation is very suitable to be used in research related to teaching learning interactions / conditions, behavior, and group interactions Kusuma (2010:66).

2. Questionnaire

Questionnaire is an instrument for collecting data that is done using questions that must be answered by people related to the questionnaire. Variations in the types of research instruments are questionnaires, checklists, or checklists, interview guidelines, observation guidelines Arikunto (2010:203). In this study the questionnaire was used by researcher to collect data relating to the interest in learning English obtained from 8th grade students of SMPN 7 Bojonegoro .

3. Interview

Arikunto (2010:126) states that "*interview*" is a dialogue conducted by the interviewer to obtain information from the interview test. This interview or question and answer is used to obtain data and information from representatives of 8th grade students of Senior High School and Language subject teachers English about the advantages and obstacles of Language learning English using power point media

4. Documentation

Documentation is a technique of collecting data by collecting data and analyzing documents, both written, drawing and unwritten

documents Sukmadinata (2007:221). Researchers use documents primarily related to learning tools to analyze and solve problems related to classroom action research.

G. Data analysis technique

The data obtained were analyzed using behavioral analysis of Eight Grade of SMPN 7 Bojonegoro student during the process of learning English took place. While qualitative analysis is done to find out the results of students' English learning through *power point* media .

To analyze the success rate of each cycle is done by giving an evaluation in the form of written test questions at the end of each round. This analysis is calculated using simple statistics, namely, the sum of the values obtained by students, which is then divided by the number of students in the class so that the average formative test can be formulated:

$$\bar{X} = \frac{\sum X}{n}$$

With \bar{X} : mean

$\sum x$: number of all student score

n : the number of students

At the end of the teaching and learning process students are given a formative test 1 with the aim of knowing the level of success of students in the teaching and learning process that has been carried out. If more students get low grades, then follow-up is given a formative test after teaching and learning activities in cycle 2 so that the presentation of the value of students increases.