

A THESIS

**USING DAILY CONVERSATION TO THE SECOND GRADE OF
SMP NEGERI 9 PAREPARE TO IMPROVE STUDENTS'
LISTENING ABILITY**



By

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
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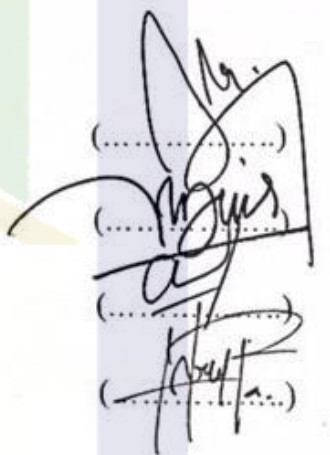
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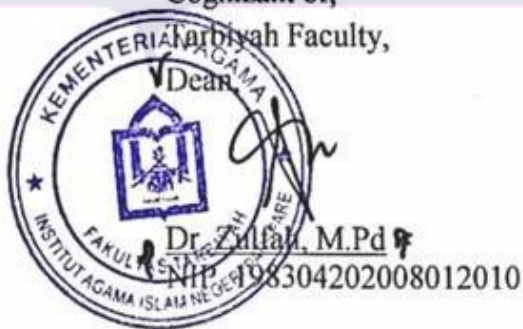
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Parepare, 14th December 2022



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Stated this thesis is her own writing and if it can be proved that it was copied, duplicated, or compiled by any other people, this thesis and the degree that has been gotten will be postponed.

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ABSTRACT

Rezky Alifa Ashari. *Using Daily Conversation to the Second Grade of SMP Negeri 9 Parepare to Improve Students' Listening Ability* (Supervised by Ismail Latief and Munawir).

The students have difficulties in recognizing a vocabulary in English learning at SMP Negeri 9 Parepare. The aim of this research is to improve students' listening ability by using daily conversation at the second grade students of SMP Negeri 9 Parepare. The objectives of this research are to find out the students' listening ability and to find out the improvement of students' listening ability by using daily conversation.

This research is pre-experimental method with pre-test and post-test design. This study used test as an instrument. The research was conducted by giving test to the students to find out the pre-test scores before treatment and post-test scores after treatment.

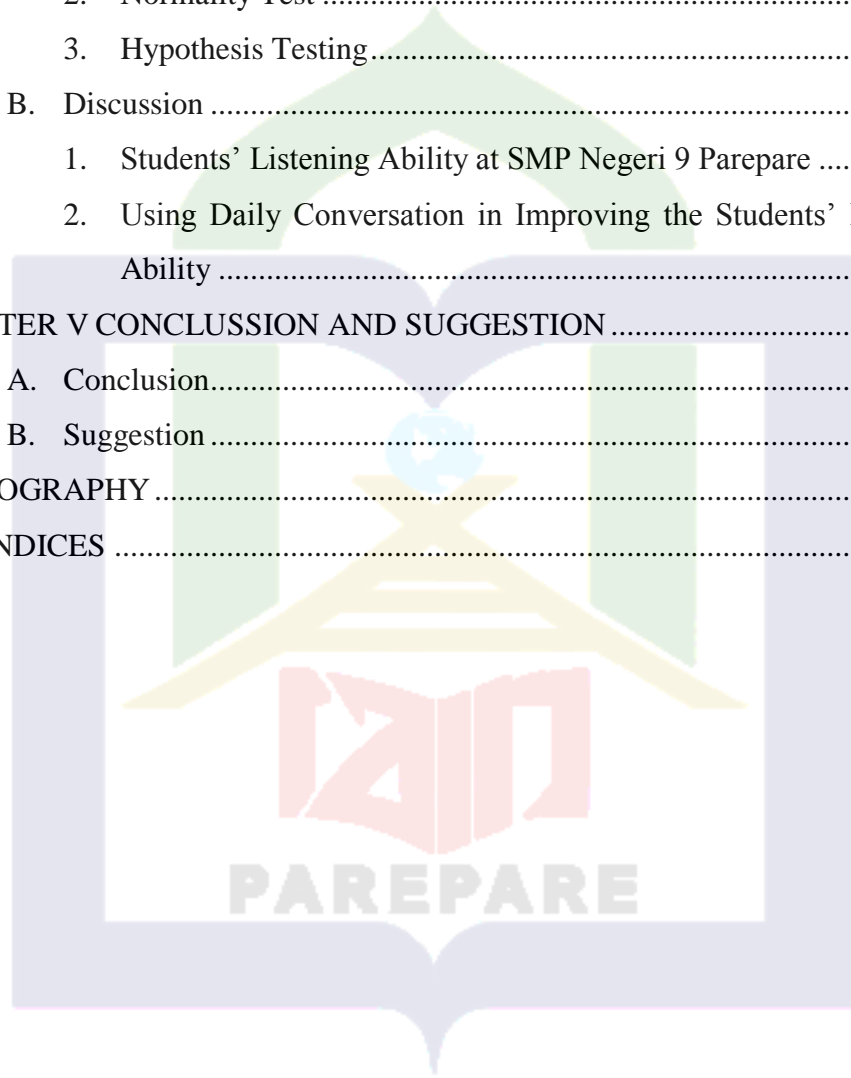
The result of this research showed the students' post-test was higher than the pre-test means. Based on the results, it showed that the daily conversation improved where the mean score of pre-test was 59.25 and the mean score of post-test was 81.48. For the significance level (p) 5% and $(df) = N-1 = 27-1 = 26$, and the t-table value is 2.052 while the t-test value is 22.22. That is, the t-test value is greater than the t-table value ($22.22 > 2.052$). Thus, this study concludes that students' listening ability are better after receiving treatment than before being given treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: daily conversation, listening ability

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CHAPTER I

INTRODUCTION

This part is concerned with background, problem statement, objectives of the research, significant of the research, and scope of the research.

A. Background

The study of a native language normally occurs naturally and at an early age. Language is required for daily conversations as well as the exchange of words and thoughts in society. The ability to communicate in a foreign language, such as English, has become increasingly important as the world has become more globalized, especially in politics, science, and technology. As a result, several countries around the world are changing their educational policies to include English instruction in their curriculum.

This activity involves four areas of language skills consisting of listening, speaking, reading, and writing in learning English. As a result, English instruction focuses on these four language abilities, as well as four English aspects: structure, pronunciation, vocabulary, and grammar.

Listening is defined as the first and basic skill that everybody can improve by practice and application. Listening skill one of the most crucial skills for us because, despite our ability to speak clearly, we often find it difficult to express our thoughts in listening form.

Effective communication begins with good listening or listening skills. Hearing or listening involves emotions that are regular and balanced with the cognition and behavior of the communicant. Cognitive processes in this case are the activities of

paying attention to, understanding, receiving, and interpreting 3 content and relational communication; and behavioral processes including responding to others with verbal and nonverbal feedback.

Listening skill has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication.¹ The importance of listening in learning a language is undisputable, as it reveal to be the most frequently used language skill, great practice of language usage revision, the beneficial silent learning period, very active learning prosses, and the easiest way to learn the segmentation rules of language fluency.²

Listening is very important and also influence to another skills (writing, speaking, and reading), because from listening we will process to understand. So, in teaching listening is extremely needed in the class with hope to assume the students interesting and easy to get materials in the class.

Referring to the observation activities carried out at SMP Negeri 9 Parepare, facts were found in the form of difficulties faced by students in learning English. One of the big problems in student learning activities is the difficulty for them to understand vocabulary that is new to them in their communication activities. In this case it can be said that students' English skills still need to be improved to be improved. Based on these problems, if the researcher offers an idea that becomes an alternative for students' effective learning in relation to improving students' English

¹ Karimova Jamila Shariyevna Lecturer, The Importance Of Listening in Foreign Language Learning, Israilova Dildora Atxamovna, EPRA International Journal of Multidisciplinary Research (IJMR)-Peer Reviewed Journal, 8, 2020 <<https://doi.org/10.36713/epra2013>>.

² N. Yurko and I. Styfanyshyn, Listening Skills in Learning a Language: The Importance, Benefits and Means of Enhancement, Репрезентація Освітніх Досягнень, Мас-Медіа Та Роль Філології У Сучасній Системі Наук (1St. Ed), 2020, 38–46 <<https://doi.org/10.36074/rodmrfssn.ed-1.04>>.

proficiency. Based on the preliminary data through interview with English teacher at SMP Negeri 9 Parepare stated that students' English skills still have not reached the expected competency standard. Therefore, teachers are required to think creatively so that students' abilities are more increased.³

The researcher focuses her attention to daily conversation about listening skill. In addition way to improve the students' oral communication or listening is taught by daily conversation. Daily conversation of the material that can be implemented by the teacher in the classroom in order to give more opportunity to the students to communicate to each other.

Conversations using English can be a stimulus for students to improve their English listening skills, especially for students who have low self-esteem. In this case, the teacher will provide as many opportunities as possible to students in responding to the stimuli provided by the teacher in learning.

B. Research Question

The description of the problem above triggers a number of questions which in research are referred to as the formulation of the problem, in the form of:

1. How is the students' listening ability of the second grade of SMP Negeri 9 Parepare?
2. Is the use of daily conversation able to improve the students' listening ability of the second grade of SMP Negeri 9 Parepare?

³ Bapak H. Hasdir Subroto, English Teacher at the Eight Grade Students of SMP Negeri 9 Parepare, *Interview* in SMP Negeri 9 Parepare on 20 October 2022.

C. Objective of the Research

Research objectives that are relevant to the research problem are detailed in points:

- a. To know the students' listening ability of the second grade of SMP Negeri 9 Parepare.
- b. To find out whether or not the use of daily conversation improves the listening ability of the second grade of SMP Negeri 9 Parepare.

D. Significance of the Research

The benefits of this research are designed for two areas, namely theoretical benefits and practical benefits:

1. Theoretical significance, this research is expected to contribute knowledge primarily in teaching listening which can be used in communicative interactions in everyday life.
2. Practical significance, it is hoped that this research can have a positive effect on several fields, namely:
 - a. The English teacher can utilize the results of this study for English learning methods at school.
 - b. The students can take advantage of the results of this research as things that provide motivation to learn for student.
 - c. The next researcher can utilize the results of this study as information to support their research.

CHAPTER II

RIVIEW OF RELATED LITERATURE

This part includes previous related research findings, the concept of listening, and the concept of daily conversation.

A. Previous Research Finding

A number of studies are relevant to this research, some of which can be reviewed in detail below:

Milova (2015) in his research “Teaching Conversation in English Language Classroom: Conversational Technique” stated that teaching conversation skill in the frame of teaching speaking can improve learner’s confidence how to communicate in an informal setting using basic vocabulary and sentences structure.¹

Sadeghi (2014) in his research “The Effect of Teaching Short Audio Conversation on General Proficiency of EFL Learners” stated that the results gathered on the post intervention test revealed that teaching with short conversation led to a statistically significant improvement in their general proficiency of English language compared with the control group.²

Adnan (2014) in her research “Improving Students Listening Ability through Movie Report” stated that watch the movies and make the report of it can improve their listening skill because they are introduced to the real context of spoken language and a wide range of vocabularies.³

¹ Milova, Teaching Conversation In English Language Classroom: Conversational Techniques, Boris Grinhenko Kyav University, kyiv. 2015.

² Sadeghi, The Effect of Teaching Short Audio Conversation on General Proficiency of EFL Learners International Journal of Language Learning and Applied Linguistic World, 7.3 (2014): 173-178

³ Aryuliva Adnan, ‘Improving Students ’ Listening Ability through Movie Report’, Selt, 2014

Based on previous research studies, it is known that English learning methods, especially in listening or listening skills, can be done using various methods. This research limits the development of listening ability by utilizing conversational methods in daily conversation. Daily conversation in this case is defined as a medium that can be used by teachers in classroom learning in relation to providing opportunities for students to communicate interactively with teachers and study partners.

B. Some Pertinent Ideas

This section explained about the concept of listening and daily conversation.

1. The Concept of Listening

Four language skills such as listening, reading, speaking, and writing are the skills taught in learning English in Indonesia. Vocabulary and grammar are two components. Listening is a very important skill concept in human life in relation to their daily life. The basic point of why we learn to listen is that it is difficult for some people to speak without first learning to listen.

a. Definition of Listening

It has been explained in the previous section that there are four language skills and one of them is listening or listening skills. Listening is identified as an activity of paying attention and expecting understanding in the form of knowledge of the meaning of what is heard. There are a number of points of view raised by a number of experts in relation to the definition of listening. Gilakjani and Saburi (2016) stated listening is a proses of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, creating meaning by

participant, and creativity and empathy.⁴ Another definition was also stated by Pauk (1984) that listening activity is the process of absorption of the meaning of words and sentences that is carried out by the brain through a series of attention processes and requires high concentration.⁵

In English teaching activity, especially Indonesian, listening is an aspect that requires attention. It is said so because listening activities are able to produce information that can be obtained by the audience. According to Tyagi (2013) stated that effective message acquisition can be obtained from good listening activities. In this case, it is also stated that there is a combination of the psychology of the speaker and the interlocutor.⁶ Asemota (2015) said that the activities carried out in listening are not just capturing sounds but there are other activities in the form of identifying, understanding, and interpreting spoken language.⁷ Saputra (2014) said listening is a complex, active, and conscious process which listener can get the message from the speaker's utterance and interpret the role of individual linguistic units within the immediate as well as the larger socio-cultural context of the utterance plus constructs meaning by using signals from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfil the task requirement.⁸

⁴Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review, *English Language Teaching*, 9.6 (2016), 123 <<https://doi.org/10.5539/elt.v9n6p123>>.

⁵ Pauk, *How to Study in Collage (3rd collection)*. London Houghton Mifflin Company. 1984

⁶ Babita Tyagi, Listening: An Important Skill and Its Various Aspects, *The Criterion: An International Journal in English*, 12.1 (2013), 1–8.

⁷ British Journal and others, Nature Importance and Practice of Listening Skill. Dr. Henry Erhamwenmwonyi Asemota Professor, Department of English, School of Languages, College of Education Benin City, Nigeria. 3.7 (2015), 27–33.

⁸ Juni Bayu Saputra, The International Journal of Humanities & Social Studeis. The Comparison of Listening Comprehension Using Podcast with Audio-Visual at Different Listening Habit Abstract, 2.6 (2014), 167–72.

Referring to the description above, the researcher concludes that listening is an activity to accurately receive and interpret messages in the communication process. Listening is key in communication activities because by listening a person is able to respond or provide feedback.

b. The Important of Listening

Tyagi (2013) defines that hearing is a perception of sound waves; In the beginning the listener must hear to be able to listen, but the listener does not need to listen to hear, understanding is defined as the ability to understand the meaning of everything seen and heard, examination of stimuli that come to our hearing needs to be done to remember the meaning of what is translated by the brain, This examination requires active listening with the function of being a proof reader of the existing stimulus for facts originating from opinions. Responses can be in the form of nonverbal or verbal responses.⁹

Gilakjani and Saburi (2016) defining that the most important thing in language learning activities, especially English, is the mastery of listening that the learner has. This can be input for educators. Without input, learning activities do not occur.¹⁰

From the description above, a more practical conclusion can be made related to listening that listening is something in learning that is important in relation to providing information input and willingness that can be used in the learning process that requires a conscious and active situation without distraction. Listening is an important skill to improve, especially for students.

⁹ Tyagi.

¹⁰ Gilakjani and Sabouri.

c. Process of Listening

A number of stages of listening have been laid out in a theoretical study consisting of listening, understanding, remembering, evaluating and responding activities. Based on Tyagi (2013) said that the process of listening are:

1) Hearing

Hearing refers to the presence of a response arising from sound waves triggered by stimulation of the sensory receptors in the ear. This is also mentioned as a physical response. In this case it is emphasized that hearing is the perception of sound waves. To be able to hear the listener must listen, but not vice versa. The stimuli that are on the brain screen do not want everyone to be able to focus on making selective perceptions to be able to get information effectively.

2) Understanding

This stage is used to understand the symbols in sight or hearing, in this case it is necessary to process the analysis of the meaning of the stimuli that are felt. Stimulation in this case is not just words but also sounds that are heard such as whistles, clapping, or other sounds that have symbolic meanings. For a successful communication, it is necessary to understand the meaning properly with respect to the context intended by the sender.

3) Remembering

Remembering is said to have an important effect on the listening process. This then also strengthens the assumption that listening is not just about interpreting the meaning of the sound that is captured by hearing, but also can be an activity to add to the bank of words in the existing storage in the

brain. The listening process can focus attention so that attention can be selective, as well as memory. Something that is remembered basically can also be different from what was first captured.

4) Evaluating

Only active listeners participate at this stage in listening. At this point the active listener weighs evidence, sorts fact from opinion and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that they don't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message. As a result, the listening process eases.

5) Responding

At this stage, the listener is required to be able to complete the process of providing verbal and nonverbal feedback. This needs to be done because the speaker has no other way to give a sign that he has received the intent of the speech partner or not. It is also said that this response is the only stage that is open because the sender of meaning can be a determinant of the success of message transmission.¹¹ On the other hand Adnan (2014) the listening process is divided into several stages detailed in the description below:

- a) The sounds go into echoic memory for a very short time to be organized into meaningful units according to the knowledge of the language listener already has.

¹¹ Tyagi.

- b) The information processed by the short time memory. In a matter of seconds, words are checked and compared with information already held in the long-term memory and meaning is extracted.
- c) The meaning extracted is stored in the long-term memory for later use.¹²

In the description above it can be concluded that listening activities involve complex processes including hearing, understanding, remembering, evaluating, and responding. These points are things that involve memory.

d. Types of Listening

Reviewing the goals and the way listeners take or respond to the process, listening activities can be divided into several types which Tyagi (2016) explains that listening can encourage someone to speak:

- 1) Active listening: listening in a way that demonstrated interest and encourages continued speaking.
- 2) Appreciative speaking: looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to music.
- 3) Attentive listening: listening obviously and carefully, showing attention.
- 4) Biased listening: listen to something based on something you want to hear. Listening in this case is referred to as listening with filters.
- 5) Casual listening: listen but do not give enthusiasm and attention.

¹² Aryuliva Adnan, 'Improving Students ' Listening Ability through Movie Report', *Selt*, 2014, 70–76.

- 6) Comprehension listening: The process of listening to interpret something that is used for understanding and knowledge.
- 7) Critical listening: listening in order to evaluate, criticize or otherwise pass judgement on what someone else says.
- 8) Deep listening: seeking to understand the person, their personality and their real and unspoken meanings and motivators.
- 9) Discriminative listening: listen clearly and focus in one direction (e.g. hear a dog at night)
- 10) Emphatic listening: seeking to understand what the other person is feeling, demonstrating this empathy.
- 11) Evaluative listening: listening in order to evaluate, criticize or otherwise pass judgement on what someone else says.
- 12) Inactive listening: pretending to listen but actually spending more time to thinking.
- 13) Judgemental listening: listening in order to evaluate, criticize or otherwise pass judgement on what someone else says.
- 14) Partial listening: Most of the activities are done for listening, but there are other activities that are done, such as daydreaming or thinking about the right response.
- 15) Reflective listening: listening, then reflecting back to the other person what they have said.
- 16) Relationship listening: listening in order to support and develop a relationship with others.

- 17) Sympathetic listening: listening with concern for the well-being of the other person.
- 18) Therapeutic listening: seeking to understand what the other person is feeling. Demonstrating this empathy.
- 19) Total listening: paying very close attention in active listening to what is said and the deeper meaning found through how it is said.¹³

Henry (2015) says that there are several things that allow communication to be effective even though the speaker and the speech partner are from different backgrounds. Thus, several types of listening are identified, namely:

- 1) Active listening: active listeners learn better and faster. They make sound judgements about what is heard. Perhaps, active listeners write down the important ideas in complete sentences. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning.
- 2) Partial listening: they are those who listen with a rebellious ear. They are those who are thinking of the next reply rather than listening to what is taking place.
- 3) Intermittent listening: this applies to those who listen with a deaf ear. They close their ears to unpleasantness. They are those who compulsively nod and shake their heads in agreement when they are not listening at all. Since attitudes affect our perception of information, the more we allow our emotion to intrude into the listening process, the more distorted will be our recollection of what has been said.

¹³ Tyagi.

- 4) Appreciate listening: a good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction, confidence, true understanding and many subtle implications may well be revealed, regardless of the word used.¹⁴

Based on the explanation above, the researcher concludes that there are many types of teaching listening. Therefore, we as teachers or researchers choose one type of listening teaching that is easily understood by students.

e. Teaching Listening

There are several things that encourage listening or listening activities. This is because these activities will greatly affect the acquisition of information. Listening or hearing involves a number of processes, involves a variety of knowledge from purely linguistic properties, and depends on psychology which has quite an influence on the mobility of certain situations. This makes the user must always listen and understand a series of processes in remembering the information conveyed.

Juny (2014) A series of listening activities basically involves various activities, namely before listening, listening process, and after listening. The pre-listening phase or before listening prepares students to carry out exercises related to listening concepts that involve prior knowledge, make predictions and review key vocabulary.¹⁵

¹⁴ Ghazal Hosseini, Siros Izadpanah, and Parima Fasih, 'The Effects of Metacognitive Strategy Training on Improving Iranian EFL Learners' Listening Performance and the Similarities and Differences Across Three Elementary, Intermediate and Advanced Proficiency Levels', *International Journal of Research in English Education*, 5.2 (2020), 29–48 <<https://doi.org/10.29252/ijree.5.2.29>>.

¹⁵ Saputra.

In other hand Bruzzano (2015) explained that there are a number of ways that can be used in learning listening, namely:

- 1) Provide the student with a purpose for listening or they will lose focus.
- 2) Introduce activities, such as brainstorming to build background knowledge.
- 3) Relate the contents of the listening activity to real life.
- 4) Play the recording or video more than once.
- 5) Encourage students to listen outside of the classroom.
- 6) Use the same text more than once with different purposes to develop different listening strategies
- 7) Give students an active role: for example, creating a set of questions or responding to a dialogue.
- 8) Establish a clear structure and enable final speaking.
- 9) Use internet sources and diversify your materials.¹⁶

The description above explains the process of memorizing which consists of before, while, and after doing listening activities. Based on this description, the researcher concludes that in order to further improve listening results, additional methods and techniques are needed that are suitable for students.

2. The Concept of Daily Conversation

a. Definition of Conversation

The activity of speaking or communicating between two or more people is referred to as conversational activity. The nature of the conversation is social of speech, because it must involve two or more speakers. In this case, a social context is

¹⁶ Chiara Bruzzano and Convention Rome, *Learning to Teach Listening: Students and Teachers Perceptions*, 2015.

needed that makes the conversation come alive, because basically communication must involve speakers who have ideas so that communication can live. Hugh (2013) explained that conversation is a progression of changes among participants. Each participant is a learning system that changes internally as a consequence.¹⁷ Every speaker is a learner who has the opportunity to change according to the situation. Conversation becomes a very complex and influential interaction. It is said so because with conversation there will be the delivery of knowledge and the discovery of new knowledge.

Conversation in teaching learning constitute is thing who very importance to attention. Because form the clarity speak the information can to accept than the information to understanding to another people. Khalid (2015) said that conversation is speaking such utterances that confuse the listeners and go beyond understanding of listeners. Some utterance contains irony, some utterance exaggerated, some show dissatisfaction and some are irrelevant from topic.¹⁸ Brennan (2010) said conversation is joint activity in which two or more participants uses linguistics form and nonverbal signals to communicate interactively.¹⁹

The description above can be the basis for making the conclusion that conversation is a communication activity that involves two or more participants. Conversations contain speech that can be mediated and utilize various media such as speech, text, and electronic media.

¹⁷ Paul Pangaro, What Is Conversation, and How Can We Design for It? , *Interactions*, 16.4 (2009), 22–28 <<https://doi.org/10.1145/1551986.1551991>>.

¹⁸ Sir Muratib, Sumaira Batool, and Aqeela Batool, ‘Conversational Implicature Analysis of Sean O , Casey , s Junu and Paycock, 1.5 (2015), 254–72.

¹⁹ Rob Pope, Speech, Conversation and Dialogue, *Studying English Literature and Language*, 2021, 269–72 <<https://doi.org/10.4324/9780203718179-43>>.

b. Process of Conversation

Based on Barbara Stanford (2012) in "Training Classroom in Discussion Skills" there are several ways of teaching communication in class in relation to the conversation process which can be described as follows:

1) Getting into place

Show students how to organize themselves in groups or teams. For example, by showing or showing a sitting position. This will train his speed.

2) Everyone contributes

Create, model and practice a routine for ensuring that every student contributes to the discussion. For young students, each child could hold a marble or stick that is put into the middle after they have had a turn. For older students, one child could be the record keeper, and record the name of each student who speaks. Students will also need to self-monitor to ensure that no one "hogs the conversation". Clear expectations and procedures for sharing time will help address this problem; appointing a "time-keeper" to monitor group process is also useful. As with literature circles, establishing "roles" within the discussion, and practicing them in advance, will foster much clearer and deeper conversation.

3) No one interrupt

Respectful discussions allow participants to finish their thoughts without being cut off. This is not an easy skill for children, especially when they are excited about learning. Using a "Speaking object", such as a decorated stick

is a good practice; whoever is holding the stick has the floor until the stick is passed. You can also appoint a student the “speaking rights” monitor.

4) No put downs

Belittling someone else’s thoughts quickly destroys a conversation. Having a clear “no putdowns” rule will create an atmosphere of trust on which students will take risks. As students are learning these discussion skills, if put-downs or name calling are used you may want to have a “ten second of silence” rule, to interrupt the cycle and let everyone re-gather their thought.

5) Listening for information

Students need to learn how to listen for information. Listening skills should be taught, modelled and practiced throughout the day. In a circle, each student might be asked to summarize what another student just said, to help them focus their attention and skills. If this is done explicitly for the first few weeks, students will learn to do it implicitly.

6) Connecting ideas

One of the most glaring weakness in discussions with young or unskilled participants is that, rather than responding to what others are saying, each speaker adds new, often unrelated ideas. This behaviour is often linked to poor listening skills, but also comes from discussions that do not have clear topic or purpose. At the beginning of the year, students might be asked to direct their comments to the person who spoke before them, so they are “talking back” instead of just talking. Model, practice and expand this skill. Discussion circles will also benefit from having a topic monitor who is empowered to intervene if the conversation wanders from the topic.

7) Summarizing

Students will also need to learn how to take information from the discussion back into their work. One way to teach and model this is to have your students write about the discussion during writing or writing centre time. The prompt for this might be: “Write about one thing you learned in your discussion circle today. Did anything surprise you? Did anything make curious?” if the students are discussing something specific, such as a book or project, the “record keeper” can be called on to give a summary of the discussion²⁰

c. Characteristic of Conversation

In English teaching, every aspect has characteristics which mutual influence to another skill. Especially in teaching listening by using conversation. Conversations are dynamic, interactive, and inclusive. They evolve and impact the way we connect, engage, interact, and influence others, enabling us to shape reality, mind sets, events, and outcomes in a collaborative way as stated by Glaser (2013).²¹

In teaching listening especially teaching listening by using conversation the characteristics need attention.

There are number of features that establish and characterize conversation stated by Ariffuddin (2015) :

- 1) Conversation occurs between at least two individuals.
- 2) Participants act to maintain a conversation topic.
- 3) There is role reciprocity-participants exchange speaking and listening roles.

²⁰ Standford, Barbara. *Training a Classroom in Discussion Skills*. 2012

²¹ Glaser, J. *How Leaders Built Trust and Get Extraordinary Result Bibliomotion*. 2013

- 4) Conversation activities appear to be relative unplanned.
- 5) Conversation occurs in a wide variety of social settings.
- 6) Conversations appear to be informal as opposed to being formally planned or constructed.
- 7) Suggest that conversational meaning is joining constructed by the participant.²²

d. Daily Conversation

Daily conversation is an intentional, interactive strategy that supports students' language skill (e.g., speaking, listening, vocabulary, writing) as teachers purposefully engage students in reciprocal exchanges throughout the day.

To facilitate daily conversation, the teacher identifies and creates opportunities to engage students in conversation (e.g., circle time, free play). As opportunities arise, the teacher initiates conversation with students, intentionally engaging in dialogue to ask question, respond to questions, share experiences and model listening skills.

A sentence is a group of words which starts with a capital letter and ends with a full stop (.), question mark (?), or exclamation mark (!). A sentence should contain or imply minimally a subject and a predicate. An object and an adverb are optional.²³

Daily conversation allows teacher an opportunity to purposefully support students' speaking and listening skill, building upon foundational elements of language through casual and engaging interaction. Frequent modelling and consistent

²² M Arifuddin Ahmad Sofwan, 'Lembaran Ilmu Kependidikan SPEECH FUNCTIONS AND GRAMMATICAL PATTERNS REALIZATION IN CONVERSATION IN THE ENGLISH TEXTBOOK', 44.April (2015), 1–6.

²³ Nanning, Saepuddin, and Munawir, 'An Analysis of Grammatical Error of English Students in Writing Skill', *Eduvelop*, 3.2 (2020), 145–60 <<https://doi.org/10.31605/eduvelop.v3i2.636>>.

opportunities to practice through reciprocal exchanges make daily conversation effective for early learners.

There are several examples of a daily conversation:

1) Talking to a friend

Student I : Hi. Do you mind if I sit beside you?

Student II : No problem

Student I : Thanks. Do we have any homework today?

Student II : Yes. Mrs. Diana wanted us to do the exercise 5 and 6 of the previous chapter

Student I : She did?

Student II : May I copy your homework, then?

Student I : No. Sorry. But I will help you to do it.

Student II : Thank you very much

Student I : Don't mention it.

2) Talking to a teacher

Teacher : Hello students. Good Morning.

Students : Good Morning Sir.

Teacher : How are you today?

Students : We are good Sir. How about you?

Teacher : I'm good. Thank you. So, what is the topic for today?

Students A: Topic for today is about noun.

Teacher : Well, Noun. Who knows what noun is?

Student B: Noun is the name of a person, a place, or a thing.

Teacher : That's correct. Thank you for the answer.

3) Talking to a friend in the canteen

Seller : Diana, what do you want?

Diana : I'm so hungry. I want a bowl of fried noodle, please!

Seller : Ok. Wait a minute, how about your drink?

Diana : Can I get a cup of iced tea?

Seller : Alright. What about you, Tina?

Tina : Hmm. Let me think. I want fried rice, mineral water and an ice cream.

Seller : Ok dear. Wait for a minute, I will be back with your order.

Diana & Tina : Thank you.

4) Talking to a librarian

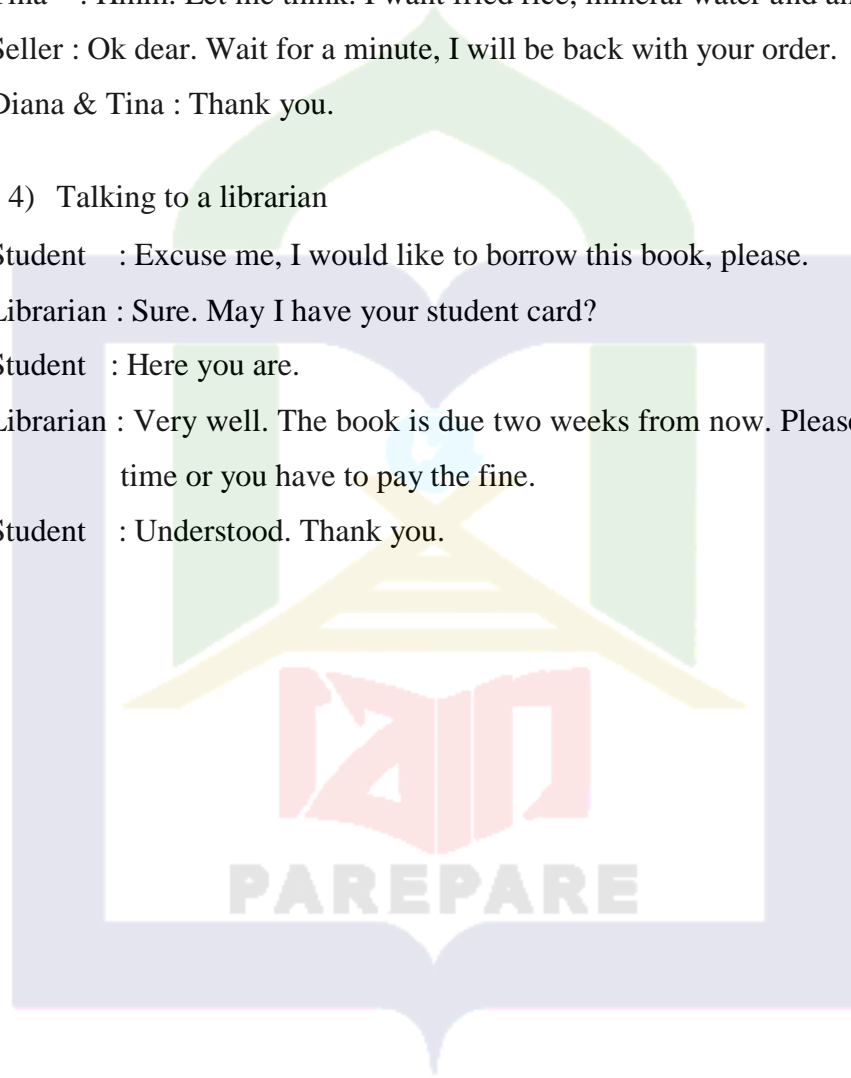
Student : Excuse me, I would like to borrow this book, please.

Librarian : Sure. May I have your student card?

Student : Here you are.

Librarian : Very well. The book is due two weeks from now. Please return it on time or you have to pay the fine.

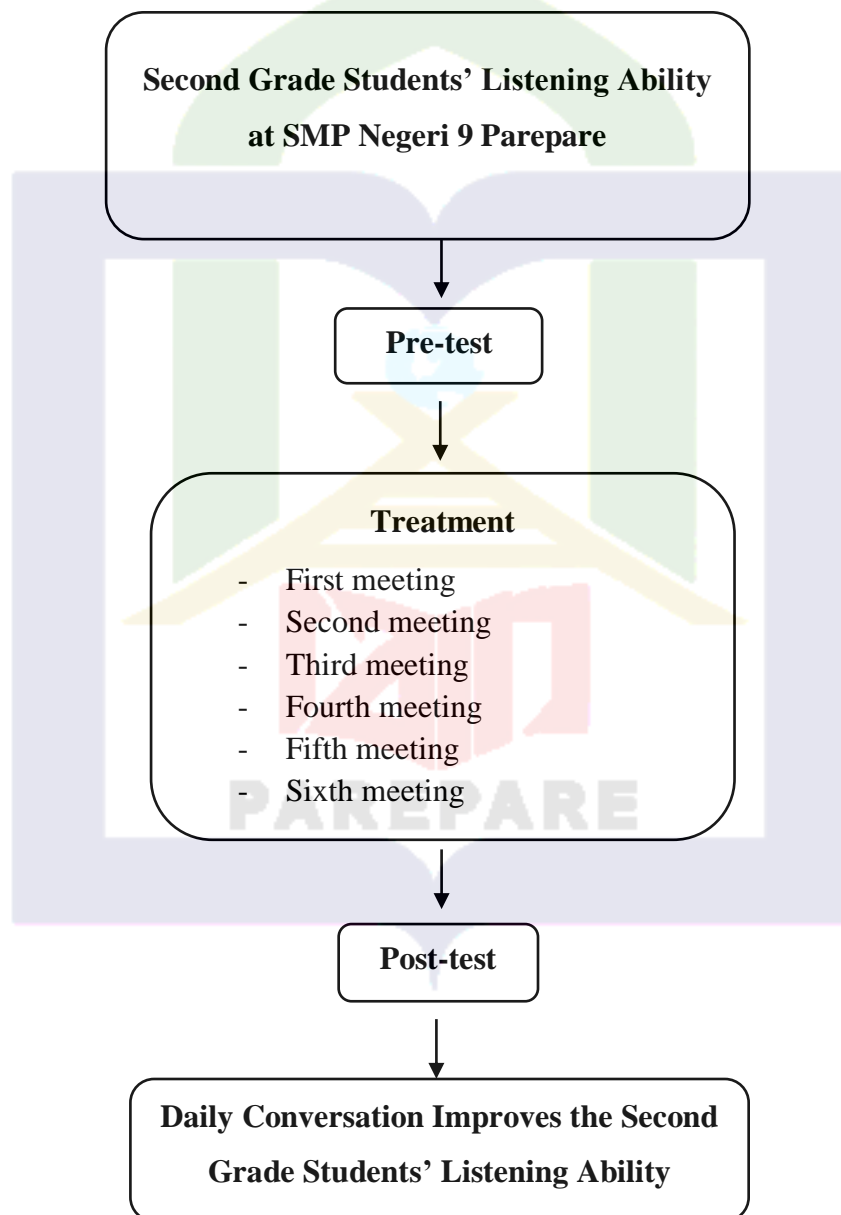
Student : Understood. Thank you.



C. Conceptual Framework

The main focus of this research is improving second grade students listening ability by daily conversation at SMP Negeri 9 Parepare. The researchers design the conceptual framework of this research by showing diagram below:

Figure 2.1 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This type of research was identified as a pre-experimental design using a pre-test and post-test design. The description of the design used in this stud:

O_1	X	O_2
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Where :

O_1 : Pre-test

X : Treatment

O_2 : Post-test¹

B. Location and Time

SMP Negeri 9 Parepare was chosen as the place to collect data that focuses on class eight grade for the 2022/2023 school year. The research was conducted for one month on the grounds that this research has a quantitative nature and requires several times to find and process data.

C. Population and Sample

1. Population

Scarvia in Sugiyono stated that a population is a set or collection of all elements possessing one or more attributes of interest.² In the case of this research, 200 students of second grade of SMP Negeri 9 Parepare for the 2022/2023 academic year

¹ Sugiyono, *Metode Penelitian Pendidikan* (Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2010) p. 110-111.

² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 115.

with a study group of seven classes constitute the study population with a description below:

Table 3.1 The Total of Students Class VIII SMP Negeri 9 Parepare

No.	Class	Male	Female
1.	VIII.1	16	11
2.	VIII.2	15	13
3.	VIII.3	15	14
4.	VIII.4	15	13
5.	VIII.5	13	16
6.	VIII.6	17	12
7.	VIII.7	15	15
Total		200 students	

(source: the data of SMPN 9 Parepare)

2. Sample

Sample is a part of population that will be investigated.³ In the research the researcher took the sample from the second grade students of SMPN 9 Parepare. This research apply cluster sampling technique. Cluster sampling involves dividing a population into clusters and then selecting a sample of these clusters.⁴ The researcher chose VIII.1 as sample and conducted the research with 27 students. The reason why the researcher chose the class because the students in VIII.1 is high rank

³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Yogyakarta: Bhineka Cipta, 1997), p. 109

⁴ Lauren Thomas, "Cluster Sampling, A Simple Step-by-Step Guide with Examples", Scribbr, <https://www.scribbr.com/methodology/cluster-sampling/>.

students from all the eight grade students in SMP Negeri 9 Parepare, therefore the researcher chose the VIII.1 as a sample of the research.

D. Treatment

1. The First Meeting

- a. The researcher gave daily conversation material.
- b. The researcher asked the students to open the class and gave direction to pray before study
- c. The researcher provides a school conversation and then gave the students some vocabulary about the topic material
- d. The researcher gave an audio about school conversation while the students have to completed the task
- e. The researcher made a conclusion about the material

2. The Second Meeting

- a. The researcher gave daily conversation material.
- b. The researcher asked the students to open the class and gave direction to pray before study.
- c. The researcher provides an airport conversation and then gave the students some vocabulary about the topic material.
- d. The researcher gave an audio about airport conversation while the students have to completed the task.
- e. The researcher made a conclusion about the material.

3. The Third Meeting

- a. The researcher gave daily conversation material.
- b. The researcher asked the students to open the class and gave direction to pray before study.
- c. The researcher provides a museum conversation and then gave the students some vocabulary about the topic material.

- d. The researcher gave an audio about museum conversation while the students have to completed the task.
- e. The researcher made a conclusion about the material.

4. The Fourth Meeting

- a. The researcher gave daily conversation material.
- b. The researcher asked the students to open the class and gave direction to pray before study.
- c. The researcher provides a holiday conversation and then gave the students some vocabulary about the topic material.
- d. The researcher gave an audio about holiday conversation while the students have to completed the task.
- e. The researcher made a conclusion about the material.

5. The Fifth Meeting

- a. The researcher gave daily conversation material.
- b. The researcher asked the students to open the class and gave direction to pray before study.
- c. The researcher provides a market conversation and then gave the students some vocabulary about the topic material.
- d. The researcher gave an audio about market conversation while the students have to completed the task.
- e. The researcher made a conclusion about the material.

6. The Sixth Meeting

- a. The researcher gave daily conversation material.
- b. The researcher asked the students to open the class and gave direction to pray before study.
- c. The researcher provides a birthday party conversation and then gave the students some vocabulary about the topic material.

- d. The researcher gave an audio about birthday party conversation while the students have to completed the task.
- e. The researcher made a conclusion about the material.

E. Procedure of Collecting Data

The procedure of collecting data used in this assessment is a test which is defined as a series of exercises or questions used to measure knowledge, skills, abilities, intelligence and talents possessed by individuals or groups.⁵ The use of the test as a research instrument has the goal of obtaining data relating to students' listening mastery before and after being given a test. The pre-test was carried out to measure initial ability, while the post-test was to measure ability after being given treatment.

1. Pre-test

Pre-test activities were carried out by researchers by giving 20 items to students at the beginning of the meeting. This activity begins with the delivery of information related to things that must be done by students. The pre-test instrument is divided into two conversations and gives students time to read the part they get. Then the researcher played audio related to the conversation before students were directed to answer questions related to the topic.

2. Post-test

In the post-test, 20 items were also given to students with the aim of obtaining data that described the results of the treatment in relation to whether there was an increase experienced by students.

⁵ Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), p. 150

F. Technique of Data Analysis

Analysis data collecting of the text and find out students score, the researcher used following formula. Some formulas were applied in this research to process the data as follows: calculating students' score:

1. To calculate the students' score, the researcher used the formula in the following:

$$NA = \frac{\text{Students Correct Answer}}{\text{Total Number of Item}} \times 100^6$$

2. The researcher used listening rubric assessment to assess the students' test and classify the students' score.

Table 3.2 Listening Rubric Assessment

Criteria	Description
Excellent (100-90)	- Excellent at identifying the problem. - All words are spelled correctly.
Very good (89-80)	- Very good at identifying the problem. - Almost all words are spelled correctly.
Good (79-70)	- Good at identifying the problem. - Some spelling error occur, but not impede understanding.
Fair (69-60)	- Still able to identifying the problem. - Spelling errors impede understanding.
Poor (59-0)	- Unable to at identifying the problem. - Numerous spelling errors prevent understanding.

(McGraw-Hill, 2007)

⁶ Peraturan Pemerintah Pendidikan dan Kebudayaan Republik Indonesia. 2013. Peraturan Pemerintah Menteri Pendidikan dan Kebudayaan Republic Indonesia Tentang Penelitian Hasil Belajar oleh Pendidikan pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Permendikbud.

Table 3.3 Question Assessment

Part A										Part B									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Question Assessment																			
True: 5 Point										False: 0 Point									

3. The formula of score percentage was presented as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

P: Percentage

X₂: Post-test mean score

X₁: Pre-test mean score

4. The research data were gathered from the students' test and analysed by using IBM SPSS (Statistical Package for the Social Science) 24 Software program in order to know the improvement of students' listening ability by calculating the mean score and standard deviation.
5. T-test

The researcher applied IBM SPSS 24 Software to find out the significant difference between pre-test and post-test. The criteria of hypothesis testing are if Sig. (2-tailed) lower than the level of significant (Sig. (2-tailed) = 0.000 < α = 0.05). It indicates that the students' score between pre-test and post-test is significantly different.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains the findings of this research and its discussion. It provides information about the result of data collected through a test that can be discussed in this section below:

A. Findings

1. Students Listening Skill by Using Daily Conversation

This section describes the result of data analysis in the use of Daily Conversation in improving students' listening ability at SMP Negeri 9 Parepare.

a. The Students Score in Pre-test

The researcher provided two conversation different topics as a pre-test to determine students' listening ability. The researcher gave an instruction to answer the test given. Then, the researcher gave a record to listen about daily conversation for pre-test to know the students' listening ability. After giving the pre-test to the students, the researcher found the results of the students' listening ability. The results are shown in the following table:

Table.4.1 The Student' Pre-Test Score

No.	Name	Score	Qualification
1	AM	60.00	Fair
2	AMR	55.00	Poor
3	AAU	55.00	Poor
4	AS	40.00	Poor
5	AA	40.00	Poor

6	DKD	55.00	Poor
7	FDL	50.00	Poor
8	FR	60.00	Fair
9	FRS	50.00	Poor
10	IA	50.00	Poor
11	KZ	95.00	Excellent
12	KAP	80.00	Very Good
13	MF	55.00	Poor
14	MFA	50.00	Poor
15	MIP	55.00	Poor
16	MMRA	40.00	Poor
17	MM	70.00	Good
18	MNA	50.00	Poor
19	MTAF	80.00	Very Good
20	MYA	95.00	Excellent
21	NC	45.00	Poor
22	NAAB	85.00	Very Good
23	NRAI	45.00	Poor
24	RPZ	55.00	Poor
25	R	50.00	Poor
26	S	75.00	Good
27	FS	60.00	Fair

Based on the table above the score of student listening ability in the pre-test, we can find out the out the frequency in the classification of scores by looking at the following table:

Table 4.2 Frequency and Percentage of Students' Pre-Test

No.	Qualification	Fi	Percentage
1	Excellent	2	7.4%
2	Very Good	3	11.1%
3	Good	2	7.4%
4	Fair	3	11.1%
5	Poor	17	63.0%
Total		27	100%

As presented in the table above, students' listening ability before conducting the treatment were 17 students got poor qualification of score, 3 students got fair qualification of score, 2 students got good qualification of score, 3 students got very good qualification of score, and 2 students got excellent qualification of score. It showed that students' listening ability score in pre-test were still poor because 63.0% of students got poor score and less than 5 students got excellent, very good, good and fair score.

The mean and standard deviation of students' pre-test score could be seen as follows:

Table 4.3 The Mean and Standard Deviation of Students Pre-Test

Report

Name	Pre-Test	Qualification
------	----------	---------------

N	27	27	27
Mean		59.2593	
Std. Deviation		15.91466	

Based on the table above, the mean score of pre-test was 59.25 and standard deviation was 15.91. It means that the students' listening ability should be further improved.

b. The Students Score in Post-Test

After conducting the treatment, the researcher evaluated the students' listening ability by using post-test. The post-test score could be seen as follows:

Table 4.4 The Students' Score in Post-Test

No.	Name	Score	Qualification
1	AM	90.00	Excellent
2	AMR	75.00	Good
3	AAU	80.00	Very Good
4	AS	65.00	Fair
5	AA	60.00	Fair
6	DKD	80.00	Very Good
7	FDL	75.00	Good
8	FR	80.00	Very Good
9	FRS	75.00	Good
10	IA	85.00	Very Good
11	KZ	100.00	Excellent

12	KAP	95.00	Excellent
13	MF	75.00	Good
14	MFA	70.00	Good
15	MIP	85.00	Very Good
16	MMRA	75.00	Good
17	MM	90.00	Excellent
18	MNA	85.00	Very Good
19	MTAF	95.00	Excellent
20	MYA	100.00	Excellent
21	NC	80.00	Very Good
22	NAAB	85.00	Very Good
23	NRAI	80.00	Very Good
24	RPZ	75.00	Good
25	R	75.00	Good
26	S	90.00	Excellent
27	FS	80.00	Very Good

Based on the table above, the score of students' listening ability in the post-test showed that the frequency and percentage in the classification score as follows:

Table 4.5 Frequency and Percentage of Students' Post-Test

No.	Qualification	Fi	Percentage
1	Excellent	7	25.9%
2	Very Good	10	37.0%
3	Good	8	29.6%

4	Fair	2	7.4%
5	Poor	-	-
Total		27	100%

The table above shows that the results of students' listening ability by using daily conversation improved. There are 7 students got excellent qualification of score, while the students who got excellent score in the pre-test only 2 students. The students who got very good qualification of score were 10 students, while the students who got very good qualification of score in pre-test only 3 students. The students who get good qualification of score were 8 students, while the students who got good qualification of score in pre-test were 2 students. The students who got fair classification of score decrease into 2 students, in the pre-test was 3 students. Meanwhile, no one students got poor classification of score in the post-test, while in the pre-test it was 17 students got poor classification of score. It was proved that there was improvement in students' score on the post-test. The post-test results showed that there we no students who failed classification.

Table 4.6 The Mean and Standard Deviation of Students Post-Test

Report			
	Name	Post-Test	Qualification
N	27	27	27
Mean		81.4815	
Std. Deviation		9.78763	

Based on the table above, the mean score of post-test was 81.48 and standard deviation was 9.78.

Table 4.7 The Mean Score and Standard Deviation of Pre-Test and Post-Test

Report			
	Name	Pre-Test	Post-Test
N	27	27	27
Mean		59.2593	81.4815
Std. Deviation		15.91466	9.78763

The data showed that the mean had improved, it can be seen on the table, the score of pre-test was 59.25. After giving the treatment, the mean score of post-test increased to 81.48. In addition the standard deviation of pre-test was 15.91 while the standard deviation of post-test was 9.78. From the data above, it can be concluded that the score in the post-test is higher than the score in pre-test. It means that using daily conversation can improved students' listening ability at second grade of SMP Negeri 9 Parepare.

2. Normality Test

Normality test was performed on the data obtained from pre-test and post-test. The data becomes normal if the value obtained from the calculation is greater than 0.05 the result of the normality test on a significant score.

Table 4.8 Normality Test

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.

Pre-Test	.235	27	.001	.872	27	.003
Post-Test	.153	27	.107	.960	27	.360

Criteria:

- H_0 was rejected if the significant < 0.05 , it means distributed sample was not normal
- H_0 was accepted if the significant > 0.05 , it means distributed sample was normal

Based on normality test by Kolmogorov-Smirnov^a the significant value testing of pre-test was 0.001 and the post-test was 0.107. It means that the significance more than α (0.05) so, the data is normal and H_0 accepted. Then, based on normality test by Shapiro-Wilk, the significant value testing of pre-test was 0.003. It means that the significant less than α (0.05) so, the data is not normally and H_0 rejected. While for post-test, the significant value testing is 0.360. It means that the significant more than α (0.05) so, the distribution of the post-test variable data is normally distribution and H_0 accepted.

3. Hypothesis Testing

The following is the table to find out the difference of the mean score between pre-test and post-test. The following T-test was statistically in table 4.9:

Table 4.9 The Table of Hypothesis Testing

t-test	t-table	Df	Sig. (2-tailed)
22.22	2.052	26	.000

This research used a pre-experimental design with pre-test and post-test designs. The data above showed a significance value (2-tailed) of $0.000 < 0.05$. It can be concluded that there is a difference between the results of using the daily conversation to improve students' listening ability in pre-test and post-test data.

The overall comparison between students' score on the pre-test and post-test in the previous sub-chapter shows an improve in the quality of students learning outcomes. Listening ability from poor to very good classification. Then the pre-test and post-test data were used to test the hypothesis by using a paired sample t-test. The paired sample t-test is used to determined whether there is a different in the average of two paired sample.

For the significant level (α) 5% and df : 26, the table value is 2.052 and the test value is 22.22. This means that the value of the t-test is greater that the t-table. Then, it can be concluded that the students' listening ability through daily conversation are better after receiving the treatment. So, hypothesis null (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

B. Discussion

This section provides the discussion about the research finding in the previous section. This also provides the improvement of the students' listening ability using daily conversation at second grade of SMP Negeri 9 Parepare.

1. Students' Listening Ability at SMP Negeri 9 Parepare

In the first meeting before giving treatment to the students, the researcher gave a record to listen for pre-test. The pre-test consisted of two daily conversation audio. The pre-test was about a conversation in the school. The source of the audio was from

YouTube, but the researcher edited the audio into some part and then combined those part into a short completed audio. The test consisted ten numbers of matching question and ten numbers of fill in the blank question. The purpose of the matching question was to check the students' memory about the word of the conversation that they heard and the purpose of the fill in the blank question was to measuring students' knowledge about the topic given.

After the students collected the pre-test, the researcher calculated the correct answer. The researcher gave five points for each right answer and zero point for wrong answer. After the researcher collected the data, the result of the pre-test showed from 27 students, there are only 2 students (7.4%) who got excellent qualification of score, 3 students (11.1%) who got very good qualification of score, 2 students (7.4%) who got good qualification of score, 3 students (11.1%) who got fair qualification of score and 17 students (63.0%) who got poor qualification of score. Most of the students got low score in doing the pre-test especially in poor classification.

After analysing the right answer, the researcher determined the pre-test mean and standard deviation. The result of the mean was 59.25 and standard deviation was 15.91. It can be concluded that the students still faced difficulties to understand and catch the information from the audio that they listened. So, it is really influenced their score in listening test.

After the researcher analysed and checked the students' answer of pre-test one by one, the researcher found that most students got wrong answer in fill in the blank part. It is because in the fill in blank test, the students required to know the right word they need to fill in order to answer the question.

From the explanation about the result of the pre-test, it can be concluded that students who learn English as a foreign language especially in the listening, the problem was that they were still lacked of the vocabularies and not familiar with the words so they cannot write the right answer of the words from the listened audio.

2. Using Daily Conversation in Improving the Students' Listening Ability

After doing the pre-test, the researcher continued it to give the treatment. In the first meeting, the researcher gave a daily conversation material about school conversation. To start the class, the researcher asked the students to open the class and gave direction to pray before study. In the pre-listening section, the researcher told the students about what they would done and then asked while indirectly introduced them about listening and the importance of learning listening. Some of the students were active in the class and answering the questions especially the male students. The students who were not paying attention, then the researcher pointed them randomly about what the researcher have explained. After getting all the students' attention, the researcher gave a conversation and then gave the students some vocabulary about school conversation. The researcher gave the students 15 minutes to write the conversation in their text book. After that, the researcher gave an audio about school conversation while the students have to completed the matching task based on what they were hearing in the conversation. Then, to see if the students answer the task correctly, the researcher and the students answer the task given together. After that, the researcher made a conclusion about the material then giving them a question to know how far the students' understanding about the material. Some of the students especially the male students were active in answering the question but the other did not answering the question so the researcher asked them to

make them active in the classroom. After that, the researcher gave motivation for students and then told the students about their next daily conversation material. The researcher closed the first meeting by saying Hamdalah and Salam.

In the second meeting, the researcher gave a daily conversation material about airport conversation. To start the class, the researcher asked the students to open the class and gave direction to pray before study. In the pre-listening section, the researcher did brain storming to know the students' understanding about the previous material. Some of students still remembered the material given while some of them also already forgot the material. The researcher reminded the students about the previous material briefly. Then, the researcher told the students about what they would done. After getting all the students' attention, the researcher gave a conversation and then gave the students some vocabulary about airport conversation. The researcher gave the students 15 minutes to write the conversation in their text book. After that, the researcher gave an audio about airport conversation while the students have to completed the matching task based on what they were hearing in the conversation. Then, to see if the students answer the task correctly, the researcher and the students answer the task given together. After that, the researcher made a conclusion about the material then giving them a question to know how far the students' understanding about the material. Some of the students especially the male students were active in answering the question but the other did not answer the question so the researcher asked them to make them active in the classroom. After that, the researcher gave motivation for students and then told the students about their next daily conversation material. The researcher closed the second meeting by saying Hamdalah and Salam.

In the third meeting, the researcher gave a daily conversation material about museum conversation. To start the class, the researcher asked the students to open the class and gave direction to pray before study. In the pre-listening section, the researcher did brain storming to know the students' understanding about the previous material. Some of students still remembered the material given while some of them also already forgot the material. The researcher reminded the students about the previous material briefly. Then, the researcher told the students about what they would done. After getting all the students' attention, the researcher gave a conversation and then gave the students some vocabulary about museum conversation. The researcher gave the students 15 minutes to write the conversation in their text book. After that, the researcher gave an audio about museum conversation while the students have to completed the fill in the blank task based on what they were hearing in the conversation. Then, to see if the students answer the task correctly, the researcher and the students answer the task given together. After that, the researcher made a conclusion about the material then giving them a question to know how far the students' understanding about the material. Some of the students especially the male students were active in answering the question but the other did not answer the question so the researcher asked them to make them active in the classroom. After that, the researcher gave motivation for students and then told the students about their next daily conversation material. The researcher closed the third meeting by saying Hamdalah and Salam.

In the fourth meeting, the researcher gave a daily conversation material about holiday conversation. To start the class, the researcher asked the students to open the class and gave direction to pray before study. In the pre-listening section, the

researcher did brain storming to know the students' understanding about the previous material. Some of students still remembered the material given while some of them also already forgot the material. The researcher reminded the students about the previous material briefly. Then, the researcher told the students about what they would done. After getting all the students' attention, the researcher gave a conversation and then gave the students some vocabulary about holiday conversation. The researcher gave the students 15 minutes to write the conversation in their text book. After that, the researcher gave an audio about holiday conversation while the students have to completed the fill in the blank task based on what they were hearing in the conversation. Then, to see if the students answer the task correctly, the researcher and the students answer the task given together. After that, the researcher made a conclusion about the material then giving them a question to know how far the students' understanding about the material. Mostly, students were active in answering the question given. After that, the researcher gave motivation for students and then told the students about their next daily conversation material. The researcher closed the fourth meeting by saying Hamdalah and Salam.

In the fifth meeting, the researcher gave a daily conversation material about market conversation. To start the class, the researcher asked the students to open the class and gave direction to pray before study. In the pre-listening section, the researcher did brain storming to know the students' understanding about the previous material. Some of students still remembered the material given while some of them also already forgot the material. The researcher reminded the students about the previous material briefly. Then, the researcher told the students about what they would done. After getting all the students' attention, the researcher gave a

conversation and then gave the students some vocabulary about market conversation. After that, the researcher gave an audio about market conversation. The researcher gave the students 15 minutes to write the conversation in their text book. After hearing the market conversation, the researcher divided them into group based on their sit order and then asked them to make a short conversation with their partner. Then, the researcher randomly pointed some groups to present their conversation in front of the classroom. After that, the researcher made a conclusion about the material then giving them a question to know how far the students' understanding about the material. Mostly, students were active in answering the question given. After that, the researcher gave motivation for students and then told the students about their next daily conversation material. The researcher closed the fifth meeting by saying Hamdalah and Salam.

In the sixth meeting, the researcher gave a daily conversation material about birthday party conversation. To start the class, the researcher asked the students to open the class and gave direction to pray before study. In the pre-listening section, the researcher did brain storming to know the students' understanding about the previous material. Some of students still remembered the material given while some of them also already forgot the material. The researcher reminded the students about the previous material briefly. Then, the researcher told the students about what they would done. After getting all the students' attention, the researcher gave a conversation and then gave the students some vocabulary about birthday party conversation. After that, the researcher gave an audio about birthday party conversation. The researcher gave the students 15 minutes to write the conversation in their text book. After hearing the birthday party conversation, the researcher

divided them into group based on their sit order and then asked them to make a short conversation with their partner. Then, the researcher randomly pointed some groups to present their conversation in front of the classroom. After that, the researcher made a conclusion about the material then giving them a question to know how far the students' understanding about the material. Mostly, students were active in answering the question given. After that, the researcher told the students to prepared their self for the upcoming post-test. The researcher closed the sixth meeting by saying Hamdalah and Salam.

In the next meeting, the researcher conducted a listening test. The post-test that the researcher gave to the students was a school conversation, but have different contents from the pre-test and the first meeting. The source of the audio was from YouTube, but the researcher edited the audio into some part and then combined those part into a short completed audio. The test consisted ten numbers of matching question and ten numbers of fill in the blank question. The purpose was to know how far the students' improvement in listening ability by using daily conversation.

After the students collected the post-test, the researcher calculated the correct answer. The researcher gave five points for each right answer and zero point for wrong answer. After the researcher collected the data, the result of the post-test showed that from 27 students, there are 7 students (25.9%) who got excellent qualification of score, 10 students (37.0%) who got very good qualification of score, 8 students (29.6%) who got good qualification of score and 2 students (7.4%) who got fair qualification of score. Most of the students got high score in very good qualification and no one got poor in qualification of score.

After analysing the right answer, the researcher determined the post-test mean and standard deviation. The result of the mean was 81.48 and standard deviation was 9.78. It can be concluded that the result of the students' post-test was higher than the pre-test means that the students' listening ability has improved by using daily conversation significantly.

After the researcher analysed and checked the students' correct answer of post-test one by one, the researcher found that there are some students still got wrong answer in the fill the blank part, but overall, most of the students wrote the right answer for fill the blank test.

Based on the result showed in pre-test and post-test, the researcher determined the significance by calculating the t-test to find out the difference of the mean score between pre-test and post-test. The t-test result was 22.22. The t-table at the degree of freedom 26 in significant degree of 0.05 (5%) is 2.052. It showed that the t-test is higher than t-table ($22.22 > 2.052$).

After the researcher analysed the data, it was found the mean score of the pre-test was 59.25 and the post-test mean score was 81.48. The standard deviation of the pre-test was 15.91 and the post-test was 9.78. It can be seen that the students' post-test score is higher than the pre-test score. So, based on the theory, it can be concluded that using daily conversation is improving students' listening ability at the second grade of SMP Negeri 9 Parepare.

Based on data analysis, if t-test is higher than t-table ($22.22 > 2.052$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that it is effective to use daily conversation as a material to improve students' listening ability at the second grade of SMP Negeri 9 Parepare. As the

result, using daily conversation in the classroom is necessary to help students to improve their listening ability.

After conducting the researcher, the researcher found that the students really enjoyed the using of daily conversation in the classroom because during the treatment which took six meeting, they followed the learning processes enthusiastically. This research supported of some previous researcher such as, Milova (2015) in her reseach “*Teaching Conversation in English Language Classroom: Conversational Techniques*”. They found that the result of the conversation lessons or arrange conversation activities can stimulate all members of the class to use English, teaching conversation is the highest phase of the language learning process.¹ Conversation very influences in teaching English. The article explained that conversation assign into some level which elementary level, intermediate level, and advanced level in the object of the research of university students while my research used daily conversation in the treatment for junior high school students as the object of the research.

Moreover, Adnan (2014) in her research “*Improving Students Listening Ability through Movie Report*” they found that by watching a movie, they can learn how to pronounce the words correctly and useful expressions. Conclusion after watch the movie and make the report of it can improve students’ listening ability because they are introduced to the real context of spoken language and wide range vocabularies.² when the students were taught by daily conversation material, the students more motivated and active to learn. The material becomes easier to understand for the

¹ Milova, ‘Teaching Conversation In English Language Classroom: Conversational Techniques’, *Boris Grinhenko Kyav University, kyiv*. 2015

students. Daily conversation can be one of the most enjoyable ways to practice and develop listening ability. This research point out the improve of listening ability after the researcher gave teaching-learning by using daily conversation, this research supported by Sadeghi (2014) in his research “*The Effect of Teaching Short Audio Conversation on General Proficiency of EFL Learners*” stated that short conversation make the students focus their attention to hear what is being said. The students more active and enjoyable in the class and the students try to speak the way the native speakers speak. The advantage from short conversation supported the listening ability to be improved.³

Based on the statement of previous research, the daily conversation material could be applied to improve the listening comprehension of students, especially for eight grade students. This material had been proved in improving the listening comprehension of students. In addition, the researcher should become more creative in building new strategy that make the students more interested in learning English language, not only in listening section, but also in other types of English skill.

³ Sadeghi, ‘The Effect of Teaching Short Audio Conversation on General Proficiency of EFL Learners’ *International Journal of Language Learning and Applied Linguistic World*, 7.3 (2014): 173-178

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

1. Students' Listening Ability at SMP Negeri 9 Parepare

The students' listening ability before using daily conversation was still low. The problem was that they were still lack of vocabulary so they can not write the word from the context that they have heard. Based on the data analysis, the result of the pre-test showed from 27 students, there are only 2 students (7.4%) who got excellent qualification of score, 3 students (11.1%) who got very good qualification of score, 2 students (7.4%) who got good qualification of score, 3 students (11.1%) who got fair qualification of score and 17 students (63.0%) who got poor qualification of score. Most of the students got low score in doing the pre-test especially in poor classification.

2. Using Daily Conversation in Improving the Students' Listening Ability

After doing the pre-test, the researcher continued it to give the treatment. The treatment consisted of six meeting. In the next meeting, the researcher conducted a listening test. The result of the post-test showed that from 27 students, there are 7 students (25.9%) who got excellent qualification of score, 10 students (37.0%) who got very good qualification of score, 8 students (29.6%) who got good qualification of score and 2 students (7.4%) who got fair qualification of score. Most of the students got high score in very good qualification and no one got poor in qualification of score. It means that the students' listening ability after treatment has improved by the materials.

In conducting the research, the research is pre-experimental design. The analysis of the data in the previous chapter, t-test 22.22 and t-table 2.052 = (22.22 > 2.052), in significant degree of 0.05 (5%). The findings of the result showed a positive impact on students' listening ability. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. So, it can be concluded that there is a significant effect of using daily conversation to improve students' listening ability at second grade of SMP Negeri 9 Parepare.

B. Suggestion

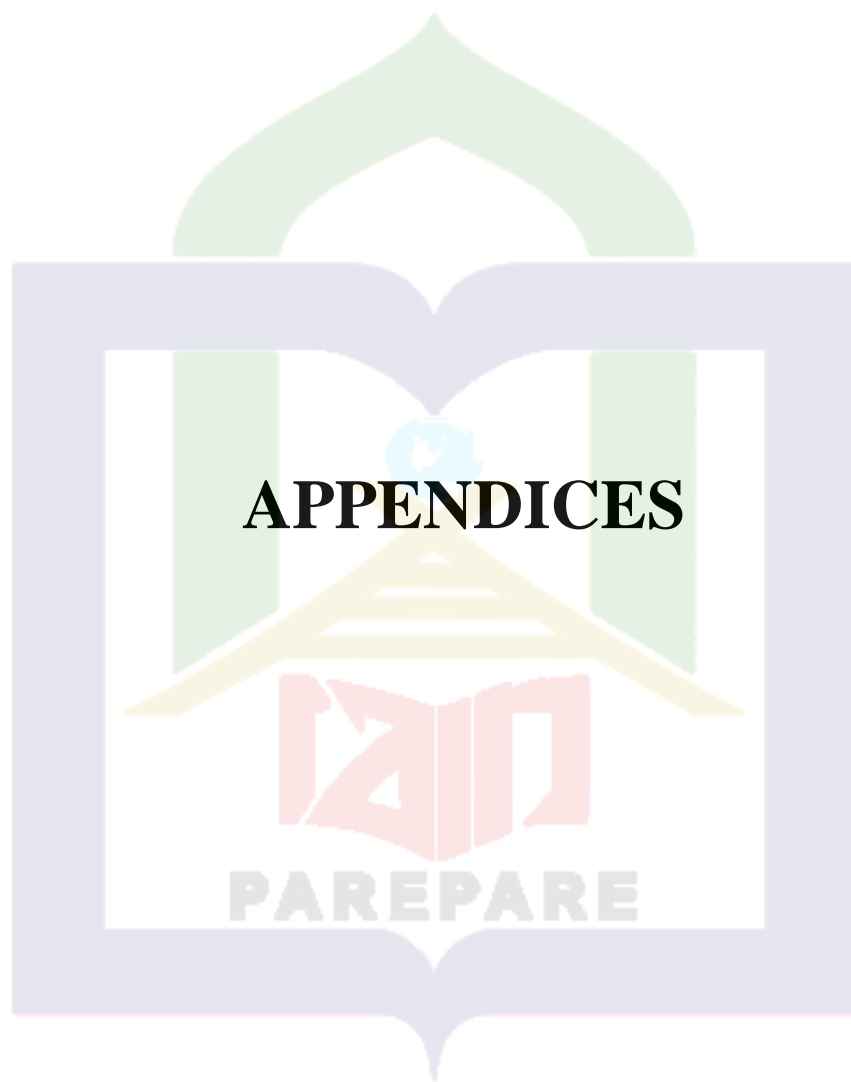
Based on the conclusion of this study, the researcher provides some suggestions as follow:

1. For the English teacher, they should apply the various teaching technique in order to make the students easy to improve their listening. One of the various teaching techniques which able to increase the listening by using Daily Conversation.
2. For the students, it is suggested to improve their intensity in learning listening by using Daily Conversation because it can improve their listening ability.
3. For the next researcher, the results of this study are expected to help to find some information and can be used as a reference to enrich their research on the same research topic.

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APPENDICES

PAREPARE

APPENDIX 1

Students Test

Students 1

- Name : Aan Maulana
Class : 8.1
- A. Listen to the conversation and choose one of the answers!**
- Student A : The bell is ringing. (Class/Glass) is about to start. We should go inside. Let's hurry up! ✓
- Teacher : Good Morning everyone!
- Students : Good Morning, Teacher!
- Teacher : How are you today? ✓
- Students : We're (fin/wine), thank you. ✓
- Teacher : I'm happy to (her/hear) that. It's so great to see you again. ✓
- Student B : Teacher, may I open the window?
- Teacher : Certainly. It's (very/var) hot in the classroom today.
- Student C : Good Morning! I'm sorry I'm (plate/late) May I come in? ✓
- Teacher : Yes, please! You may go to your place.
- Student C : Thank you, teacher.
- Teacher : Who can tell me what day is it today? Please (raise/fig) your hand! Emma stand up. ✓
- Student D : It's Monday.
- Teacher : Very good. Sit (down/done). What date is it? Jason. ✓
- Student E : It's September 17th
- Teacher : (Speak/Speke) louder, please! I can't hear you. ✓
- Student E : It's September 17th
- Teacher : That's (right/write). Did you do (yore/your) homework? ✓ ✓
- Students : Yes. We did.
- B. Listen to the conversation and fill the blank!**
- Teacher : Please open your books to page 20. Let's read a text
- Student A : Teacher, may I ask you a (1).....? Question? ✓
- Teacher : Yes, please.
- Student A : What does that (2)..... mean?
- Teacher : Listen and repeat after me. Environment.
- Students : Environment
- Student B : I don't understand. Can you (3)..... please? ✓
- Student A : How do you spell it?
- Teacher : E N V I R O N M E N T
- Student B : Excuse me, teacher. I don't have a pencil. May I (4)..... one from my classmates?
- Teacher : Yes. You may.
- Teacher : Its (5)..... time. Good bye students!
- Students : Good bye teacher.
- Student A : Would you like to go outside in the (6)..... ?
- Student B : Yes, that's very good idea. Let's go!
- Student C : I'd rather have a (7)..... I'm very hungry. ✓
- Student A : The school is over. It's time to go (8).....
- Student B : Would you like to come over to my place in the afternoon and (9)..... basketball? ✓
- Student A : Yes, I would (10)..... to.
- Student B : Great! I can't wait! See you later then!

Name : *Aan Maulana*

Class : *8-1*

A. Listen to the conversation and choose one of the answer!

- Mum : Here we are kids!
- Kid : Thanks (*top four*) dropping us off, Mum. ✓
- Mum : Remember to be good in school.
- Kid : We're always good! My teacher gave me a certificate for working (*hard/yard*) ✓
in English!
- Mum : Wow, that's great. Well done!
- Kid : Thanks! Will you pick us up after school today?
- Mum : It depends what (*climb time*) I finish work. ✓
- Kid : Please (*pick pig*) us up, Mum! I really hate walking! ✓
- Mum : Fine I'll try my best. Have a good day!
- Kid : Thanks! (*See/Sea*) you soon! ✓
- Teacher : Good Morning. I (*pop/hop*) you all had a great weekend. ✓
- Student A : Good Morning, Miss.
- Teacher : I can see you've all got your equipment and (*ask/mask*) - well done. ✓
- Student A : I (*hate/hat*) wearing a mask, Miss. It's so uncomfortable! ✓
- Teacher : I understand, but it's important that we keep ourselves and others safe. Now, open your books and copy today's date and title off the (*board/bored*). ✓
- Students B : Miss, I can't see the date properly.
- Teacher : It's the 27th of November.
- Student B : (*Got/Hot*) it, thank you. ✓

B. Listen to the conversation and fill the blank!

- Teacher : Let's begin by recapping what we learnt last week. Who can (1) *tell* me what a simile is? ✓
- Student B : Miss! Miss! I know!
- Teacher : Please don't call out, Sam. Raise your (2) *hand* if you know the answer. ✓
- Student B : Sorry. I think a (3) *simile* is when you compare two things using the words 'like' or 'as'. ✓
- Teacher : That's right, well done! Can you give me an (4) *example*? ✓
- Student B : Erm... your jacket is as yellow as the sun.
- Teacher : (5) *Great* example! I will give you a positive point for that. Sophie, are you chewing gum? You know that's against the school (6) *rule*. Please get rid of it. ✓
- Student A : Sorry, Miss.
- Teacher : I'd like you all to look at the (7) *sentences* I've written on the board. Your task is to correct the sentences by adding any missing punctuation. You have 10 minutes to (8) *complete* the task. ✓
- Student A : Are you enjoying your (9) *work*, Ben? ✓
- Student B : Yes! I'm really into it.
- Student A : What's it about?
- Student B : A little boy who goes missing in a (10) *forest*. ✓
- Student A : Oh, that seems intense.

Student 2

Name : Muhammad. Fathis 55
 Class : 8.1

A. Listen to the conversation and choose one of the answers!

- Student A : The bell is ringing. (*Class/Glass*) is about to start. We should go inside. Let's hurry up!
- Teacher : Good Morning everyone!
- Students : Good Morning, Teacher!
- Teacher : How are you today?
- Students : We're (*fine/wine*), thank you. ✓
- Teacher : I'm happy to (*here/hear*) that. It's so great to see you again. ✓
- Student B : Teacher, may I open the window?
- Teacher : Certainly. It's (*very/vary*) hot in the classroom today. ✓
- Student C : Good Morning! I'm sorry I'm (*plate/late*). May I come in? ✓
- Teacher : Yes, please! You may go to your place.
- Student C : Thank you, teacher.
- Teacher : Who can tell me what day is it today? Please (*raise/rice*) your hand! Emma ✓ stand up.
- Student D : It's Monday.
- Teacher : Very good. Sit (*down/done*). What date is it? Jason ✓
- Student E : It's September 17th
- Teacher : (*Speak/Speke*) louder, please! I can't hear you.
- Student E : It's September 17th
- Teacher : That's (*right/write*). Did you do (*your/you*) homework? ✓ ✓
- Students : Yes. We did.

B. Listen to the conversation and fill the blank!

- Teacher : Please open your books to page 20. Let's read a text
- Student A : Teacher, may I ask you a (1) *question* ✓
- Teacher : Yes, please.
- Student A : What does that (2) *word* mean? ✓
- Teacher : Listen and repeat after me. Environment.
- Students : Environment
- Student B : I don't understand. Can you (3) *repeat*, please? ✓
- Student A : How do you spell it?
- Teacher : E N V I R O N M E N T
- Student B : Excuse me, teacher. I don't have a pencil. May I (4) *borrow* one from my classmates?
- Teacher : Yes. You may.
- Teacher : Its (5) *time*. Good bye students!
- Students : Good bye teacher.
- Student A : Would you like to go outside in the (6) *break* ?
- Student B : Yes, that's very good idea. Let's go!
- Student C : I'd rather have a (7) *sandwich*... I'm very hungry.
- Student A : The school is over. It's time to go (8) *home* . ✓
- Student B : Would you like to come over to my place in the afternoon and (9) *play*... basketball?
- Student A : Yes, I would (10) *love* to.
- Student B : Great! I can't wait! See you later then!

Name : M. Fathic

Class : 8

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A. Listen to the conversation and choose one of the answer!

- Mum : Here we are kids!
- Kid : Thanks (top/four) dropping us off, Mum. ✓
- Mum : Remember to be good in school.
- Kid : We're always good! My teacher gave me a certificate for working (hard/yard) ✓
in English!
- Mum : Wow, that's great. Well done!
- Kid : Thanks! Will you pick us up after school today?
- Mum : It depends what (climb/time) I finish work. ✓
- Kid : Please (pick/pig) us up, Mum! I really hate walking! ✓
- Mum : Fine I'll try my best. I have a good day!
- Kid : Thanks! (See/Sea) you soon! ✓
- Teacher : Good Morning. I (pope/hope) you all had a great weekend.
- Student A : Good Morning, Miss.
- Teacher : I can see you've all got your equipment and (ask/mask) - well done. ✓
- Student A : I (hate/hat) wearing a mask, Miss. It's so uncomfortable! ✓
- Teacher : I understand, but it's important that we keep ourselves and others safe. Now, open your books and copy today's date and title off the (board/bored). ✓
- Students B : Miss, I can't see the date properly.
- Teacher : It's the 27th of November.
- Student B : (Go/Not) it, thank you. ✓

B. Listen to the conversation and fill the blank!

- Teacher : Let's begin by recapping what we learnt last week. Who can (1) talk me what a simile is?
- Student B : Miss! Miss! I know!
- Teacher : Please don't call out, Sam. Raise your (2) hand if you know the answer. ✓
- Student B : Sorry. I think a (3) smile is when you compare two things using the words 'like' or 'as'.
- Teacher : That's right, well done! Can you give me an (4) example?
- Student B : Erm...your jacket is as yellow as the sun.
- Teacher : (5) et/ten example! I will give you a positive point for that. Sophie, are you chewing gum? You know that's against the school (6) rules. Please get rid of it. ✓
- Student A : Sorry, Miss.
- Teacher : I'd like you all to look at the (7) sentences written on the board. Your task is to correct the sentences by adding any missing punctuation. You have 10 minutes to (8) complete the task. ✓
- Student A : Are you enjoying your (9) book., Ben? ✓
- Student B : Yes! I'm really into it.
- Student A : What's it about?
- Student B : A little boy who goes missing in a (10) forest. ✓
- Student A : Oh, that seems intense.

APPENDIX 2

INSTRUMENT OF PRE-TEST

Name :

Class :

A. Listen to the conversation and choose one of the answers!

Student A : The bell is ringing. (*Class/Glass*) is about to start. We should go inside. Let's hurry up!

Teacher : Good Morning everyone!

Students : Good Morning, Teacher!

Teacher : How are you today?

Students : We're (*fine/wine*), thank you.

Teacher : I'm happy to (*here/hear*) that. It's so great to see you again.

Student B : Teacher, may I open the window?

Teacher : Certainly. It's (*very/vary*) hot in the classroom today.

Student C : Good Morning! I'm sorry I'm (*plate/late*). May I come in?

Teacher : Yes, please! You may go to your place.

Student C : Thank you, teacher.

Teacher : Who can tell me what day is it today? Please (*raise/rice*) your hand!
Emma stand up.

Student D : It's Monday.

Teacher : Very good. Sit (*down/done*). What date is it? Jason.

Student E : It's September 17th

Teacher : (*Speak/Speke*) louder, please! I can't hear you.

Student E : It's September 17th

Teacher : That's (*right/write*). Did you do (*yore/your*) homework?

Students : Yes. We did.

B. Listen to the conversation and fill the blank!

Teacher : Please open your books to page 20. Let's read a text

Student A : Teacher, may I ask you a (1).....?

Teacher : Yes, please.

Student A : What does that (2)..... mean?

Teacher : Listen and repeat after me. Environment.

Students : Environment

Student B: I don't understand. Can you (3)....., please?

Student A: How do you spell it?

Teacher : E N V I R O N M E N T

Student B : Excuse me, teacher. I don't have a pencil. May I (4)..... one from my classmates?

Teacher : Yes. You may.

Teacher : Its (5)..... time. Good bye students.

Students : Good bye teacher.

Student A : Would you like to go outside in the (6)..... ?

Student B : Yes, that's very good idea. Let's go!

Student C : I'd rather have a (7)..... . I'm very hungry.

Student A : The school is over. It's time to go (8)..... .

Student B : Would you like to come over to my place in the afternoon and (9)..... basketball?

Student A : Yes, I would (10)..... to.

Student B : Great! I can't wait! See your later then!

(Source from YouTube <https://www.youtube.com/watch?v=7isSwerYaQc>)

INSTRUMENT OF POST-TEST

Name :

Class :

A. Listen to the conversation and choose one of the answer!

Mum : Here we are kids!

Kid : Thanks (*for/four*) dropping us off, Mum.

Mum : Remember to be good in school.

Kid : We're always good! My teacher gave me a certificate for working (*hard/yard*) in English!

Mum : Wow, that's great. Well done!

Kid : Thanks! Will you pick us up after school today?

Mum : It depends what (*climb/time*) I finish work.

Kid : Please (*pick/pig*) us up, Mum! I really hate walking!

Mum : Fine I'll try my best. Have a good day!

Kid : Thanks! (*See/Sea*) you soon!

Teacher : Good Morning. I (*pope/hope*) you all had a great weekend.

Student A : Good Morning, Miss.

Teacher : I can see you've all got your equipment and (*ask/mask*) - well done.

Student A: I (*hate/hat*) wearing a mask, Miss. It's so uncomfortable!

Teacher: I understand, but it's important that we keep ourselves and others safe. Now, open your books and copy today's date and title off the (*board/bored*).

Students B : Miss, I can't see the date properly.

Teacher : It's the 27th of November.

Student B : (*Got/Hot*) it, thank you.

B. Listen to the conversation and fill the blank!

Teacher : Let's begin by recapping what we learnt last week. Who can (1)..... me what a simile is?

Student B: Miss! Miss! I know!

Teacher : Please don't call out, Sam. Raise your (2)..... if you know the answer.

Student B : Sorry. I think a (3)..... is when you compare two things using the words 'like' or 'as'.

Teacher : That's right, well done! Can you give me an (4).....?

Student B : Erm...your jacket is as yellow as the sun.

Teacher: (5)..... example! I will give you a positive point for that. Sophie, are you chewing gum? You know that's against the school (6)..... . Please get rid of it.

Student A : Sorry, Miss.

Teacher: I'd like you all to look at the (7)..... I've written on the board. Your task is to correct the sentences by adding any missing punctuation. You have 10 minutes to (8)..... the task.

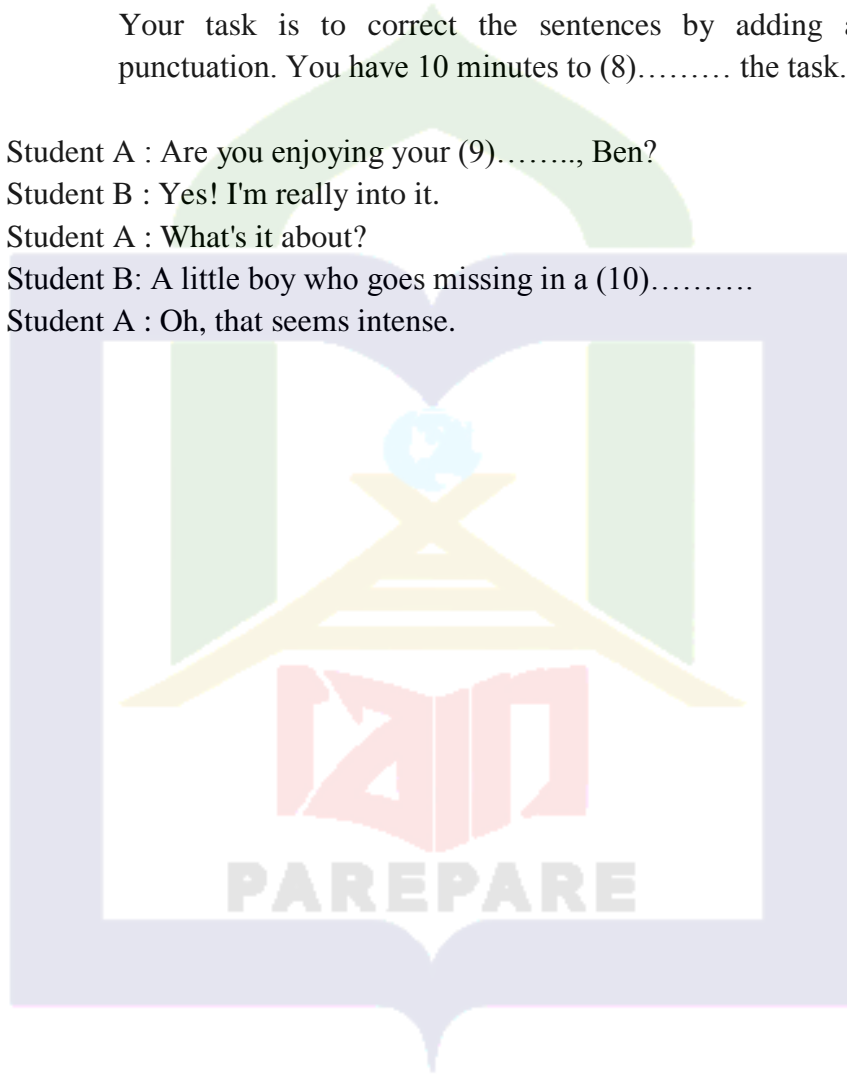
Student A : Are you enjoying your (9)....., Ben?

Student B : Yes! I'm really into it.

Student A : What's it about?

Student B: A little boy who goes missing in a (10).....

Student A : Oh, that seems intense.



(Source from YouTube <https://www.youtube.com/watch?v=bdeFBPwtSDE>)

APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : UPTD SMP Negeri 9 Parepare
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Daily Conversation
Kelas/ Semester : VIII/ Ganjil
Alokasi Waktu : 12 JP x 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam interaksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator
<p>3.1 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>3.1.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p>

Kompetensi Dasar (KD)	Indikator
<p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, dan menanggapi dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.1.1 Mengidentifikasi teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.2 Membedakan teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.3 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. Tujuan Penelitian

- Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1) School Conversation

Student A: Are you excited for the first day of school?

Student B: No. I'm very afraid.

Student A: What is to be afraid about?

Student B: I'm afraid of the teacher.

Student A: But you haven't even met her yet?

Student B: I have heard bad things about her.

Student A: What bad things?

Student B: I heard that she doesn't let anyone laugh.

Student A: That is ridiculous.

Student B: The older kids told me.

Student A: They're just trying to scare you.

Student B: Oh, really? Thank God.

2) Airport Conversation

Service agent: Good Morning. Can I have your ticket, please?

Passenger : Here you are.

Service agent: Would you like a window or an aisle seat?

Passenger: An aisle seat, please.

Service agent: Do you have any baggage?

Passenger: Yes, this suitcase and this carry-on bag.

Service agent: Here's your boarding pass. Have a nice flight.

Passenger: Thank you.

3) Museum Conversation

Museum: Good Morning. Welcome to Z Museum

Student: Good Morning. I would like one ticket, please.

Museum: Do you have student card? There is a student discount if you show me your student card.

Student: Sure. Wait a minute. Here it is.

Museum: Alright. Do you need a guide?

Student: Will there be extra charge for it?

Museum: Yes, you will only need to pay Rp. 25.000 for a guide since you are a student.

Student: Well, thank you. But I think I will explore the museum myself.

Museum: Alright. That will be Rp. 50.000

Student: Here is the money.

Museum: Thank you. Enjoy your visit.

4) Holiday Conversation

Nisha: Good morning Naila, how are you?

Naila: Good morning, I am fine. What about you?

Nisha: I am fine too. So how was your holiday?

Naila: It was amazing. Thanks for asking. How was your holiday?

Nisha: That was great too. So, what did you do on this holiday?

Naila: I went to visit my grandparents in my village and I have spent an entire week there.

Nisha: Oh, was the fun?

Naila: Yes. It was a lot of fun. I have lots of cousins in the village and I really love to meet them. I went there for almost a year. Everyone came to meet with me and my family. This is a very good feeling.

Nisha: Wow, this is so cool. So how your villages look alike?

Naila: It's a small but very beautiful village near a river and on the other side there are big hills.

Nisha: It seems so beautiful. What have you done there?

Naila: I visited the river, the hill with my cousins. We went on a journey by boat and enjoyed ourselves a lot. My entire family came together for a picnic in the jungle. Overall, that was so much fun.

Nisha: I am feeling so much excited hearing all these from you. I wish to visit a beautiful village like this.

Naila: You are invited to my village with me on my next trip.

Nisha: Thank you so much Naila. Okay talks to you later, take care.

Naila: Ok, bye.

5) Market Conversation

Shopkeeper: Hello. Can I help you?

Customer: Yes. I would like some tomatoes, please.

Shopkeeper: Ok. How many?

Customer: Not too many. Six tomatoes are enough.

Shopkeeper: Alright, anything else?

Customer: No, that's all. How much it is?

Shopkeeper: Rp. 5.000, please.

Customer: Here you are. Thank you.

Shopkeeper: Thank you for buying.

6) Birthday Party Conversation

Sandra : Happy birthday, Kate! Here is a present for you.

Kate: Thank you. I'm so happy today. I'm 14 now. Isn't great? I'm opening the gift right now. Is that okay?

Sandra: Of course. I hope you will like it.

Kate: The paper is beautiful and wow this computer game is what I want.

Sandra: I'm happy that you like it. What time is the party?

Kate: The party is at 3 o'clock. It's only 2 o'clock now. So, we're going to play this game now Sandra.

Sandra: Okay. Let's go.

Kate: Thanks again. This is great

Sandra: You're welcome, Kate.

E. Metode Pembelajaran

- Pendekatan : *Scientific Learning*
- Model Pembelajaran : *Discovery Learning*

F. Media, Alat, dan Sumber Belajar

1. Media : *Daily Conversation (Audio), Worksheet*
2. Alat : *Laptop/Handphone, Whiteboard, Speaker*
3. Sumber Belajar : *Buku, Modul, Bahan Ajar, Internet*

G. Langkah Pembelajaran

PERTEMUAN PERTAMA	
Kegiatan Pendahuluan	
<ul style="list-style-type: none"> - Membuka pertemuan dengan salam diikuti dengan pembacaan doa. - Memperkenalkan diri dan memberi motivasi sebelum memulai pembelajaran. - Mengisi daftar absensi siswa/i. - Menjelaskan mengenai tujuan dan materi bahasan pembelajaran. 	
Kegiatan Inti	
Pre-listening	<ul style="list-style-type: none"> - Guru mengenalkan kosa kata yang berkaitan dengan materi bahasan pembelajaran. - Guru mengarahkan siswa/i dalam kegiatan pembelajaran mengenai materi bahasan. - Peserta didik diberikan kesempatan untuk mengamati materi bahasan pembelajaran.
While-listening	<ul style="list-style-type: none"> - Mendengarkan dialog <i>Daily Conversation: School Conversation.</i> - Guru menjelaskan poin-poin penting mengenai bahasan pembelajaran. - Mempraktekkan dialog <i>Daily Conversation: School Conversation.</i>

Post-listening	<ul style="list-style-type: none"> - Mengerjakan work sheet dengan pilihan jawaban benar atau salah. - Guru dan peserta didik membahas bahasan terkait materi pembelajaran. - Guru dan peserta didik membuat kesimpulan terkait bahasan materi pembelajaran.
Kegiatan Penutup	
<ul style="list-style-type: none"> - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Menutup pertemuan dengan memberikan beberapa motivasi serta diikuti dengan ucapan terima kasih dan salam. 	
PERTEMUAN KEDUA	
Kegiatan Pendahuluan	
<ul style="list-style-type: none"> - Membuka pertemuan dengan salam diikuti dengan pembacaan doa. - Memperkenalkan diri dan memberi motivasi sebelum memulai pembelajaran. - Mengisi daftar absensi siswa/i. - Menjelaskan mengenai tujuan dan materi bahasan pembelajaran. 	
Kegiatan Inti	

Pre-listening	<ul style="list-style-type: none"> - Guru mengenalkan kosa kata yang berkaitan dengan materi bahasan pembelajaran. - Guru mengarahkan siswa/i dalam kegiatan pembelajaran mengenai materi bahasan. - Peserta didik diberikan kesempatan untuk mengamati materi bahasan pembelajaran.
While-listening	<ul style="list-style-type: none"> - Mendengarkan dialog <i>Daily Conversation: Airport Conversation.</i> - Guru menjelaskan poin-poin penting mengenai bahasan pembelajaran. - Mempraktekkan dialog <i>Daily Conversation: Airport Conversation..</i>
Post-listening	<ul style="list-style-type: none"> - Mengerjakan work sheet dengan pilihan jawaban benar atau salah. - Guru dan peserta didik membahas bahasan terkait materi pembelajaran. - Guru dan peserta didik membuat kesimpulan terkait bahasan materi pembelajaran.
Kegiatan Penutup	
<ul style="list-style-type: none"> - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Menutup pertemuan dengan memberikan beberapa motivasi serta diikuti dengan ucapan terima kasih dan salam. 	

PERTEMUAN KETIGA	
Kegiatan Pendahuluan	
<ul style="list-style-type: none"> - Membuka pertemuan dengan salam diikuti dengan pembacaan doa. - Memperkenalkan diri dan memberi motivasi sebelum memulai pembelajaran. - Mengisi daftar absensi siswa/i. - Menjelaskan mengenai tujuan dan materi bahasan pembelajaran. 	
Kegiatan Inti	
Pre-listening	<ul style="list-style-type: none"> - Guru mengenalkan kosa kata yang berkaitan dengan materi bahasan pembelajaran. - Guru mengarahkan siswa/i dalam kegiatan pembelajaran mengenai materi bahasan. - Peserta didik diberikan kesempatan untuk mengamati materi bahasan pembelajaran.
While-listening	<ul style="list-style-type: none"> - Mendengarkan dialog <i>Daily Conversation: Museum Conversation.</i> - Guru menjelaskan poin-poin penting mengenai bahasan pembelajaran. - Mempraktekkan dialog <i>Daily Conversation: Museum Conversation.</i>

Post-listening	<ul style="list-style-type: none"> - Mengerjakan work sheet dengan mengisi jawaban dari percakapan yang kosong. - Guru dan peserta didik membahas bahasan terkait materi pembelajaran. - Guru dan peserta didik membuat kesimpulan terkait bahasan materi pembelajaran.
Kegiatan Penutup	
<ul style="list-style-type: none"> - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Menutup pertemuan dengan memberikan beberapa motivasi serta diikuti dengan ucapan terima kasih dan salam. 	
PERTEMUAN KEEMPAT	
Kegiatan Pendahuluan	
<ul style="list-style-type: none"> - Membuka pertemuan dengan salam diikuti dengan pembacaan doa. - Memperkenalkan diri dan memberi motivasi sebelum memulai pembelajaran. - Mengisi daftar absensi siswa/i. - Menjelaskan mengenai tujuan dan materi bahasan pembelajaran. 	
Kegiatan Inti	

Pre-listening	<ul style="list-style-type: none"> - Guru mengenalkan kosa kata yang berkaitan dengan materi bahasan pembelajaran. - Guru mengarahkan siswa/i dalam kegiatan pembelajaran mengenai materi bahasan. - Peserta didik diberikan kesempatan untuk mengamati materi bahasan pembelajaran.
While-listening	<ul style="list-style-type: none"> - Mendengarkan dialog <i>Daily Conversation: Holiday Conversation</i>. - Guru menjelaskan poin-poin penting mengenai bahasan pembelajaran. - Mempraktekkan dialog <i>Daily Conversation: Holiday Conversation</i>.
Post-listening	<ul style="list-style-type: none"> - Mengerjakan work sheet dengan mengisi jawaban dari percakapan yang kosong. - Guru dan peserta didik membahas bahasan terkait materi pembelajaran. - Guru dan peserta didik membuat kesimpulan terkait bahasan materi pembelajaran.
Kegiatan Penutup	
<ul style="list-style-type: none"> - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Menutup pertemuan dengan memberikan beberapa motivasi serta diikuti dengan ucapan terima kasih dan salam. 	

PERTEMUAN KELIMA	
Kegiatan Pendahuluan	
<ul style="list-style-type: none"> - Membuka pertemuan dengan salam diikuti dengan pembacaan doa. - Memperkenalkan diri dan memberi motivasi sebelum memulai pembelajaran. - Mengisi daftar absensi siswa/i. - Menjelaskan mengenai tujuan dan materi bahasan pembelajaran. 	
Kegiatan Inti	
Pre-listening	<ul style="list-style-type: none"> - Guru mengenalkan kosa kata yang berkaitan dengan materi bahasan pembelajaran. - Guru mengarahkan siswa/i dalam kegiatan pembelajaran mengenai materi bahasan. - Peserta didik diberikan kesempatan untuk mengamati materi bahasan pembelajaran.
While-listening	<ul style="list-style-type: none"> - Mendengarkan dialog <i>Daily Conversation: Market Conversation.</i> - Guru menjelaskan poin-poin penting mengenai bahasan pembelajaran. - Mempraktekkan dialog <i>Daily Conversation: Market Conversation.</i>

Post-listening	<ul style="list-style-type: none"> - Mengerjakan work sheet dengan membuat percakapan sederhana sesuai tema pembelajaran. - Guru dan peserta didik membahas bahasan terkait materi pembelajaran. - Guru dan peserta didik membuat kesimpulan terkait bahasan materi pembelajaran.
Kegiatan Penutup	
<ul style="list-style-type: none"> - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Menutup pertemuan dengan memberikan beberapa motivasi serta diikuti dengan ucapan terima kasih dan salam. 	
PERTEMUAN KEENAM	
Kegiatan Pendahuluan	
<ul style="list-style-type: none"> - Membuka pertemuan dengan salam diikuti dengan pembacaan doa. - Memperkenalkan diri dan memberi motivasi sebelum memulai pembelajaran. - Mengisi daftar absensi siswa/i. - Menjelaskan mengenai tujuan dan materi bahasan pembelajaran. 	
Kegiatan Inti	

Pre-listening	<ul style="list-style-type: none"> - Guru mengenalkan kosa kata yang berkaitan dengan materi bahasan pembelajaran. - Guru mengarahkan siswa/i dalam kegiatan pembelajaran mengenai materi bahasan. - Peserta didik diberikan kesempatan untuk mengamati materi bahasan pembelajaran.
While-listening	<ul style="list-style-type: none"> - Mendengarkan dialog <i>Daily Conversation: Birthday Party Conversation</i>. - Guru menjelaskan poin-poin penting mengenai bahasan pembelajaran. - Mempraktekkan dialog <i>Daily Conversation: Birthday Party Conversation</i>.
Post-listening	<ul style="list-style-type: none"> - Mengerjakan work sheet dengan membuat percakapan sederhana sesuai dengan tema pembelajaran. - Guru dan peserta didik membahas bahasan terkait materi pembelajaran. - Guru dan peserta didik membuat kesimpulan terkait bahasan materi pembelajaran.
Kegiatan Penutup	
<ul style="list-style-type: none"> - Menutup pertemuan dengan memberikan beberapa motivasi serta diikuti dengan ucapan terima kasih dan salam. 	

H. Penilaian

- **Teknik Penilaian:**

a. Sikap

No.	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	Keterangan	TTD	Tindak Lanjut
1.						
2.						
3.						

b. Keterampilan

No.	Aspek yang dinilai	Kriteria	Skor
1.	Melengkapi kalimat	Jawaban Benar	5 Point
		Jawaban Tidak Benar	0 Point

Parepare, 7 November 2022

Mengetahui,

Guru Mata Pelajaran,

Peneliti,




H Hasdir Subroto, S.Pd, M.
NIP. 19790912 200312 1 008

Rezky Alifa Ashari
NIM. 18.1300.095

APPENDIX 4
DOCUMENTATION





APPENDIX 5

RECOMMENDATION LETTER FROM IAIN PAREPARE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp 0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpere.ac.id, email: mail@iainpere.ac.id

Nomor : B.4338/in.39.5.1/PP.00.9/10/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama : Rezky Alifa Ashari
Tempat/Tgl. Lahir : Parepare, 22 Oktober 2000
NIM : 18.1300.095
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Abdul Jalil No.9D, Kel. Lumpue, Kec. Bacukiki Barat,
Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**Using Daily Conversation To The Second Grade Of SMP Negeri 9 Parepare To Improve Students' Listening Ability**". Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 31 Oktober 2022

Dekan I,





Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

APPENDIX 6

RECOMMENDATION LETTER FROM DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU PINTU SATU

		SRN IP000805
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id</i>		
<u>REKOMENDASI PENELITIAN</u> Nomor : 805/IP/DPM-PTSP/11/2022		
Dasar : <ol style="list-style-type: none">1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.		
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
MENGIZINKAN		
KEPADA NAMA	: REZKY ALIFA ASHARI	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: PENDIDIKAN BAHASA INGGRIS	
ALAMAT	: JL. ABD. JALIL NO. 9 D PAREPARE	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
JUDUL PENELITIAN	: USING DAILY CONVERSATION TO THE SECOND GRADE OF SMP NEGERI 9 PAREPARE TO IMPROVE STUDENTS LISTENING ABILITY	
LOKASI PENELITIAN	: DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (SMP NEGERI 9 PAREPARE)	
LAMA PENELITIAN	: 07 November 2022 s.d 07 Desember 2022	
a. Rekomendasi Penelitian berlaku selama penelitian berlangsung		
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan		
Dikeluarkan di: Parepare Pada Tanggal : 07 November 2022		
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE		
 Hj. ST. RAHMAH AMIR, ST, MM		
Pangkat : Pembina (IV/a) NIP : 19741013 200604 2 019		
Biaya : Rp. 0.00		

APPENDIX 7

LETTER OF RESEARCH COMPLETING



PEMERINTAH DAERAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 9

Alamat : Jalan Bau Massepe No. 94A ☎ (0421) 21940

P A R E P A R E

SURAT KETERANGAN

Nomor : 422 / 346 / SMP.9 / XII / 2022

Yang bertanda tangan dibawah ini Kepala SMP Negeri 9 Parepare menerangkan bahwa :

Nama : REZKY ALIFA ASHARI
N I M : 18.1300.095
Fakultas : Tarbiyah
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl. Abd. Jalil No. 9 D Parepare

Benar telah melaksanakan penelitian untuk mengambil data pada SMP Negeri 9 Parepare dalam rangka penyelesaian penyusunan **SKRIPSI** yang berjudul :

“USING DAILY CONVERSATION TO THE SECOND GRADE OF SMP NEGERI 9 PAREPARE TO IMPROVE STUDENTS LISTENING ABILITY ”

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untu dipergunakan seperlunya.

Parepare, 8 Desember 2022

Kepala Sekolah

KAMARUDDIN, S.Pd, M.Pd

NIK. 19621231 198403 1 115

CURRICULUM VITAE



Rezky Alifa Ashari, her short name is Ekky, the writer was born on October 22nd 2000 in Parepare, South Sulawesi. She is the youngest in her family. She has two older brothers. Her father's name is Ashari Djamaluddin and her mother's name is Hj. Muliani. She began her study in 2005 at TK Iskandar Lumpue and continued her study in 2006 at SD Negeri 28 Parepare, and graduated in 2012. In the same year, she continued her study at SMP Negeri 9 Parepare and graduated in 2015. She continued her study at SMA Negeri 2 Parepare and graduated in 2018. After graduated, she decided to continued her study at State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her thesis in 2022 with the title "Using Daily

Conversation to the Second Grade of SMP Negeri 9 Parepare to Improve Students' Listening Ability".

