

**DAILY ENGLISH CONVERSATION APPLICATION AS TEACHING MEDIA
TO ENHANCE STUDENTS' LISTENING COMPREHENSION
AT SMP NEGERI 35 MAKASSAR**

SKRIPSI

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA**

2021

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Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Department

BOSOWA

By

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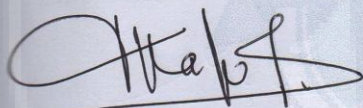
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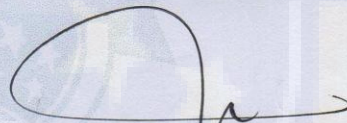
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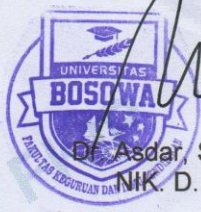


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ABSTRACT

Kristina Benyamin. 2020. *Daily English Conversation Application as Teaching Media to Enhance Students' Listening Comprehension at SMP Negeri 35 Makassar.* (Supervised by Ramli and A. Hamzah Fansury).

This research is aimed to find out whether teaching listening by using Daily English Conversation application for learning English can improve students' listening comprehension at the nine grade of SMP Negeri 35 Makassar.

The writer applied pre-experimental by using one group pre-test and post-test design with quantitative approach. The population of this study was the nine grade of SMPN 35 Makassar in the academic year 2020/2021. The writer used cluster random sampling technique. The number of samples was 27 students at class IX.1. The data were obtained from listening test and questionnaire.

After conducting the research, the researcher concludes that the used of Daily English Conversation application can increase students listening comprehension, it is proved by the mean score of the students' in pre-test and post-test. The result of the research shows that Daily English Conversation application significantly enhance students' listening comprehension after did treatment. The mean score improved from 60.93 in pre-test to 83.15 in post-test. It indicated that the alternative hypothesis (H1) was accepted and, of course, the null hypothesis (H0) was rejected. It means that Daily English Conversation application could enhance the students' listening comprehension in learning English at SMP Negeri 35 Makassar.

Keyword : *Listening Comprehension, Daily English Conversation application, Teaching Media.*

ABSTRAK

Kristina Benyamin. 2020. *Daily English Conversation Application as Teaching Media to Enhance Students' Listening Comprehension at SMP Negeri 35 Makassar.* (Supervised by Ramli and A. Hamzah Fansury).

Penelitian ini bertujuan untuk mengetahui apakah pengajaran menyimak dengan menggunakan aplikasi Daily English Conversation dalam pembelajaran bahasa Inggris dapat meningkatkan pemahaman menyimak siswa kelas sembilan di SMP Negeri 35 Makassar.

Penelitian ini menggunakan metode pre-eksperimental dengan menggunakan desain one group pre-test dan post-test dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas XI SMPN 35 Makassar tahun ajaran 2020/2021. Peneliti menggunakan teknik cluster random sampling. Jumlah sampel sebanyak 27 siswa pada kelas IX.1. Data diperoleh dari tes menyimak dan angket.

Setelah melakukan penelitian, peneliti menyimpulkan bahwa penggunaan aplikasi Daily English Conversation dapat meningkatkan pemahaman menyimak siswa, hal ini dibuktikan dengan nilai rata-rata siswa dalam pre-test dan post-test. Hasil penelitian menunjukkan bahwa aplikasi Daily English Conversation secara signifikan meningkatkan pemahaman menyimak siswa setelah dilakukan perlakuan. skor rata-rata meningkat dari 60,93 pada pre-test menjadi 83,15 pada post-test. Hal ini menunjukkan bahwa hipotesis alternatif (H1) diterima dan tentu saja hipotesis nol (H0) ditolak. Artinya aplikasi Daily English Conversation dapat meningkatkan pemahaman menyimak siswa dalam pembelajaran bahasa Inggris di SMP Negeri 35 Makassar.

Keyword : *Listening Comprehension, Daily English Conversation application, Teaching Media.*

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Finally, the writer realizes that this skripsi is still far from perfect, but it is hoped that this research will be useful. Therefore, constructive criticism and suggestions are greatly appreciated.

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CHAPTER I

INTRODUCTION

This chapter dealt with background of the research, identification of problem, scope of the problem, formulation of the problem, objective of the research, and significance of research.

A. Background of the Research

In studying English language, there are four skills that must be mastered by the students. They are reading, writing, speaking, and listening. The four capabilities must be mastered in order to master the English language very well. From these skills, listening is a skill that very difficult to be mastered, because it needs more attention and concentration to comprehend the sound. It can be said that listening is not a passive skill; the process of listening is a complex process in which many things happen simultaneously inside the mind (Suryati, 2013: 2). Listening is a psychological process that begins with someone's awareness and attention to sounds or speech patterns (receiving), proceeds through identification and recognition of specific auditory signals (decoding), and ends in comprehension (understanding) (Smaldino, 2011: 9).

Listening activities are also require in academic context, where the students have to deal with listening comprehension in the class. According to Flowerdew (2005: 98), listening deserves equal treatment with the others, both in the classroom and in the preparation of language teachers. Listening is important because it helps students lay the foundations of speaking and writing. Through

listening, students can acquire decent pronunciation and learn many useful words, phrases, and sentences.

Listening comprehension is a process in which listeners must actively. Some students have problem in listening. This problem comes from students themselves, they think that listening is hard. When listening, teacher is usually use audio and the speaker is native speaker. Students usually not understood what the speaker said, because their pronunciations are different with us.

There are many ways to improve listening comprehension, one of them is using application on smartphone. Anwariningsih (2013: 121) explained that the Information and Communication Technology (ICT) subject requires direct practice. It opens the opportunity for each teacher to innovatively create a media study that can help students understanding.

This research explored the effect of using Daily English Conversation application and the students' interest using application. The researcher used Daily English Conversation application as a media in teaching-learning listening comprehension because the students in this era were very accustomed with Smartphone, they even are smarter to use smartphone than the old people. Daily English Conversation is very easy to understand for students and they can use the application wherever they want to study, it also can be used while offline.

In addition, the researcher expected that students can master listening comprehension and make them engaged in learning listening by using the Daily English conversation application in the teaching and learning process.

B. Identification of problem

Students in EFL (English as a Foreign Language) countries such as Indonesia need an extra effort to learn English as a foreign language. Listening has its own difficulties comparing to learning other language skills. Yagang (2011: 17) said that understanding oral texts is more difficult than understanding written texts, because oral texts are received in a short time, so the contents of the message delivered are received or interpreted differently by the listener, then disappear from hearing while the written text can be read over and over again as the reader wishes.

C. Scope of the problem

Based on the identification of the problem above, the researcher focused on improve students' listening comprehension using Daily English Conversation application on smartphone at SMP Negeri 35 Makassar.

D. Formulation of the problem

Based on the background and identification of the study, the writer formulated the following research questions:

1. Does Daily English Conversation application improve students' listening comprehension at SMP Negeri 35 Makassar ?
2. How is the students' interest in listening comprehension using Daily English Conversation at SMP Negeri 35 Makassar ?

E. Objective of the research

The main objective of the research were follows:

1. To find out whether the use of Daily English Conversation application can improve the students' listening comprehension at SMP Negeri 35 Makassar.
2. To find out the students' interest in learning listening comprehension by using Daily English Conversation.

F. Significance of research

The findings of this research were expected to contribute to the English teachers, the students, and other researchers. Theoretically, the findings of this research were expected support their theories about learning English, especially in the subject of listening comprehension. Practically, the teachers were able to know the kinds of students' problems on listening comprehension. Besides that, the teachers were able to know the strategies to solve the students' problems on listening and could be the reference to implement the media in their classroom. Finally, teaching and learning listening comprehension could be enhanced.

The results of this study could also provide many benefits for EFL students. Students can understand their difficulty in listening. They could be motivated to learn English, especially in listening. Daily English Conversation application could be used to learn by themselves wherever they are without the assistance of the teacher. In the end, this research result hopefully could be the reference for further research. The future researchers would get a lot of knowledge about English teacher strategy in teaching listening. Besides that, it could be comparison in conducting another research. Thus, the study was helpful and useful for the next study.

CHAPTER II

REVIEW OF LITERATURE

This chapter concerned with related literature, previous related findings, conceptual framework and hypothesis.

A. Theoretical Review

1. Definition of Listening

Listening is very important in language learning; students understand the content of spoken language by listening. The relationship between listening and language learning is that language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken language (Bustillo, et al, 2017: 57). Listening itself is a process of listening to sounds or sounds that utilize the sense of hearing, which is carried out with full attention, appreciation, and interpretation to capture the message being heard and obtain information and understand the contents of the message delivered through the sound being heard (Risa, 2015).

According to Hamouda (2013: 113), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. The able listener is capable of doing these four things simultaneously. Bano (2017: 22) states that listening skill is important because humans start listening since babies before being able to speak. He point out that listening must be the most practiced skill to communicate.

In communication, listening is placed on the important thing because it will determine the success of communication. By good listening, of course, a listener can get good information.

2. Parts of Listening

According to Wei (2012: 5), there are three parts of listening. The first is pre-listening. In real-life situations, rarely that people listen to something without certain background information. Therefore, when asking students to do listening practice, teachers had better provide related information, which will facilitate students' listening comprehension. Pre-listening activities serve this purpose. They help to set the context, generate students' interest, and activate students' current background knowledge on the topic.

Students should be provided with an opportunity to learn new vocabulary or sentence structures used in the listening material and a chance to activate their prior knowledge. Brown (2006) suggests that a pre-listening task should consist of two parts. The next is while listening. While-listening activities are usually designed to help learners develop the skill of eliciting messages from spoken language (Riftiningsih, 2016: 20). The last is post-listening. Post-listening activities can be used to check comprehension. The comprehension check is either related to pre-listening activities, such as predicting, or extends the topic and helps students remember new vocabulary (Riftiningsih, 2016: 20). A post-listening activity represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking.

3. Listening Comprehension

Listening comprehension is understanding what the native speaker is saying at normal speed in an uncertain situation. Hamouda (2013: 115) says that listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from different sound, prior knowledge of vocabulary, grammatical structures, stress, and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual pronunciation. Shang (2008: 29) stated that listening comprehension is a complex activity. Coordinating sounds, vocabularies, grammatical structures, and background knowledge with many mental processes on the part to the listeners.

Listening comprehension is the process of understanding spoken materials using aural organs. Gilakjani et al, (2016: 167) defined listening comprehension as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand. Listening comprehension is not only hearing. In the same vein, Holden (2004: 259) viewed listening comprehension is a complicated activity that needs mental exertion to ensure understanding. Furthermore, the writer argued that listeners have to listen passively and then produce what they have comprehended.

From the above-mentioned definitions, it can be concluded that listening comprehension is a complex process in which students need to exert both their language knowledge (vocabulary, sounds, and grammar) and background knowledge to comprehend what is spoken.

4. Listening in Language Teaching and Learning

There are the definitions of teaching and learning. According to Brown (2000), teaching is guiding and facilitating learning, enabling the learners to learn and set the conditions for learning. Teaching is showing or helping a person to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

In English language teaching and learning, listening is important because it is an ability to understand what other people say as a means of communication. Teacher is a key factor in the successful implementation of curriculum changes (Riftiningsih, 2016: 12). A teacher has a main role in the teaching-learning process because the teacher is the subject of these activities. Therefore, some students have difficulties in mastering the English Language. The learning strategies used by the teacher also are not optimum, causing the student's boredom which resulting in low student learning outcomes. Some students also have difficulties in learning the English language meanwhile the teaching media that is used by the teacher is less attractive.

In doing the role of the teacher, a good teacher needs effective methods to make language teaching successful (Riftiningsih, 2016: 3). Usually an English teacher does not have any new method to teach their students about English besides, a teacher should have good method to make their students feel that English is fun and easy to be learned.

Actually, most students in high school want to learn about English, and most of them have already learned English when they study in elementary school, but

they don't understand what their English teacher is talking about. This problem comes from students themselves because they consider that English is very difficult to understand, especially in listening. Some students have problems listening. They think that listening is difficult. When listening, the teacher usually uses audio and the speakers are native speakers. Students usually don't understand what the speaker is saying, because their pronunciation is different with us.

In addition, when teachers teach listening, they also use media to teach their students. Usually the teachers are difficult to choose the media that they will use to teach. In this case, the teacher usually uses video or audio to teach. According to Riffiningsih, (2016: 2) stated that when teacher use audio and video, the students can more interest and they will focus to watch or listen what the teachers teach. Media is important to teach in listening. A good media can improve cognitive and academic achievement for students (Kirkorian et al, 2008: 39).

5. The current issues of teaching and learning listening in English as a foreign language

There are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Although the problems are many and various, they are not all experienced by all students, nor they are experienced to the same degree by students from different backgrounds (Ramli, 2018: 189).

Bingol et al (2014: 3) stated that 5 problems of listening, the first is quality of recorded materials. In some classes, teachers use some recorded materials that do not have high quality. The quality of the sound system can impact the

comprehending of learners' listening. The second is cultural differences, learners should be familiar with the cultural knowledge of the language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance. Then accent is the next problem of listening stated by Bingol et al, (2014: 4) when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

The listener must focus on the listening process so that it is easy to understand the intentions and goals of the native speaker. Hulstijn (2007: 783) states that the process of listening is one aspect that is difficult for students because they have to understand words spoken quickly and the level of listening is not always easily controlled. Unfamiliar vocabulary is also a matter of listening, when listening contains words that can be understood and that are heard more often it will be very easy for students to understand the meaning of the word. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts, students will get confused.

The last problem of listening is length and speed of listening, the level of students can have a significant role when they listen to long parts and keep all information in their minds. It is very difficult for lower level students to listen

more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. Speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understanding L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

Another problem that may become a barrier for students is the lack of skills in learning listening comprehension. According to Kurita (2012: 33), learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers.

Teaching English in EFL setting means that teaching in a context where English is not the first or second language. In teaching English language skills in Indonesia, listening is one skill that is considered difficult but neglected, when compared to other language skills such as speaking, reading, and writing (Adnan, 2012: 1). Students do not understand the material contained in the listening test questions so that they have difficulty understanding and answering these questions. Students do not have the text held or in front of them to see if they do not understand the information.

In addition, when listening to videos or English-language shows, students feel unable to keep up with the normal speed of the sound of native English speakers. Hasan (2000: 139) states that the difficulty faced by many learners of English as a foreign language is the lack of understanding of English pronunciation expressed at normal speed through listening material.

Yagang (2011: 17) says that understanding spoken text is more difficult than understanding written text, because spoken text is received in a short time, so the contents of the message conveyed are received or interpreted differently by the listener, then disappear from hearing while the written text can be read repeatedly repeated according to the wishes of the reader. oral texts include matters relating to all facets of life, even in conversation often the speaker moves to talk about one topic to another. On various occasions the listener cannot predict what the speaker will say. Often what is said by the speaker is not understood by those who hear it (Adnan 2012: 2).

Listening and speaking skills are not significant parts of many books and teachers do not consider these skills in their classes. According to Hamouda (2013: 114), EFL learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Consequently, it remains the most neglected aspect of language teaching. Hamouda (2013: 113) emphasized that comprehending speech is a very difficult activity for students. Learners face a lot of problems when they listen to a language. If teachers are expected to assist learners to improve their listening comprehension, they should comprehend their listening difficulties in understanding spoken passages and

teach them effective listening comprehension strategies to be able to solve their listening comprehension problems.

Then the lack of mastery of vocabulary and understanding of the English accent makes them not understand the content spoken in the conversation even though the speed has been adjusted to Indonesian or the speaker is not native. That fact is increasingly apparent when they are asked to express their ideas in English, many experience difficulties (Nurkamto, 2003: 290). The teacher needs to do activities that can help students overcome likes to reduce student vocabulary to refute the text.

From the description above, it can be seen that there are many factors that can make it difficult for someone to understand listening. That is, the difficulties that arise from the listeners themselves. the limited vocabulary that is owned by the listener and cannot concentrate for a long time is clearly seen as a factor that causes difficulty in listening.

6. Learn Listening by Media Daily English Conversion Application

According to Smaldino (2007), media is a means of communication and source of information. Media is also considered as an instructional system of the teaching-learning process. It can be concluded that the media can facilitate the teaching and learning process, and also can search for information easily.

Currently, the use of the mobile technology has been increased in a considered way thanks to the ease of use and low cost of the applications focused on the learning of foreign languages (Bustillo, et al, 2017: 56). There is a wide variety of applications such as for the development of linguistic competences, listening, in

reading, and writing. Among them, the writer selected Daily English Conversation application as a tool to improve the listening comprehension of the students. Daily English Conversation application can be used as a medium to help the learner. Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood communication breaks down and the sender of the message can easily become frustrated or irritated. Listening is different from hearing. Hearing refers to the sounds that you hear, where as listening requires more than that: it requires focus. When hearing, the sounds that hear in ears can enter but the people that hear did not understand the content of the sounds but in listening, someone should comprehend what the content and what the main of the text or something that listens (Lisyati, 2014: 10).

Teaching English needs a method to activate and improve the students ability of four skills in English, which are most important to the English teacher find solutions by creating efficient and effective technique, even find some way to make the learning process English are going to be fun. Technology gives students a chance to engage in self-directed actions, opportunities for self-paced interaction, privacy, and a safe environment in which errors get corrected and specific feedback is given.

The teacher has to follow the modern era, the era when everything is easy to find by internet, the era when students can learn about something anywhere and anytime they want by using application in smartphone. The students in this era are very accustomed to smartphone, they even are smarter and know how to use

smartphone than the old people (Pitaloka, 2019: 16). Learning English using an application is one way to increase student interest in learning. Students do not have to sit in class when they want to learn English, they can study every day and wherever they are.

The making of Daily English Conversation (DEC) application is motivated by the fact that the English proficiency of Indonesians, especially students is still very low (Suparti, 2017: 168). This is worse by the fact that English teachers tend to ignore listening learning compared to the other three language skills (speaking, reading, and writing). As a result, listening learning becomes less developed (Adnan, 2012: 5).

Daily English Conversation (DEC) is very easy to understand and effective application that provides 100 conversations categorized into 3 different levels : easy, medium and hard. Each conversation refers to a particular situation of an English native speaker. The Daily English Conversation (DEC) application can be used offline during teaching and learning in class, independent study, or learning wherever they are. The purpose of the Daily English Conversation (DEC) application is to help English learners recognize various English conversations that are commonly used in daily life as an effort to improve listening and speaking skills.

According to Suparti (2017: 168), Daily English conversation application is suitable for use as an alternative medium for learning English, specifically to improve listening and speaking skills in English. This application is appropriate to answer the challenge of providing special English learning resources to improve listening and speaking skills.

B. Previous Related Research Findings

Some researchers have conducted some studies relating to improve students' listening through some application. They are as follows:

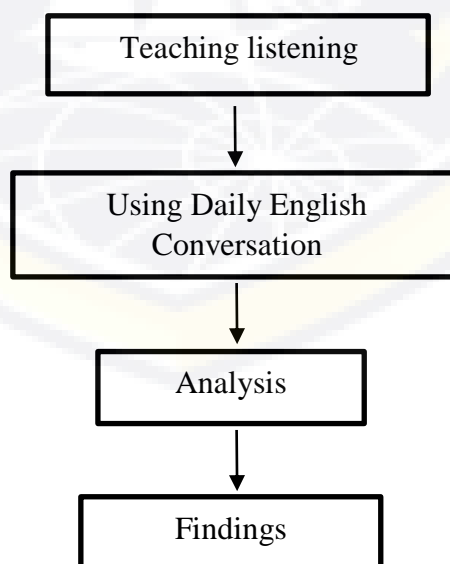
First study conducted by Gangaianaran, and Pasupathi (2017) in their research about "Review on Use of Mobile Apps for Language Learning". They found that mobile devices provide plenty of resources to develop the listening skill of the learners who can be exposed to authentic material like live streams, English songs, radio, listening to English news. The research classified mobile apps intending to aid the English language learners to choose a suitable app. The categorization of apps can enhance the use of mobile learning in acquiring different skills in the language.

The next study is "The Effectiveness of Multimedia Application on Students Listening Comprehension" conducted by Pangaribuan et al, (2017). The researchers assumed that multimedia application has a significant effect than conventional media in teaching listening process. This is the reason of researchers to make it become an issue in this study. The researchers would like to know whether multimedia treatment significantly affected on listening comprehension or not. This research is focused on the use of multimedia in listening comprehension. The results of this study researchers are using a quantitative t-test research design with classroom action research as a treatment. The design was used by researchers to determine the effects of multimedia applications. The research design is to find out the extent to which multimedia applications help improve mastery of listening comprehension.

Another study was conducted by Putri et al, (2019) entitled “Improving Students Listening Skill Using English Story with Audio Application” which the investigated performance to students in one of SMK Kesehatan in Kabupaten Bandung Barat. This study used Classroom Action Research (CAR) design. This research was done by using Listen English AudioBook smartphone application. The writer did a pretest before she starts the treatment, the treatment itself and post-test after the treatment to measure students' ability in listening skills. At the pretest, the student’s average score is 4.56 move to the first post-test the student’s average score increase to 6.68 and continued to increase up to 7.55 at the second posttest. Innovation in learning method such as using application in mobile phone surely can catch student’s attention in learning English, this teaching media can help them to improve their listening skill.

C. Conceptual Framework

The conceptual framework underlying this research was given in the following diagram.



D. Hypothesis

The hypothesis of the research was formulated as follows:

1. H_0 : Daily English Conversation application as teaching media can't enhance students' listening comprehension in English at SMP Negeri 35 Makassar in the academic year 2020/2021.
2. H_1 : Daily English Conversation application as teaching media can enhance students' listening comprehension in English at SMP Negeri 35 Makassar in the academic year 2020/2021.

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CHAPTER III

METHOD OF THE RESEARCH

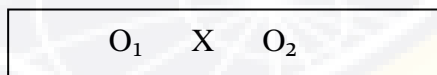
This chapter presented the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis.

A. Research Design

In this research, the writer applied pre-experimental design research. Researcher provided pre-test for listening subjects before the researcher implements the Daily English Conversation application to assess students' listening comprehension. A post-test was conducted after students' used the Daily English Conversation application for learning, this action was to see the results for students'.

The design involved a class where the researcher pre-test, treated students to used the Daily English Conversation application and administered a post-test. The success of using the Daily English Conversation application was determined by comparing the results of pre-test and post-test.

The design could be presented as follow:



Where :

O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Cohen, 2007:213)

B. Time and Location of the Research

This research carried at SMP Negeri 35 Makassar, in academic year 2020/2021. The researcher conducted 4 meetings for the research.

C. Population and Samples of the Research

1. Population

The population of this research were the nine grade students of SMP Negeri 35 Makassar in academic year 2020/2021 consisting of 270 students divided into nine classes which each class consists of approximately 27 students.

2. Sample

The researcher took one class using cluster random sampling technique as a research sample. This technique was selected because the sample was a group of students without receiving the intervention from the researcher. It means that the researcher used the selected class that had been formed at the school. This sampling technique was a way of taking classes randomly which exists as a population. By random sampling, the researcher has been taken one class on 9th grade which consist of 27 students.

D. Research Variables and Operational Definition

1. Variables of the Research

This research had two kinds of variables named as independent variable and dependent variable. In this research, the independent variable was Daily English Conversation application while dependent variable was the students' listening comprehension.

2. Operational Definition of Variables

To prevent bias interpretation especially related to the terms used in this study, operational definitions of the involve variables are formulated as follows:

- a. *Listening comprehension* is defined as students' understanding in listening properly and correctly on short conversation and incomplete text after students are trained to listen to conversations on several topics through Daily English Conversation.
- b. *Daily English Conversation* application in learning to listen, it means that Daily English Conversation application is used to help the students' in listening comprehension.

E. Instrument of the research

The type of instrument used in this study is a test. In the listening test, the researcher gave a question for students. The test was given twice, before and after treatment or teaching and learning. The students received a pre-test to know initial listening comprehension before using the Daily English Conversation application and post-test administered to measure students' listening comprehension after treatment and the impact of using the Daily English Conversation application can improve or not affect students' listening comprehension.

F. The Validity and the Reliability of the Instrument

1. Validity and Reliability of the Test

An instrument was considered valid if it was able to test what should be the test. It can explain the data of the studied variables accurately. Before the

instrument was tested on students, the researcher consulted the supervisor whether the instrument is appropriate or not to measure the research variables.

In content validity, tests were developed referring to Competency Standards and Basic Competencies of Class IX Junior High School second semester English subjects while in construct validity used checking whether the test has a representation that is consistent with the theory underlying the given material or not.

G. Procedure of Data Collection

In collecting the data, the researcher collected the data by employing these procedures :

1. Pre-test

Before treatment, the researcher gave pre-test to students which this test has been conducted in the first meeting. In the pretest the researcher gave a listening comprehension test, there were 2 types of listening comprehension test which composed of incomplete text and choose true or false.

2. Treatment

After give pre-test, the researcher gave treatment by using the Daily English Conversation application on their smartphone. The treatment was held in the second, and third meeting. The researcher asked students to download the Daily English Conversation application in the play store on their smartphone. The researcher prepared 4 conversations adopted from the application in this section. In the treatment, the researcher explained the materials related to treatment first. Next, the researcher explained the

application and showed students how it works. And then, the researcher gave time for the question and answer section. After that, the students did the tests and the researcher played the selected conversations in the Daily English Conversation application 2 times repeat to answer the test. Finally, the researcher allowed the students to complete the test before they submitted their paper test. The researcher conducted the treatment on the next meeting.

3. Post test

Post-test was same as the test on pretest, this test aimed to determine whether there is an improvement for students after their treatment.

4. Students' interest

To measure the students' interest in learning to listen by using the Daily English Conversation application, the researcher used questionnaires to all students. The questionnaire was adapted from Pitaloka (2019). The writer provided a questionnaire that consists of 10 questions in the form of Liker's scale.

H. Technique of Data Analysis

The next step is to analyze the results of the data. The researcher will convert the listening scores of students' using the following formula:

$$\text{Score} = \frac{\text{Total of students correct answers}}{\text{Total number of items in test}} \times 10$$

Helmin in Rustan (2010:21)

Then, classifying the students score based on the following class classification:

Scoring Classification

Score	Classification
81-100	Very Good
61-80	Good
41-60	Average
21-40	Poor
0-20	Very Poor

(Paskur, 2006: 15)

Calculating the mean score, finding out the standard deviation of pre-test and post-test, computing the frequency and the rate percentage if the students' scores and testing the hypothesis of significant difference between pre-test and post-test on some independent variable by calculating the value of independent using t-test using SPSS 16.0.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter elaborated the findings of the research and the discussions of the findings. The findings were correlated with the problem statements stated in the introduction part. The findings presented in this part consists of the data obtained through the test in order to see the students' listening comprehension after giving them the treatments using Daily English Conversation application. In this discussion section, it dealt with the descriptions and interpretations of the findings in this research. The findings that the researcher reported in this research were based on the analysis of data collection and the application of the technique elaborated in the previous chapter.

A. Findings

The findings of this research presented the results of listening comprehension. These findings related to the pre-test and post-test score and classification. As previously mentioned, students 'speaking ability was assessed from students' observations of the lesson shown. The results of the Daily English Conversation application in data collection were given to students of SMP Negeri 35 Makassar. The data was calculated based on the results of the pre-test and post-test. Researcher made observations and tests during research activities in this chapter.

1. The score and classification of students' pre-test and post test.

This section described the results of the pre-test and post-test of listening comprehension. This test aimed to measure students' speaking ability before

and after applying the Daily English Conversation application. In addition, the mean, standard deviation, frequency, and other supporting sources of statistical elements were also explained.

The students' scores in the pre-test were presented in the following table. After analyzing the data obtained from the pre-test and post-test below were the results of the data analysis. The results of the students' listening comprehension scores on the pre-test and post-test could be seen in the table below :

Table 4.1. The Students' Score and Classification in Pre-test

No.	Students' Name	Students' Score	Classification
1.	Al-Ghifari Assattaril	45	Fair
2.	Andi Aqilah Althaf	70	Good
3.	Andini Lukman	60	Fair
4.	Arini Putri Pasya	45	Fair
5.	Aulia Ridwan	40	Poor
6.	Bintang Salsabila	45	Fair
7.	Brianto	75	Good
8.	Bulqis	50	Fair
9.	Cantika Putri Aridarma	50	Fair
10.	Damai Putri Syawaliah	55	Fair
11.	Davi Ahmad Ramadhan	80	Good
12.	Dwi Putri Parapasan	65	Good
13.	Hizkia Edo Mallisa	75	Good
14.	Jeri Afriansa	45	Fair
15.	Melani Pratiwi Palajukan	80	Good
16.	Muhammad Ikchwan Afdil	50	Fair
17.	Noviana	65	Good
18.	Nur Faiqah Shabira	75	Good

19.	Nurfadillah Lestari	55	Fair
20.	Orpa	45	Fair
21.	Qanita Alyana Putri	35	Poor
22.	Rabiah Al Adawiah	70	Good
23.	Ronald Reynaldi Bansole	65	Good
24.	Salwiah Aszahrah	80	Good
25.	Siti Nurfatimah Azzahra	75	Good
26.	Tri Oktavia	75	Good
27.	Venia Glorya Ray	75	Good

Source : Students' Pretest

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five levels based on Paskur (2006:21).

Table 4.2 The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Very Good	81-100	0	0
Good	61-80	14	52
Average	41-60	11	41
Poor	21-40	2	7
Very Poor	0-20	0	0
Total		27	100

Based on the data in table 4.2, the pre-test results showed that out of 27 students, no student was categorized as very good. At the next level, it was categorized as good by 14 students (52%). There were 11 students (41%) who

were in the average category, 2 students who were in the poor category (7%), and no students were in the very poor category.

Table 4.3. Students' Score and Classification in Post-test

No.	Students' Name	Students' Score	Classification
1.	Al-Ghifari Assattari	80	Good
2.	Al-Ghifari Assattari	75	Good
3.	Andini Lukman	80	Good
4.	Arini Putri Pasya	65	Good
5.	Aulia Ridwan	75	Good
6.	Bintang Salsabila	80	Good
7.	Brianto	95	Very Good
8.	Bulqis	75	Good
9.	Cantika Putri Aridarma	70	Good
10.	Damai Putri Syawaliah	85	Very Good
11.	Davi Ahmad Ramadhan	100	Very Good
12.	Dwi Putri Parapasan	95	Very Good
13.	Hizkia Edo Mallisa	95	Very Good
14.	Jeri Afriansa	75	Good
15.	Melani Pratiwi Palajukan	95	Very Good
16.	Muhammad Ikchwan Afdil	80	Good
17.	Noviana	85	Very Good
18.	Nur Faiqah Shabira	95	Very Good
19.	Nurfadillah Lestari	85	Very Good
20.	Orpa	65	Good
21.	Qanita Alyana Putri	65	Good
22.	Rabiah Al Adawiah	75	Good
23.	Ronald Reynaldi Bansole	95	Very Good
24.	Salwiah Aszahrah	90	Very Good

25.	Siti Nurfatimah Azzahra	90	Very Good
26.	Tri Oktavia	95	Very Good
27.	Venia Glorya Ray	85	Very Good

Source : Students' Score

The scores of students' achievement were classified into five levels. Those score then were tabulated and analyzed into percentage. The following table is the statistical summary of the students post-test.

Table 4.4 The Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
Very Good	81-100	14	52
Good	61-80	13	48
Average	41-60	0	0
Poor	21-40	0	0
Very Poor	0-20	0	0
Total		27	100

From the classification, scores, and the percentage of post-test scores in the table above that of the 27 students. In the average, poor and very poor category was 0 student (0%), 13 students (48%) were in the good category and 14 students (52%)) with very good category. Based on the description above, it is clear that there is an increase in students' listening comprehension on the student's post-test by treating these students using the Daily English Comprehension Application.

After calculating the result of the students' pretest and post test, the mean score and standard deviation were presented in the following table.

Table 4.5. The Mean Score and Standard Deviation of Students

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	27	35	80	1645	60.93	14.280
Posttest	27	65	100	2245	83.15	10.575
Valid N (listwise)	27					

Based on the pre-test and post-test data above, the researcher found that there was a significant increase after being given the treatment. on the pre-test, the total score was 1645, the mean score was 60.93 and the standard deviation was 14.280. whereas in the post-test, the total score was 2245 with a mean of 83.15 and a standard deviation of 10.575. the total score and mean post-test were higher than the pre-test.

2. Test of Significance (t-test)

After conducting the students' pre-test and post-test scores, the researcher used the t-test to test the hypothesis. The t-test was a test to measure the presence or absence of a significant difference between the students' mean scores in the pre-test and post-test by using an inferential t-test analysis or a significance test run with SPSS Version 16, significant differences could be easier to analyzed.

In this research, the Null hypothesis (H_0) stated that the implementation of Daily English Conversation application can't enhance the

students' listening comprehension in English at the nine grade of SMP Negeri 35 Makassar in the academic year 2020/2021. While the Alternative hypothesis (H_1) state that the implementation of Daily English Conversation application can enhance the students' listening comprehension in English at the nine grade of SMP Negeri 35 Makassar in the academic year 2020/2021. If the value of significance 2 or sig. (2-tailed) lower than 0.05, H_1 accepted and H_0 rejected.

Table 4.6.
The Result t-test
Paired Samples Test (T-test)

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre-test - post-test	-22.222	8.697	1.674	-25.663	-18.782	-13.277	26	.000

The result of t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the Daily English Conversation application can enhance students' listening comprehension at the nine grade of SMP Negeri 35 Makassar, in the academic year 2020/2021.

3. Students' Interest toward the use of Daily English Conversation application in Teaching and Learning in Listening Comprehension

Beside using test to investigate the effect of using Daily English Conversation application on students listening comprehension, the writer also used questionnaire to get students' interest of the using Daily English Conversation application. The respondents were the students on nine grade of SMP Negeri 35 Makassar. Then, the result of the questionnaire was presented on the following table :

**Table 4.7 Percentage of Statement
“ I like to learn Listening Comprehension “**

Option	Frequency	Percentage
Strongly Agree	8	30
Agree	17	63
Disagree	2	7
Strongly Disagree	0	0

From the table above, it could be seen that 8 (30%) respondents really like learning listening comprehension, where 17 (63%) respondents also like learning listening comprehension. Meanwhile, 2 (7%) respondents did'd like learning listening comprehension and 0 (0%) respondents did't like learning listening comprehension.

**Table 4.8 Percentage of Statement
“ I really dislike to learn Listening by using Daily English Conversation
application “**

Option	Frequency	Percentage
Strongly Agree	0	0
Agree	0	0
Disagree	4	15
Strongly Disagree	23	85

From the table above, we could see that 0 (0%) of respondents chose the option ‘Strongly Agree and Agree’ which means that none of the students did not like to learning listening using Daily English Conversation application, where 4 (15%) of respondents were choose the option ‘disagree’. Meanwhile, 23(85%) were said that they are did strongly disagree with the statement. Which is it means that they are like to learning listening using Daily English Conversation application.

**Table 4.9 Percentage of Statement
“ I can learn listening any time using Daily English Conversation “**

Option	Frequency	Percentage
Strongly Agree	18	67
Agree	9	33
Disagree	0	0
Strongly Disagree	0	0

From the table above, we could see that 18 (67%) of respondents strongly agreed to learn listening using Daily English Conversation application any time they want, where 9 (33%) of respondents also agreed to learn listening using Daily English Conversation application any time they want. It means that all of the students were like to learning English using Daily English Conversation application any time they want, they didn't have to attend in the class for learning listening.

**Table 4.10 Percentage of Statement
“ I really dislike to learn Listening by using Daily English Conversation application “**

Option	Frequency	Percentage
Strongly Agree	0	0
Agree	0	0
Disagree	4	15
Strongly Disagree	23	85

From the table above, we could see that 0 (0%) of respondents chose the option 'Strongly Agree and Agree' which means that none of the students didn't like to learning listening using Daily English Conversation application, where 4 (15%) of respondents were choose the option 'disagree'. Meanwhile, 23(85%) were said that they are did strongly disagree with the statement. Which is it means that they are like to learning listening using Daily English Conversation application.

**Table 4.11 Percentage of Statement
“ It’s easy to me answer the question using Daily English Conversation “**

Option	Frequency	Percentage
Strongly Agree	13	48
Agree	14	52
Disagree	0	0
Strongly Disagree	0	0

From the table above, we could see that 13 (48%) of respondents were said that they strongly agree easy to answer a question using Daily English Conversation application, where 14 (52%) of respondents were said that they agree easy to answer a question using Daily English Conversation application. And there are no students who choose the option Disagree and Strong Disagree.

**Table 4.12 Percentage of Statement
“ It’s not easy to me answer the question using Daily English Conversation application “**

Option	Frequency	Percentage
Strongly Agree	0	0
Agree	1	4
Disagree	9	33
Strongly Disagree	17	63

From the table above, we could see that 0 (0%) of respondents chose the option 'Strongly Agree' which means that none of the students didn't like to learn listening comprehension, where 1 (4%) of respondents chose the option 'Agree' which means some of the students didn't like to learn listening comprehension. Meanwhile, 9 (33%) were said that they disagree with the statement and 17 (63%) were said that they strongly disagree with the statement. Which means that they are like to learning listening comprehension.

**Table 4.13 Percentage of Statement
“ Daily English Conversation really help me in learning listening
comprehension “**

Option	Frequency	Percentage
Strongly Agree	7	26
Agree	19	70
Disagree	1	4
Strongly Disagree	0	0

From the table above, we could see that 7 (26%) of respondents were said that Daily English Conversation application very helped them in learning listening comprehension, where 19 (70%) of respondents were said that Daily English Conversation application helped them in learning listening comprehension, while 1 (4%) respondent said that Daily English Conversation can't help in learning listening comprehension. And there are no students who choose the option 'Strong Disagree'. The writer concludes that Daily English Conversation application is very useful for the students to help them in learning listening comprehension.

**Table 4.14 Percentage of Statement
“ Learn Listening using Daily English Conversation application really bored“**

Option	Frequency	Percentage
Strongly Agree	0	0
Agree	0	0
Disagree	2	15
Strongly Disagree	25	85

From the table above, we can see that 0 (0%) of respondents were choose the option 'Strongly Agree and Agree' which is means that none of the students did't agree that learn listening using Daily English Conversation application is bored. Meanwhile, 2 (15%) who choose disagree and 25 (85%) were said that they are did't agree with the statement. Which is it means that learn listening using Daily English Conversation application are not make students feel bored.

**Table 4.15 Percentage of Statement
“ Daily English Conversation application make me like to learning listening“**

Option	Frequency	Percentage
Strongly Agree	6	22
Agree	21	78
Disagree	0	0
Strongly Disagree	0	0

From the table above, we could see that 6 (22%) of respondents strongly agreed that they are going to be like listening because of Daily English Conversation application, and 21 (78%) of respondents agreed that they are going to be like listening because of Daily English Conversation application. Meanwhile, 0 (0%) were said that they are did strongly disagree and disagree with the statement. Which is it means that students are going to like listening because of Daily English Conversation application.

**Table 4.16 Percentage of Statement
“ Daily English Conversation application can’t help me to learn listening
comprehension“**

Option	Frequency	Percentage
Strongly Agree	0	0
Agree	0	0
Disagree	8	30
Strongly Disagree	19	70

From the table above, we could see that 0 (0%) of respondents were choose the option ‘Strongly Agree and Agree’ which is means that they not agree with the statement and 8 (30%) of respondents were choose the option ‘Agree’ which is means that none of the students agree that Daily English Conversation application cannot help them to learning listening comprehension. Meanwhile 19 (70%) were said that they are did strongly disagree with the statement. Which is it means that means Daily English Conversation application really help them to learning listening comprehension.

**Table 4.17 Percentage of Statement
“ Using Daily English Conversation application based on my way to study“**

Option	Frequency	Percentage
Strongly Agree	10	37
Agree	17	63
Disagree	0	0
Strongly Disagree	0	0

From the table above, we could see that 10 (37%) of respondents strongly agreed that Using Daily English Conversation application is based on the students way to study, where 17 (63%) of respondents also agreed that Using Daily English Conversation application based on the students way to study. It means that using Daily English Conversation application based on the way students study.

**Table 4.18 Percentage of Statement
“ I was forced to use Daily English Conversation application to study“**

Option	Frequency	Percentage
Strongly Agree	0	0
Agree	0	0
Disagree	21	78
Strongly Disagree	6	22

From the table above, it can be seen that 0 (0%) of respondents chose the option 'Strongly Agree and Agree' which means they disagree with the statement and 21 (78%) respondents choose the option 'Disagree', it's means that students do not agree that they are forced to use the application Daily English Conversation for learning. Meanwhile, 6 (2%) strongly disagreed with the statement. This means that they are not forced to use the Daily English Conversation application to study.

Table 4.19 Percentage of Statement
“ I find a new method to improve in my listening comprehension.”

Option	Frequency	Percentage
Strongly Agree	12	44
Agree	14	52
Disagree	1	4
Strongly Disagree	0	0

From the table above, we could see that 12 (44%) of respondents choose strongly agree they find a new method to improve in their listening comprehension, where 14 (52%) of respondents were said that they agree they find a new method to improve in their listening comprehension, and 1 (4) of respondents disagree with the statement.

Table 4.20 Percentage of Statement
“Daily English Conversation application is not easy to use“

Option	Frequency	Percentage
Strongly Agree	0	0
Agree	0	0
Disagree	15	56
Strongly Disagree	12	44

From the table above, we can see that 0 (0%) of respondents were choose the option 'Strongly Agree and Agree' which is means that none of the students agree that Daily English Conversation application is not easy to use. Meanwhile, 15 (56%) who choose disagree and 12 (44%) were said that they are did't agree with the statement. Which is it means that learn listening using Daily English Conversation is easy to use.

**Table 4.21 Percentage of Statement
“I learn to use gadgets for beneficial activities.”**

Option	Frequency	Percentage
Strongly Agree	5	18
Agree	18	67
Disagree	4	15
Strongly Disagree	0	0

From the table above, we could see that 0 (0%) of respondents chose the option 'Strongly Disagree', where 4 (15%) of respondents chose the option 'Disagree' which is means some of the students did't learn to use gadgets for beneficial activities. Meanwhile, 18 (67%) were said that they agree with the statement and 5 (18%) were said that they strongly agree with the statement. Which is it means that they learn to use gadgets for beneficial activities.

**Table 4.22 Percentage of Statement
“I don't believe that using the Daily English Conversation application will
make my learning process more effective“**

Option	Frequency	Percentage
Strongly Agree	0	0
Agree	6	22
Disagree	11	41
Strongly Disagree	10	37

From the table above, we could see that 0 (0%) of respondents chose the option 'Strongly Agree' which is means that none of the students strongly agree with the statement, where 6 (22%) of respondents were choose the option 'agree that means they don't believe that using the Daily English Conversation application will make my learning process more effective. Meanwhile, 11(41%) were said that they are did disagree with the statement and 10 (37%) strongly disagree with the statement, which is it means that they believe that using the

Daily English Conversation application will make my learning process more effective.

**Table 4.23 Percentage of Statement
“Using Daily English Conversation application improve my vocabulary knowledge“**

Option	Frequency	Percentage
Strongly Agree	11	41
Agree	16	59
Disagree	0	0
Strongly Disagree	0	0

From the table above, we could see that 11 (41%) of respondents strongly agreed that using Daily English Conversation application improve their vocabulary knowledge, where 16 (59%) of respondents also agreed that using application improve their vocabulary knowledge. It means that all of the students improve their vocabulary knowledge after using the application Daily English Conversation.

**Table 4.24 Percentage of Statement
“I not find my weakness in my listening comprehension“**

Option	Frequency	Percentage
Strongly Agree	0	0
Agree	2	8

Disagree	19	70
Strongly Disagree	6	22

From the table above, we could see that 0 (0%) of respondents chose the option 'Strongly Agree' which means that none of the students do not find their weakness in listening comprehension, where 2 (8%) of respondents chose the option 'Agree' which means some of the students agree not to find their weakness in listening comprehension. Meanwhile, 19 (70%) were said that they disagree with the statement and 6 (22%) were said that they strongly disagree with the statement, which means that they find their weakness in listening comprehension.

**Table 4.25 Percentage of Statement
“It’s easy to me to answer the question of listening comprehension“**

Option	Frequency	Percentage
Strongly Agree	16	59
Agree	11	41
Disagree	0	0
Strongly Disagree	0	0

From the table above, we could see that 16 (59%) of respondents strongly agreed that it is easy for the students to answer the question of listening comprehension, where 11 (41%) of respondents also agreed that it is easy for the

students to answer the question of listening comprehension. It means that all of the students easy to answer the question of listening comprehension

**Table 4.26 Percentage of Statement
“I do not intend to learn listening comprehension using the Daily English
Conversation application“**

Option	Frequency	Percentage
Strongly Agree	0	0
Agree	0	0
Disagree	23	85
Strongly Disagree	4	15

From the table above, we could see that 0 (0%) of respondents were choose the option ‘Strongly agree and agree’ which is means that they not agree with the statement and 23 (30%) of respondents were choose the option ‘disagree’ which is means that none of the students agree with the statement. Meanwhile, 4 (70%) were said that they are did strongly disagree with the statement, which is it means that the student intends to learn listening comprehension using the Daily English Conversation application

Based on the table above, we could see that the students are interested in learning listening comprehension using Daily English Conversation application. The researcher make the conclusion by the students' answers from numbered questions which were statements in positive form, most students' answers were

'Strongly Agree and Agree', while from the even numbers were statements in the negative form, the results were the same, almost all students chose the answer 'Strongly disagree. and Disagree'.

B. Discussion

This section presented the discussion of the result of the data analysis; this result research was conducted in three steps. The first step was given pretest to students. Pre-test was given to know the students' listening comprehension score before treatment by using Daily English Conversation application. The second step was given treatment and applied Daily English Conversation Application to the students. The third step was given post-test to the students to know the students' listening comprehension score after using Daily English Conversation application.

Previously the writer determined to take one class as the sample. But after undergoing the test it turns out that not all students could take the test until finished. Therefore, a total of 31 students but the writer only took data 27 students as the samples.

For the pre-test, the writer gave explanation for all students in the class about the test. The test intended to know the students' listening comprehension before students were given the treatment, the students seemed didn't understood about the test and active in asking question to the writer. The result on pre-test showed that the students has lack listening comprehension. Instrument, the writer played the conversation and it repeated

3 times then students answer the question. After finish the test, the writer played the conversation and told the students' to understand the conversation and the explain what the aim from the conversation. The test intended to know the students listening comprehension before students were given the treatment.

The students enjoyed did the activity especially use the application while offline, they also showed that the use of Daily English Conversation makes them interested to join the class. Pitaloka (2019 :16) asserted that the students' did not have to sit in the class when they want to learn English, they can learn in everywhere and everyday. They also were more active and creative during teaching learning process like Reka (2016) claims that learning media was good to be used in improving students' learning enthusiasm. For the post-test, the students were given the same explanation about the test same as the pre-test. The test intended to know the students' listening comprehension after students were given the treatment, the students more silent and faster did the test.

It can be seen, it was concluded that the students got good achievement in listening comprehension after using Daily English Conversation application. Referring to the description above, it was concluded that in this research, Daily English Conversation application as a digital media in learning listening comprehension teaching was effective.

This finding was supported by the existing theory provided in Suparti (2017: 7), along with learning interventions using the Daily English

Conversation application, students' listening ability increases. Practically the theory was accepted and it stimulated the students to improve students' listening comprehension at the nine grade students of SMP Negeri 35 Makassar in the academic year 2020/2021. The students' score improved after the research was conducted using the application multimedia is necessary for the students to improve their learning activities on the subject of listening comprehension. (Pangaribuan, 2017: 216).

Some of the obstacles was found because this research was carried out during the pandemic of the coronavirus when teaching and learning activities moved at home. The researcher had to prepare extra teaching strategy, researcher should tell students' information repeatedly. Teaching English language in a class by using smartphone for communication and gave information, so sad because we can't interact directly and researcher just handle students on smartphone. But they are active and ready for learning English language.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of two parts. The first deals with the conclusion of the findings, and the second one deal with the suggestion.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher concludes that :

1. Daily English Conversation application as a digital media is fun way in learning listening to stimulate the students to improve listening comprehension. Most of the students have low listening comprehension before Daily English Conversation application applied, the students' can enhance their listening comprehension and actives while doing the activities. The means score of the students' pre-test was 60.93 and the score of students' post-test was 83.15. The result of t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected.
2. The students were interested in learning listening comprehension using Daily English Conversation application, and that is measure by a questionnaire given to the students'.

B. Suggestion

Based on the conclusions above, the writer puts forwards some suggestions and recommendation as follow that the teachers sometimes in learning English seem boring but by combining lessons with other materials that students enjoy or technology can bring the learning to be more attractive to students, they tend to prefer to practice directly rather than just adhering to the textbook. The teachers can try applying Daily English Conversation application or another digital media in learning listening in their English class especially for listening comprehension. Also, the students should be more interested in learning English, they have to change their mindset for English. English is not always boring thing even less something difficult to understand, but it's unique and fun. Beside that, we need English because it is very useful in communicating internationally and good for our future. At last, the future researcher should improve this kind of research and find another digital media are easier and more fun for students to learning English. The writer found that the difficult method or boring technique could make students' lazy to learn new thing.

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APPENDICES

Appendix 1 : Research Instrument

(Pretest and Postest)

Question for the pre-test and the post-test

Name :

Class :

Part A

Direction : In Part A, you will hear short conversations, while your listen the conversation fill the blank space with the correct answer.

Asking Direction

Question 1

Manaf : Excuse me. Can you tell me (1)the way to the bank?

Peni : Yes, sure. (2)Turn left at the end of this street.

Manaf : At the traffic lights?

Peni : Yes. Then go as far as the roundabout.

Manaf : And at the roundabout?

Peni : (3)Turn right at the roundabout into Dee Road.

Manaf : OK ... right at the roundabout.

Peni : (4)Go down Dee Road. The bank's (5)on the left.

Manaf : Thank you.

Peni : Goodbye.

Question 2

Ordering food and drink

Waiter: Can I help you?

Ana : Yes, please. (1)I'd like a beefburger, please.

Waiter : OK. What would you like to (2)drink?

Ana : I'll have (3)an orange juice, please.

Waiter : (4)Small or large?

Ana : Large, please.

Waiter : Right. (5)That's £5.25, please.

Ana : Thank you

Part B

Direction : In part B, you will hear a conversation. Listen the conversation carefully and answer the question TRUE or FALSE.

Question 1

Asking permission

Mum : Can you do the washing-up, please?

Sinta : I'm sorry, I can't. I have to do my homework.

Mum : Oh. Well, go and start your homework now.

Sinta : Mum ... can I go to the cinema with Kerry later?

Mum : Sorry, you can't. You have to do your homework!

Sinta : But I haven't got much homework to do.

Mum : First do the washing-up and your homework!

Sinta : Of course! But can I go out with her after that?

Mum : Mmm ... OK. Yes, you can.

Sinta : Thanks, Mum.

Answer the question True or False!

Sentences	True or False
Sinta haven't got much homework to do	
Mum want to go the cinema	
Mum and Kerry do homework	
Sinta can go to the cinema with Kerry	
Sinta and Kerry do the washing-up	

Key Answer

1. True
2. False
3. False
4. True
5. False

Question 2

Inviting people

Jon : Hi, Annie. Are you free on Saturday?

Annie : Yes, I am.

Jon : Would you like to go to the cinema?

Annie : I'd love to but I can't. I'm busy until 8 p.m.

Jon : How about having dinner at 8.30?

Annie : Sure. I love going out for dinner.

Jon : How about going out for a pizza?

Annie : That's a great idea!

Jon : Cool. Let's do that. I'll meet you at 8.30.

Annie : OK. Bye.

Answer the question True or False!

Sentences	True or False
Jon not free on Saturday	
Annie busy until 8 p.m	
Annie can't having dinner with Jon at 8.30	
Jon and Annie going out at 9.30	
Jon and Annie going out for a pizza	

Key Answer

1. False
2. True
3. False
4. False
5. True

APPENDIX 2 : Assessment rubric

NO	Score	Description
1	81 - 100	Understand all instructions without difficulty so you can do all instructions in a fast and precise way
2	61 - 80	Mostly understood what was said / instructed when instructions are slowed down and repeated a bit so they are slow to do what they are told, sometimes even wrong.
3	41 - 60	Difficult to follow what was instructed but there are still many instructions done right.
4	21 - 40	It is very difficult to do what is instructed, only a small part is instructed
5	0 - 20	Can not carry out what was instructed, even one instruction.

(Syam 2016: 13)

APPENDIX 3 : Questionnaire

ANGKET MINAT SISWA TERHADAP APLIKASI DAILY ENGLISH CONVERSATION DALAM PEMBELAJARAN PEMAHAMAN MENYIMAK BAHASA INGGRIS

Mata Pelajaran : Bahasa Inggris

Kelas/semester :

Nama :

Hari/tanggal :

Petunjuk pengisi isian angket :

1. Pada kuisisioner ini terdapat 10 pertanyaan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan materi pembelajaran yang baru saja kamu pelajari.
2. Pilih salah satu jawaban yang paling sesuai dengan kondisi anda, dan perlu diketahui bahwa semua jawaban yang tersedia adalah benar.
3. Bubuhkan tanda centang (✓) pada kolom yang tersedia.

Keterangan pilihan jawaban :

1 = STS (Strongly Disagree

3 = S (Agree)

2 = TS (Disagree)

4 = SS (Strongly Agree)

No	Statement	Option			
		1	2	3	4
1.	I like to learn Listening Comprehension <i>(Saya suka belajar pemahaman mendengarkan)</i>				
2.	I really dislike learning Listening Comprehension <i>(Saya sangat tidak suka belajar pemahaman mendengarkan)</i>				
3.	I can learn listening any time using Daily English Conversation application <i>(Saya bisa belajar mendengarkan</i>				

	<i>kapan saja menggunakan aplikasi Daily English Conversation)</i>				
4.	I really dislike to learn Listening using Daily English Conversation application (<i>Saya sangat tidak suka belajar pemahaman mendengarkan menggunakan aplikasi Daily English Conversation)</i>				
5.	It's easy to me answer the question using Daily English Conversation application. (<i>Mudah bagi saya menjawab pertanyaan menggunakan aplikasi Daily English Conversation)</i>				
6.	It's not easy to me answer the question using Daily English Conversation application (<i>Tidak mudah bagi saya suka untuk menjawab pertanyaan menggunakan aplikasi Daily English Conversation)</i>				
7.	Daily English Conversation application really help me in learning listening comprehension (<i>Aplikasi Daily English Conversation sangat membantu saya dalam belajar pemahaman mendengarkan)</i>				
8.	Learning listening comprehension using Daily English Conversation application really bored (<i>Belajar pemahaman mendengarkan menggunakan aplikasi Daily English Conversation sangat membosankan)</i>				
9.	Daily English Conversation application makes me like to learning listening. (<i>Aplikasi Daily English Conversation membuat saya suka belajar mendengarkan)</i>				

10.	Daily English Conversation application can't help me to learn listening comprehension. (Aplikasi Daily English Conversation tidak dapat membantu saya mempelajari pemahaman mendengarkan)				
11.	Using Daily English Conversation application based on my way to study (Menggunakan aplikasi Daily English Conversation sesuai dengan gaya belajar saya)				
12.	I was forced to use Daily English Conversation application to study (Saya terpaksa menggunakan aplikasi Daily English Conversation untuk belajar)				
13.	I find a new method to improve in my listening comprehension. (Saya menemukan metode baru untuk meningkatkan pemahaman mendengarkan saya)				
14.	Daily English Conversation application is not easy to use (Aplikasi Daily English Conversation tidak mudah untuk digunakan)				
15.	I learn to use gadgets for beneficial activities. (Saya belajar menggunakan gadget untuk aktivitas yang bermanfaat)				
16.	I don't believe that using the Daily English Conversation application will make my learning process more effective (Saya tidak percaya bahwa penggunaan aplikasi Daily English Conversation akan meningkatkan proses belajar saya menjadi lebih efektif)				

17.	Using Daily English Conversation application improve my vocabulary knowledge. <i>(Menggunakan aplikasi Daily English Conversation meningkatkan pengetahuan kosa kata saya)</i>				
18.	I not find my weakness in my listening comprehension <i>(Saya tidak menemukan kelemahan saya dalam pemahaman mendengarkan)</i>				
19.	It's easy to me to answer the question of listening comprehension <i>(Mudah bagi saya untuk menjawab pertanyaan pemahaman mendengarkan)</i>				
20.	I do not intend to learn listening comprehension using the Daily English Conversation application <i>(Saya tidak berniat belajar pemahaman mendengarkan menggunakan aplikasi Daily English Conversation)</i>				

APPENDIX 4: Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	: SMP NEGERI 35 Makassar
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: IX / Ganjil
Materi Pokok	: Mendengarkan
Alokasi Waktu	: 4 x 40 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	Tujuan Pembelajaran
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<ol style="list-style-type: none"> 1. Siswa diharapkan mampu memahami percakapan bahasa sehari-hari yang diadopsi dari aplikasi Daily English Conversation 2. Memahami kosakata yang didengarkan dalam sebuah percakapan 3. Mengetahui bentuk-bentuk percakapan sehari-hari dan terjemahannya
<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman</p>	<ol style="list-style-type: none"> 1. Mampu memanfaatkan digital media yang telah ada untuk belajar bahasa Inggris. 2. Memperoleh pengetahuan baru dalam bentuk-bentuk percakapan sehari-hari dalam bahasa Inggris. 3. Siswa dapat memahami intonasi yang tepat dalam suatu kata atau kalimat melalui <i>native speaker</i>.
<p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	
<p>2.3 Memahami pengertian percakapan-percakapan yang ada di aplikasi Daily English Conversation.</p>	

Fokus penguatan karakter:

Spiritual : Berdoa sebelum dan sesudah melakukan kegiatan.

Sosial : Pemanfaatan digital media.

C. Materi Pembelajaran

Percakapan singkat yang telah dipilih dari aplikasi Daily English Conversation.

D. Metode Pembelajaran :

Pendekatan : Scientific Approach

Model Pembelajaran :

Metode : Diskusi dan tanya jawab

E. Media dan Alat :

1. Media : Aplikasi Daily English Conversation.
2. Alat : Handphone, laptop, spidol, dan speaker.

F. Sumber Belajar

1. Kamus Bahasa Inggris – Indonesia
2. Beberapa jenis percakapan telah dipilih yang terdapat dalam aplikasi Daily English Conversation.

G. Langkah-langkah Kegiatan Pembelajaran**1. Pertemuan Pertama (2 x 40 menit)****a. Kegiatan Pendahuluan (10 Menit)**

1. Guru menyampaikan salam dan menanyakan kehadiran peserta didik.

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
4. Memotivasi peserta didik.
5. Menjelaskan tujuan pembelajaran.
6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan Inti (60 menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).
2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).
3. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.
4. Peserta didik akan diperdengarkan sebuah percakapan yang telah dipilih dari aplikasi yang berhubungan dengan pretest.
5. Peserta didik diberikan waktu untuk menyelesaikan tes tentang pemahaman mendengarkan (listening comprehension) yang telah disiapkan oleh pendidik.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.
4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

2. Pertemuan kedua (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.
2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.
5. Pendidik menyampaikan tujuan pembelajaran.
6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (60menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).
2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).
3. Pendidik memperkenalkan aplikasi Daily English Conversation dan memperlihatkan contoh aplikasi tersebut.
4. Peserta didik diminta untuk mengamati contoh percakapan yang diputar dari aplikasi Daily English Conversation .

5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

6. Pendidik akan membagikan lembaran tes yang berisikan percakapan yang diambil dari aplikasi Daily English Conversation.

7. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi Daily English Conversation dan akan diputar sebanyak 2x.

8. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.

9. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

3. Pertemuan ketiga (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.

3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.

4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.
5. Pendidik menyampaikan tujuan pembelajaran.
6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (60menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).
2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).
3. Pendidik memperkenalkan aplikasi Daily English Conversation dan memperlihatkan contoh aplikasi tersebut.
4. Peserta didik diminta untuk mengamati contoh percakapan yang diputar dari aplikasi Daily English Conversation .
5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.
6. Pendidik akan membagikan lembaran tes yang berisikan percakapan yang diambil dari aplikasi Daily English Conversation.
7. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi Daily English Conversation dan akan diputar sebanyak 2x.
8. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.
9. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.
4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

4. Pertemuan keempat (2x40 menit)**a. Kegiatan pendahuluan (10 menit)**

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.
2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.
5. Pendidik menyampaikan tujuan pembelajaran.
6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (60 menit)

1. Pendidik menjelaskan kembali tentang hal-hal yang sudah diberikan selama beberapa pertemuan.

2. Peserta didik diberikan waktu untuk menanyakan kembali hal yang kurang dipahami selama beberapa pertemuan.
3. Peserta didik akan diperdengarkan sebuah percakapan yang berhubungan dengan posttest.
4. Peserta didik diberikan waktu untuk menyelesaikan tes pemahaman mendengarkan (listening comprehension) yang sudah disiapkan oleh pendidik.
5. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.
4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

H. Evaluasi

Teknik : Pemahaman mendengarkan (Listening Comprehension)

Instrument : Mendengarkan sebuah percakapan yang telah dipilih dari aplikasi Daily English Conversation

I. Pedoman penilaian

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

Makassar, 22 September 2020

Mengetahui,
Guru Mata Pelajaran

Peneliti Mata Pelajaran

Samsuriati Lomo
Nip :Kristina Benyamin
4516101014

Appendix 5 : Pre-test and Post-test Score

Pre-test Score

N o.	Students Initial	Student Score	Classification
1.	AGA	45	Fair
2.	AAA	70	Good
3.	AL	60	Fair
4.	APP	45	Fair
5.	AR	40	Poor
6.	BSD	45	Fair
7.	BT	75	Good
8.	BQ	50	Fair
9.	CPA	50	Fair
10.	DPS	55	Fair
11.	DAR	80	Good
12.	DPP	65	Good
13.	HEM	75	Good
14.	JA	45	Fair
15.	MPP	80	Good
16.	MIA	50	Fair
17.	NN	65	Good
18.	NFS	75	Good
19.	NL	55	Fair
20.	OP	45	Fair
21.	QAP	35	Poor

22.	RAA	70	Good
23.	RRB	65	Good
24.	SA	80	Good
25.	SNA	75	Good
26.	TO	75	Good
27.	VGR	75	Good

Post-test score

No.	Students Initial	Student Score	Classification
1.	AGA	80	Good
2.	AAA	75	Good
3.	AL	80	Good
4.	APP	65	Good
5.	AR	75	Good
6.	BSD	80	Good
7.	BT	95	Very Good
8.	BQ	75	Good
9.	CPA	70	Good
10.	DPS	85	Very Good
11.	DAR	100	Very Good
12.	DPP	95	Very Good
13.	HEM	95	Very Good
14.	JA	75	Good
15.	MPP	95	Very Good

16.	MIA	80	Good
17.	NN	85	Very Good
18.	NFS	95	Very Good
19.	NL	85	Very Good
20.	OP	65	Good
21.	QAP	65	Good
22.	RAA	75	Good
23.	RRB	95	Very Good
24.	SA	90	Very Good
25.	SNA	90	Very Good
26.	TO	95	Very Good
27.	VGR	85	Very Good

Appendix 6 : Data analysis

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test	27	35	80	1645	60.93	14.280
Post-Test	27	65	100	2245	83.15	10.575
Valid N (list wise)	27					

Frekuensi table of Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	2.5	3.7	3.7
	40	1	2.5	3.7	7.4
	45	5	12.5	18.5	25.9
	50	3	7.5	11.1	37.0
	55	2	5.0	7.4	44.4
	60	1	2.5	3.7	48.1
	65	3	7.5	11.1	59.3
	70	2	5.0	7.4	66.7
	75	6	15.0	22.2	88.9
	80	3	7.5	11.1	100.0
Total		27	67.5	100.0	
Missing	System	13	32.5		
Total		40	100.0		

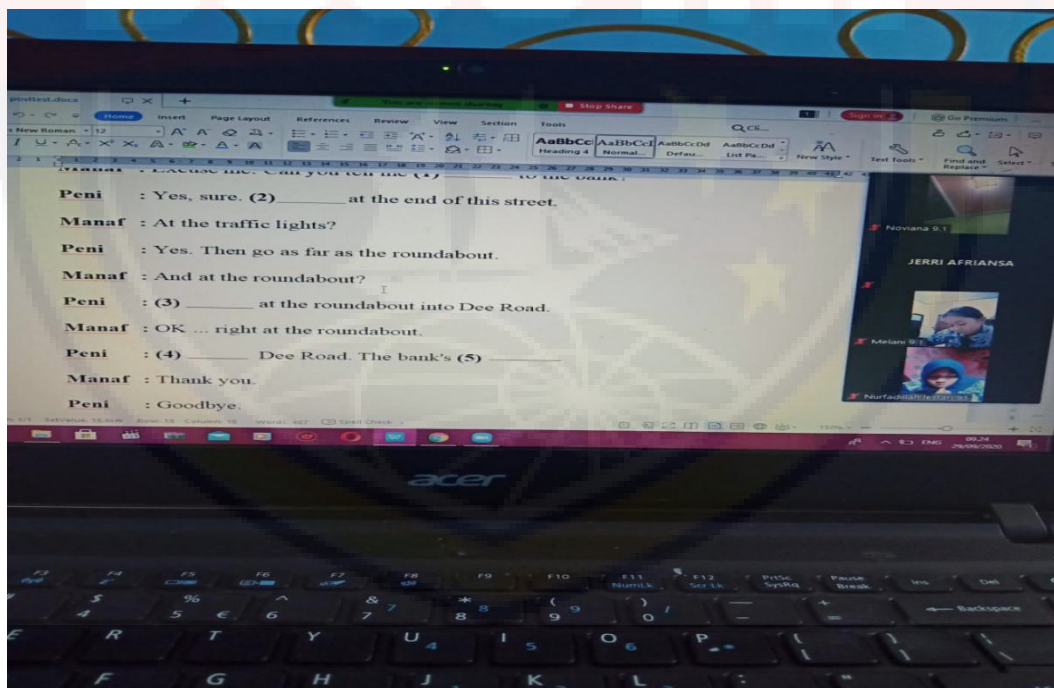
Frekuensi table of Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	3	7.5	11.1	11.1
	70	1	2.5	3.7	14.8
	75	5	12.5	18.5	33.3
	80	4	10.0	14.8	48.1
	85	4	10.0	14.8	63.0
	90	2	5.0	7.4	70.4
	95	7	17.5	25.9	96.3
	100	1	2.5	3.7	100.0
	Total	27	67.5	100.0	
Missing	System	13	32.5		
Total		40	100.0		

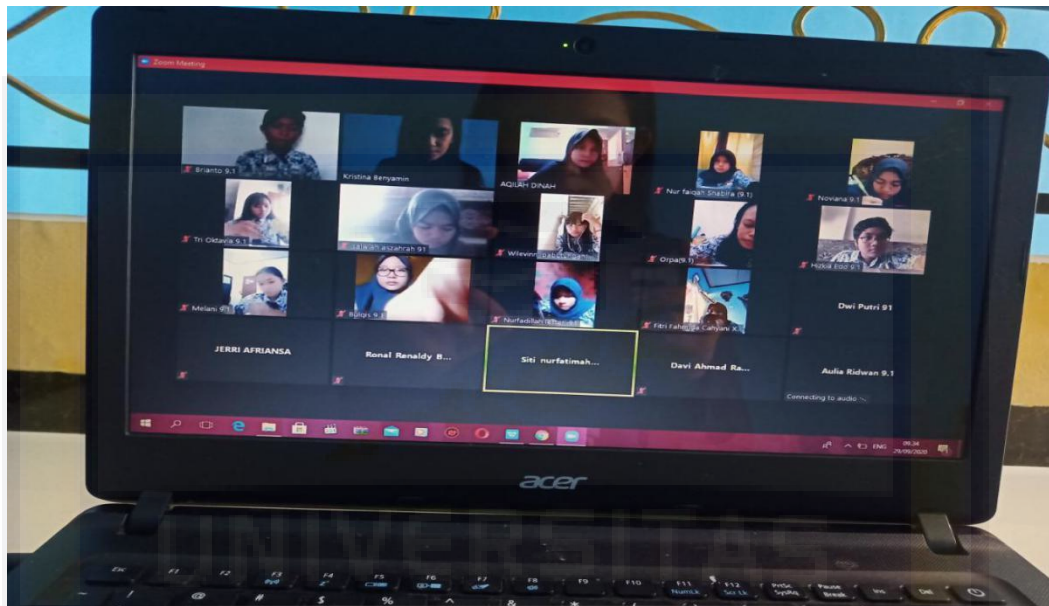
Appendix 7 : Documentation



Picture 1: The researcher was giving the guidance before doing pre-test



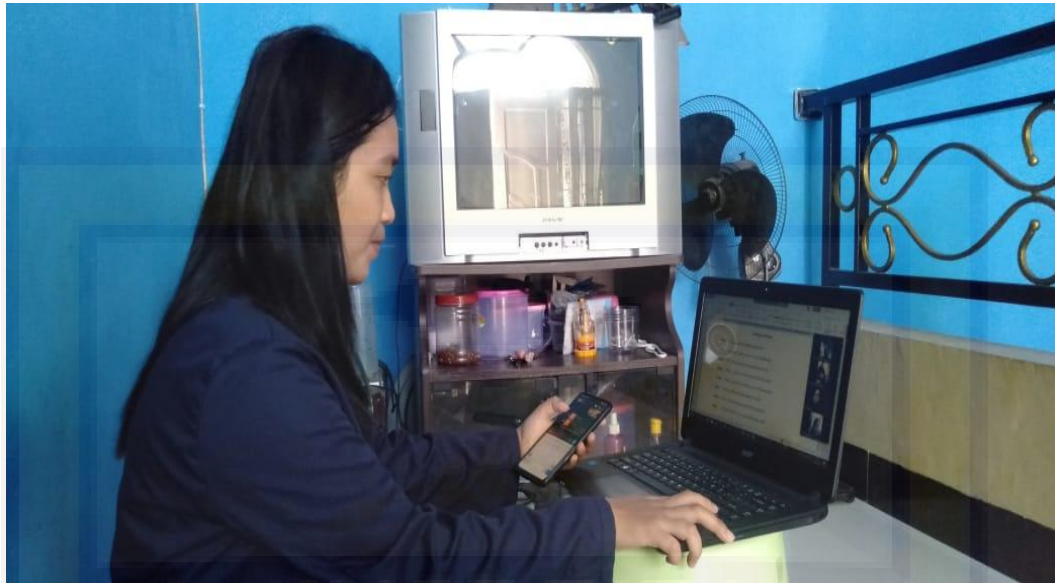
Picture 2: The students' was giving pre- test by the researcher



Picture 3: The researcher was giving treatment



Picture 4: The researcher was explaining the listening materials



Picture 6: The Students were doing Post-test

Kelas : IX.1
Mata Pelajaran : Bahasa Inggris

NO	NISN	NAMA SISWA	L/P					
				1	2	3	4	5
1	0065208488	AL-GHIFARI ASSATTARIL	L	✓	✓	✓	✓	✓
2	0079462628	Andi Aqilah Althaf Dinah	P					
3	0068707500	Andini Lukman	P	α				
4	0062117639	Arini Putri Pashya	P	α				
5		AULIA RIDWAN	P					
6	0065641788	Bintang Saisabita Darmawan	P					
7	0067336613	Brianto	L					
8	0066399363	Bulqis	P					
9		Cantika Putri Aridarma	P	α				
10	0055122005	DAMAI PUTRI SYAWALIAH DARMAWAN	P					
11	0045357062	Davi Ahmad Ramadhan	L					
12	0068986266	DWI PUTRI PARAPASAN	P					
13	0066100301	Fitri Fahmida Cahyani	P					
14	0053368372	HABIBAH FARADIBAH	P					
15	0064784235	HIZKIA EDO MALLISA	L	α				
16	0067613782	JERI AFRIANSA	L	α				
17	0077433854	Melani Pratiwi Palajukan	P					
18	0049462761	Melsi	P					
19	0052726660	Muhammad Ikcwan Afdil	L					
20	0062879568	Noviana	P					
21	0065874245	NUR FAIQAH SHABIRA	P					
22	0065878378	NURFADILLAH LESTARI	P					
23	0059725132	ORPA	P					
24	0056062985	Pirda Indah Yani	P					
25	0066722689	Qanita Alyana Putri	P					
26	0056956792	Rabiah Al Adawiah	P					
27	0053627555	RONALD REYNALDI BANSOLE	L					
28	0062475657	SALWIAH ASZAHRAH	P					
29	0068147654	SITI NURFATIMAH AZZAHRA	P					
30	0066629719	TRI OKTAVIA	P					
31	0054110226	VENIA GLORYA RAY	P					
32	0061818008	Wilevinni Pabutungan	P					

Picture 7 : Students attendance list

Appendix 8 : Students Worksheet In Pretest

Andani Lukman CLASS IX-1

Hari Tanggal

Part I	Part II
1. a why	1. True
2. Turn left	2. False
3. Turn right	3. True
4. Down	4. True
5. On the left	5. False
1. buff burger	1. True
2. Drink	2. True
3. Orange Juice	3. True
4. Large ?	4. False
5. Five pound	5. True

M. Ikwana Adil
Class X.1

26. September

Date.

No.

Part 1

- | | |
|---------------|---------------------|
| 1. a way | 1. like buff burger |
| 2. Turn leave | 2. drink |
| 3. Turn right | 3. oron jus |
| 4. down | 4. large |
| 5. leave | 5. that five |

Part II

- | | |
|----------|----------|
| 1. True | 1. True |
| 2. True | 2. True |
| 3. False | 3. false |
| 4. True | 4. False |
| 5. False | 5. True |

Appendix 9: Students worksheet in Post-test

Andini Lukman

Class IX.1

Hari Tanggal 20

Part I	Part II
1. The way	1. true
2. turn left	2. false
3. turn right	3. false
4. Go down	4. true
5. on the left	5. true
1. Like a buffburger	1. true
2. Drink	2. true
3. an orange juice	3. false
4. Small or large ?	4. false
5. Five pound	5. true

M. Ikcwan Adil
Class IX.1

Date.

No.

Part 1

- | | |
|----------------|--------------------------|
| 1. The way | 2. 1. I like byff burger |
| 2. Turn left | 2. drink |
| 3. Turn right | 3. an orange juice |
| 4. Go down | 4. small or large? |
| 5. On the left | 5. that's fine |

Part II

- | | |
|----------|----------|
| 1. True | 1. True |
| 2. False | 2. True |
| 3. False | 3. False |
| 4. False | 4. False |
| 5. True | 5. True |

APPENDIX 10 : The Result of Students' Questionnaire

12:55

MINAT SISWA TERHADAP APLIKASI...

Formulir tanpa judul

Pertanyaan Respons 27

MINAT SISWA

Deskripsi formulir

Nama Lengkap *

Teks jawaban panjang

Asal sekolah dan kelas *

Teks jawaban panjang

I like to use the Daily English *

Asal sekolah dan kelas *

Jawaban Anda

I like to use the Daily English Conversation application for studying (Saya suka menggunakan aplikasi Daily English Conversation untuk belajar) *

Strongly Disagree

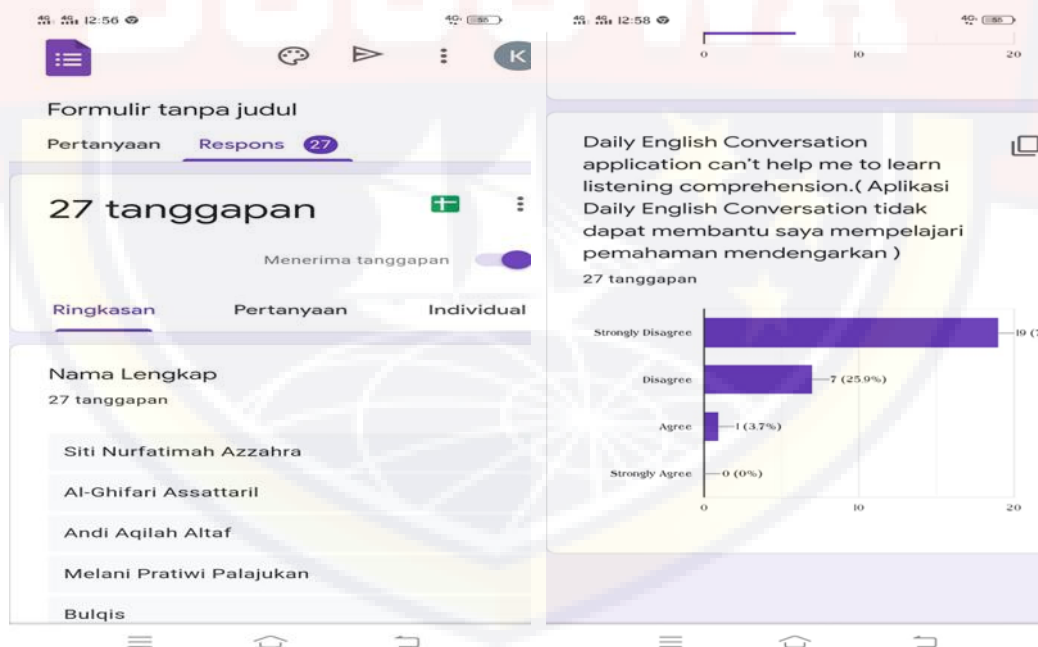
Disagree

Agree

Strongly Agree

I like to learn Listening Comprehension (saya suka belajar pemahaman mendengarkan) *

Strongly Disagree



Appendix 11: Letter of Research Permission

NSS: 201196011212

NPSN: 40311920



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL
SMP NEGERI 35 MAKASSAR



Alamat :Jalan Telegraf Utama No. 1 Kompleks .perumahan Telkomas . Telp: 0411-8959567 Makassar- 90241

KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 800/194/SMP 35/XII/2020

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 35 Makassar bahwa :

N a m a : **KRISTINA BENYAMIN**
 N I M : 4516101014
 Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)
 Jurusan : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa
 Alamat : Jl. Urip Sumoharjo Lorong 2 Makassar

Benar yang bersangkutan tersebut di atas telah selesai melakukan penelitian di SMP Negeri 35 Makassar dari tanggal 22 September s.d. 6 Oktober 2020 dengan judul :

“DAILY ENGLISH CONVERSATION APPLICATION AS TEACHING MEDIA TO ENHANCE STUDENTS’ LISTENING COMREHENSION AT SMP NEGERI 35 MAKASSAR”

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 22 Desember 2020

Kepala UPT SPF SMPN 35 Makassar



Parentengi, S.Pd., M.Pd

Pangkat: Pembina Tk.I

NIP : 19650915 198812 1 002

BIOGRAPHY



Kristina Benyamin was born in Tawau on Desember 26th 1997 from the marriage of her parents Benyamin Londong and Margareta Marten. She is the last of three children. She has one brother and one sister. She began her first education at SK Ladang Binuang in 2004, and moved to SD Negeri 005 Nunukan in 2009 and finished in 2010. After graduated in 2010, she continued her studied at SMP Negeri 1 Nunukan and finished in 2013. In the same time, she continued her studied at SMK Negeri 1 Nunukan, and majored in Office Administration then she graduated in 2016. After that, she decided to continue her study at English Education study program at the Faculty of Teacher Training and Education of Bosowa University S1 program. She has participated in the BEM FKIP UNIBOS organization (Badan Eksekutif Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa), and her also chairwoman of HIMAPBING UNIBOS (Himpunan Mahasiswa Pendidikan Bahasa Inggris Universitas Bosowa). She also participated in the regional organization HPMN-KALTARA Makassar (Himpunan Pelajar Mahasiswa Kalimantan Utara).