

**STUDENTS' PERCEPTION TOWARD
DAILY CONVERSATION LISTENING AS PRE-CLASS
BRAINSTORMING AT 11TH GRADE OF MAN 2 BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S. Pd.)
Degree**

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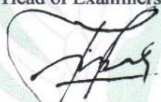
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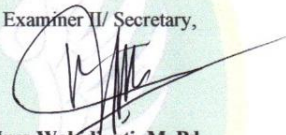
This thesis, entitled
**STUDENTS' PERCEPTION TOWARD DAILY CONVERSATION
LISTENING AS PRE-CLASS BRAINSTORMING AT 11TH GRADE OF
MAN 2 BANYUMAS**


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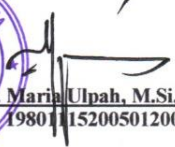
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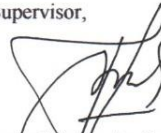
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MOTTO

“When life put you in a hard situation, don’t say: ‘why me?’ But shout: ‘try me!’”

-Agus Kurniawan

“The shoe that fits one person pinches another, there is no recipe for living that suits all cases”

-Carl Jung



DEDICATIONS

This thesis is dedicated to:

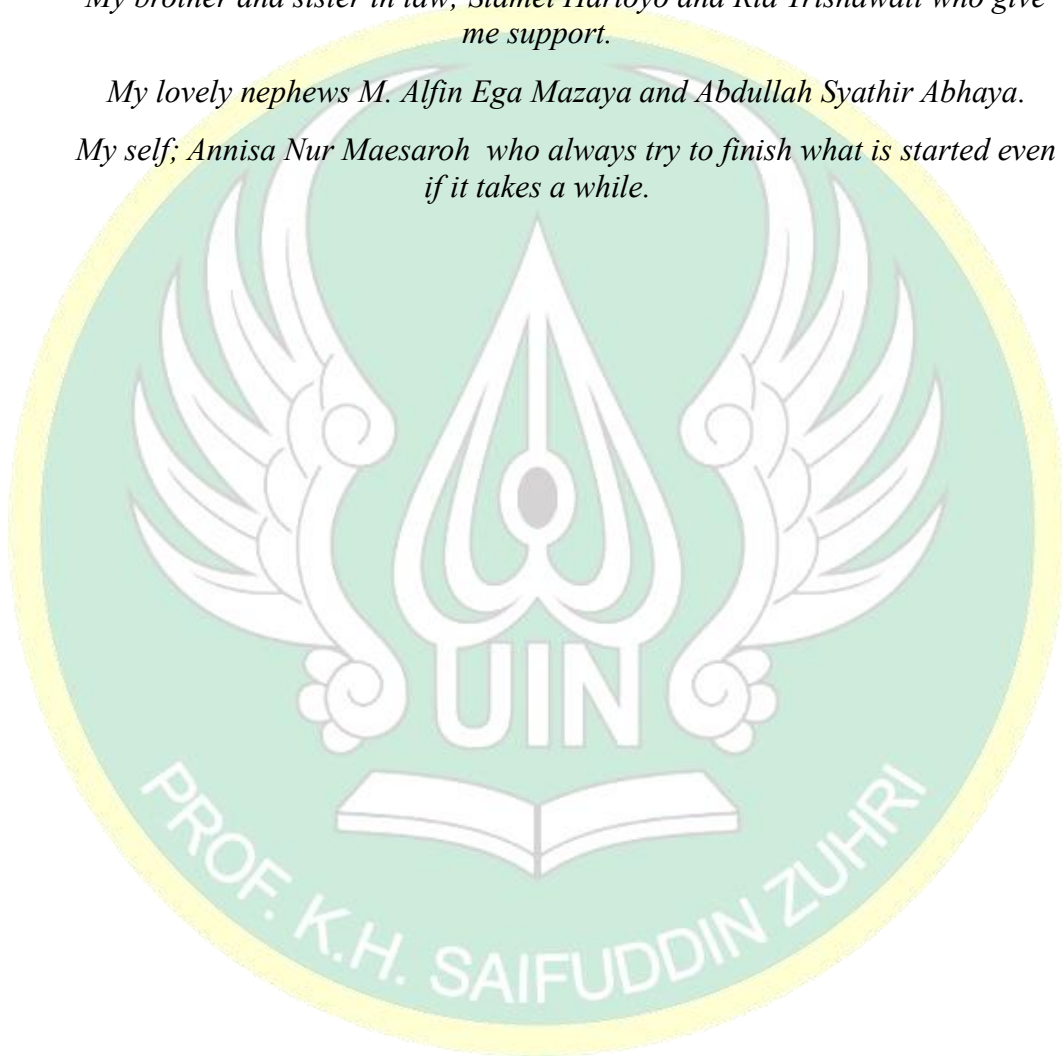
My beloved father Suwardi and my beloved mother Rubini who never tired in guiding and pray the best for me.

My beloved siblings; Agus Kurniawan, Rini Wardiana, and Raveno Hikmah Indah Nur Rohman who always support me and give me pocket money.

My brother and sister in law; Slamet Hartoyo and Ria Trisnawati who give me support.

My lovely nephews M. Alfin Ega Mazaya and Abdullah Syathir Abhaya.

My self; Annisa Nur Maesaroh who always try to finish what is started even if it takes a while.



PREFACE

First, the researcher would like to say all the gratitude and praises for Almighty God, Allah SWT, for all the blessings and graces that provide health and opportunities to the researcher that this thesis can be finished with the title *“Students’ Perception Toward Daily Conversation Listening as Pre-class Braistorming at 11th Grade Of MAN 2 Banyumas”*. This is prepared to obtain Undergraduate Degree (S.Pd) of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Secondly, may peace and salutation always be given to our prophet Muhammad SAW, who has brought brightness to this world with syiar Islam.

The researcher realizes that without the guidance and motivation from many people, this thesis would never complete. Therefore, in this occasion researcher would to express the deepest thanks to:

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Finally, the researcher hopes that this research could give advantages to the reader and hopefully for the further research even if for a little. The reacher realized that this research far from perfect. Therefore the researcher openly accepts criticism and suggestions for the better result.

Purwokerto, 20th May 2024

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**STUDENTS' PERCEPTION TOWARD
DAILY CONVERSATION LISTENING AS PRE-CLASS
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ABSTRACT

This research aimed to analyze students' perception toward daily conversation listening as pre-class brainstorming at 11th grade in MAN 2 Banyumas also its strengths and weaknesses side. The researcher used a qualitative and quantitative method to compile the data. For the qualitative method, the technique analysis used were data reduction and data display. Meanwhile, for the quantitative method the technique analysis used was classification table. All those technique analysis concluded to obtain the final results for this research. Interview and questionnaire were used to collect the data. Both the English teacher and the chosen students as much as 6 students were interviewed by the researcher. There were ten statements written in the questionnaire and shared online through Google form. The respondents of the questionnaire were 126 students from 11th Science 3, 4, and 5. The results from the questionnaire were measured using the Likert scale to find out the students' perception toward daily conversation listening as pre-class brainstorming also supported with interview's results. The final result showed that students' perception toward daily conversation listening as pre-class brainstorming with a total score is 28.22 and it was classified into high classification based on the classification table. This indicates that students have a positive peception toward dailt conversation listening as pre-class brainstorming. Beside that, the strengths side indicated that it could increase students' vocabulary also help them in understanding English subject. Meanwhile the weakness side showed that some students needed more time while other would feel bored if they keep listening to the same audio listening.

Keywords: student's perception, listening, brainstorming.

TABLE OF CONTENT

COVER PAGE	i
STATEMENT OF ORIGINALITY	ii
APPROVAL SHEET	iii
OFFICIAL NOTE OF SUPERVISOR	iv
MOTTO	v
DEDICATIONS	vi
PREFACE	vii
ABSTRACT	ix
TABLE OF CONTENT	x
LIST OF TABLE	xii
LIST GRAPHIC	xiii
LIST OF APPENDICES	xiv
CHAPTER I	1
INTRODUCTION	1
A. Background of the Research	1
B. Conceptual Definition	3
C. Research Question	6
D. Objectives and Significances of the Research	6
E. Structure of the Research	7
CHAPTER II	8
LITERATURE REVIEW	8
A. Theoretical Background	8
1. Students' Perception	8
2. Daily Conversation Listening	9
3. Pre-class	15
4. Brainstorming	17
B. Review of Relevant Studies	18

CHAPTER III	22
METHODOLOGY	22
A. Type of Study	22
B. Subjects and object of the Study	22
C. Techniques of the Data Collection	22
D. Techniques of Data Analysis	25
E. Triangulation	26
CHAPTER IV	28
FINDING AND DISCUSSION	28
A. Students' Perception Toward Daily Conversation Listening as Pre-class Brainstorming of 11 th in MAN 2 Banyumas	29
B. Strengths and Weaknesses Side of Using Daily Conversation Listening as Pre-class Brainstorming of 11 th in MAN 2 Banyumas	47
CHAPTER V	51
CONCLUSION AND SUGGESTION	51
A. Conclusion.....	51
B. Suggestion.....	52
C. Limitation.....	52
REFERENCES	54
APPENDICES	58
BIOGRAPHY	XXXV

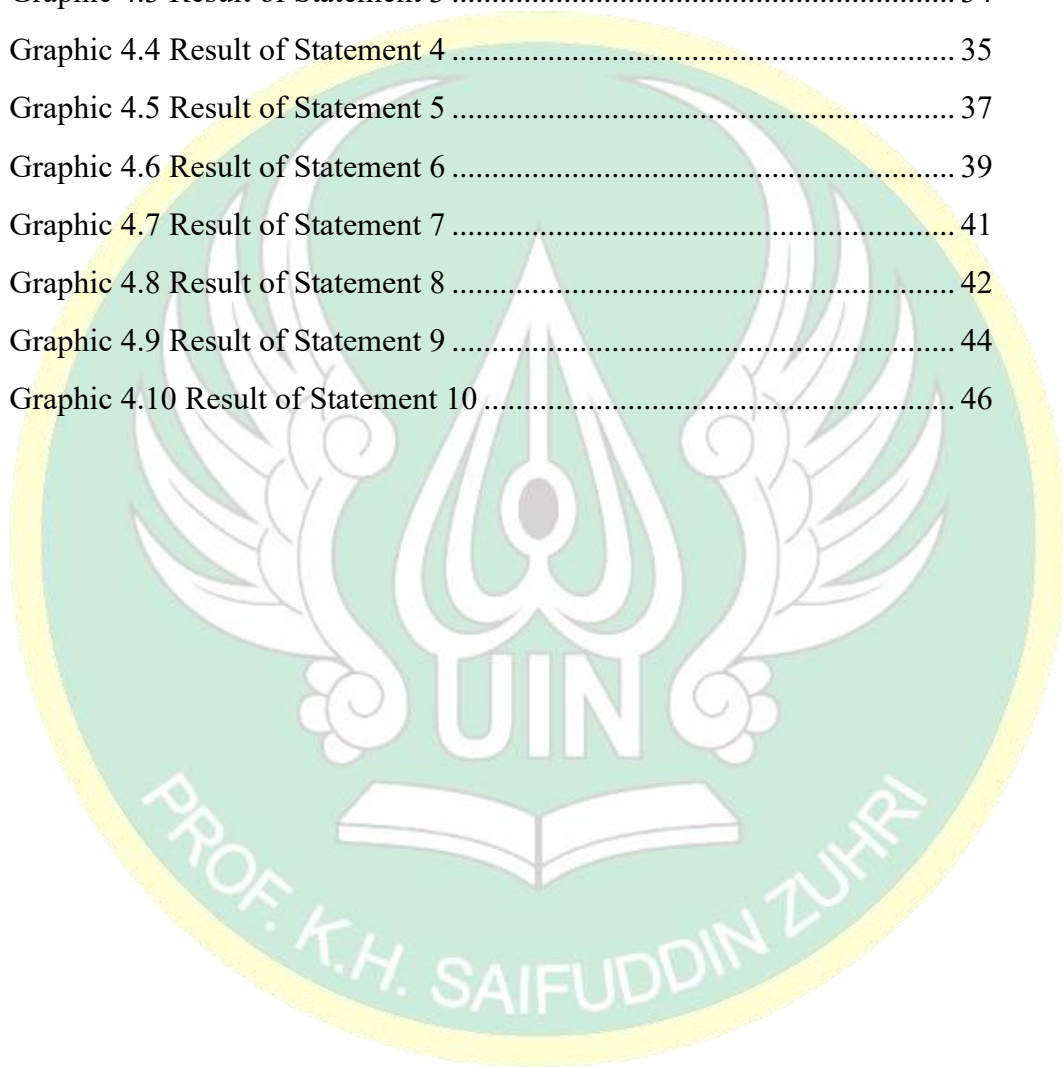
LIST OF TABLE

Table 3.1 Questionnaire Statement	24
Table 3.2 Classification Table	25
Able 3.3 Statement Score.....	26



LIST OF GRAPHIC

Graphic 4.1 Result of Statement 1	30
Graphic 4.2 Result of Statement 2	32
Graphic 4.3 Result of Statement 3	34
Graphic 4.4 Result of Statement 4	35
Graphic 4.5 Result of Statement 5	37
Graphic 4.6 Result of Statement 6	39
Graphic 4.7 Result of Statement 7	41
Graphic 4.8 Result of Statement 8	42
Graphic 4.9 Result of Statement 9	44
Graphic 4.10 Result of Statement 10	46



LIST OF APPENDICES

Appendix 1 Questionnaire.....	I
Appendix 2 Interview.....	III
Appendix 3 Result of the Questionnaire	V
Appendix 4 Result of the Interview with the English Teacher	X
Appendix 5 Result of the Interview with the Students	XIII
Appendix 6 Script Documentation of the Daily Conversation Listening	XXII
Appendix 7 Form Instrument Validation by Validator	XXIX
Appendix 8 Official Letter and Reply of Preliminary Observation.....	XXXIII
Appendix 9 Official Letter and Reply of Individual Research	XXXIV



CHAPTER I INTRODUCTION

A. Background of the Research

As English in Indonesia is used as a second language, mastering all four skills in order to be labelled as master in English might be different for each student. ¹Out of four English skills, listening skill is usually underestimated. Listening skill is seen as a passive procedure where the listener's only responsibility is to deliver the message they have heard. However, one of the English teacher in MAN 2 Banyumas chose listening skill to help students understanding.

According to Lynch and Mendelsohn in Norbert Schmitt, listening plays an important role in producing a make sense of spoken language. In the listening process, there are some factors that can affect the result of listening, not only the context that we are listening to but also the combination between the other sounds and visuals that are received. Listening would be more effective when the listener has previous knowledge that is correlated with the context of the listening.²

Listening is divided into two types. One-way listening and two-way listening, where each function is transactional and interactional. One-way listening is popular and commonly used for academic purposes. This type of listening is more like 'listen to learn'. Meanwhile, two-way listening is more than just listening. A minimum of two people are needed to do 'listening and speaking' because interaction is required with the topic being delivered.

The English teacher stated that students find it hard in writing and speaking skill which also cause them lack of confident when they were asked to

¹ Tuti Srihandayani and Leni Marlina. "Using Brainstorming Technique in Speaking Activity for Senior High School Students". *Journal of English Language Teaching*. Vol. 8. No. 1. 2019. <http://ejournal.unp.ac.id/index.php/jelt/article/view/102983/101316>

² Norbert Schmitt. *An Introduction To Applied Linguistic Second Edition*. (London: Hodder Education, 2010). P. 180.

express their ideas in written and spoken form. On the other hand, teacher required to create creative English learning process for students so that students would feel less bored and become motivated to attend the class so that they would be able understand the main lesson more.

To overcome this situation, the English teacher decided to use listening activities as brainstorming to prevent the students from the problem that might make them pause or even stop in the making process to express their ideas in written and spoken form. The listening skill that is used to help students' understanding is daily conversation listening. This type of listening contains conversation that happened daily in school, at home, or in other circumstances.

Brainstorming is a creative activity supported with many kinds and methods that is usually used to get new ideas such as mind-mapping, outlining, noting and others.³ Brainstorming also used as baits for students to be more ready and familiar with the subject. The type of brainstorming used by the teacher is listening which then becomes more detailed into daily conversation listening.

The daily conversation listening as brainstorming is then used as a pre-class activity where the English teacher plays some audio listening with the daily conversation context inside the audio, the student were provided with some paper that has informations related to the audio so that the student will have more data that help them while listening to the audio.

In this research, the topic that was researched is about students' perception toward daily conversation listening as pre-class brainstorming. The result from the preliminary research is that the English teacher really used daily conversation listening at the pre-class session as brainstorming before the English teacher teach the main lesson. The goal is that the students will be more prepared to face the main lesson.

This research took place in MAN 2 Banyumas. What supports the researcher in conduct this research is that the researcher interested in the method

³ Listyani. "Students' Perceptions Toward the Effectiveness of Collaborative Brainstorming in Academic Writing Classes". *SAGA: Journal of English Language Teaching and Applied Linguistics*. VI. 1. No. 2. 2022. P. 109. <https://doi.org/10.21460/saga.2020.12.13>.

that is used in this school and there were no research discussed the same theme in the same school. Furthermore, the researcher want to know the perception of students whether they feel helped by the use of daily conversation listening as pre-class brainstorming.

There were some previous research related to this research that helped the researcher in drawing the ideas on how to write this research. the first was conducted by Ramayadi published in 2022 with the title “An Analysis On Student’s Response Toward Teacher’s Brainstorming Strategy In Teaching Reading Comprehension At MA Al Jauhar Duri”. The goal was “An Analysis On Student’s Response Toward Teacher’s Brainstorming Strategy In Teaching Reading Comprehension At MA Al Jauhar Duri”. The result obtained 97 positive responses and 3 negative responses, Therefore it can be concluded that this research showed a good result in using brainstorming in teaching reading comprehension.

The other research was written by Rendhi Rakasiwi and Listyani published in 2020 with the title “Students’ Perception Toward The Effectiveness Of Collaborative Brainstorming In Academic Writing Classes”. The data was collected using interviews and questionnaire consisting of six questions at the beginning. Based on the data collection result, there are three categories of students’ perceptions toward collaborative brainstorming. 67% of students agreed that collaborative brainstorming is helpful in academic writing, 18% of students thought that collaborative brainstorming is confusing and not working in academic writing, and the last 15% of students were in the middle between agreed or disagreed.

B. Conceptual Definition

The definition of the major term is an essential item for a research, in this research there are four major terms that used as a guide for the researcher in completing this research. Those major terms are written as follow:

1. Students’ Perception

Based on the dictionary, the meaning of perception is hearing, seeing, and being aware of things using their senses. Perception is basically

a form of response from a human being after absorbing new knowledge or other items using all the senses in the body⁴. According to Slameto, perception is when someone got influenced by other aspects when they interpret an object which is the first step in structured cognitive activity⁵. As the definition of students is someone who studying in school or college, it can be concluded that student's perception is an essential component of the learning process where their perception can affect how the teacher decided about what would they do in the class or what method that would be used in the learning process.

2. Daily Conversation Listening

a. Listening

Listening is not only aimed at the listeners to sit and listen politely while waiting for their turn to speak. According to the dictionary, listening is to be meant to attentively listen for the purpose of hearing attentively. Listening is more than that, listening is when the listener is able to understand the message delivered by the speaker. Some people might easily listen to what others say but understanding is the real skill of listening.⁶

b. Daily Conversation

Conversation is a serious type of communication that requires a minimum of two people. Conversation took place as an important benchmark in social life, and also as an alternative action when studying a new language.⁷ According to the dictionary, the definition of daily is everything that happened or is done every day. Therefore, daily conversation is the dialogue that is done every day.

⁴ Fitri Damayanti and Desi Wijayanti Ma'rufah. "Students' Perception on the Use of Youtube as Learning English Media in Speaking at the 9th Grade of MTS Ma'arif NU 01 Kroya". *Journal of Applied Linguistics*. Vol. 4. No. 1. 2022. P. 21-38. <https://doi.org/10.36423>.

⁵ Slameto. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. (Jakarta: Rineka Cipta, 2010). P. 102.

⁶ James W. William. *Listening Skills Training: How to Truly Listen, Understand, and Validate for Better and Deeper Connection*. 2021. Alakai Publishing LLC. P. 23.

⁷ Sam Hermansyah and Andi Sadapotto, "The Effectiveness of Intensive Daily Conversation Toward Students," *Laogi: English Language Journal*. Vol. 8. No. 2. 2021. P. 171-76.

Based on each conceptual definition of listening and daily conversation, it can be concluded that daily conversation listening is audio listening which talks about daily activities that can come from the home environment, school environment, and others that are happened or done daily.

3. Pre-Class

There are three learning stages that usually happened in the class, they are pre-class, in-class, and post-class. According to the attachment of the Minister of Education and Culture, those stages are originally the execution of the lesson plan that is used by the teacher as guidance during the teaching process. During the pre-class session, the teacher has to look for the student's readiness to learn the material in the in-class session. The teacher can give students some motivation, ice breaking, brainstorming, catching student's memory about the previous meeting, etc.⁸

4. Brainstorming

Brainstorming is the activation of our neuronal forces. It is used to support the ideas that we want to develop and to make the ideas come in real life. Instead of wasting our neurons, brainstorming is the right way to elaborate on what is inside our brains. By using brainstorming, the ideas become an issue for our brain to be thinking of, and after that making those thoughts work in real life as well as it might become a productive thing.⁹

According to the conceptual definition of pre-class and brainstorming, it can be concluded that pre-class brainstorming is an activity that happens in the first stage of learning before in-class session and after class session where there is an exchange of ideas or other activities about a theme related to the subject between students and teacher or between fellow students.

⁸ Kemendikbud. *Peraturan Menteri Pendidikan dan Kebudayaan no. 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah*. 2016. P. 11.

⁹ Eric Maisel and Ann Maisel. *Brainstorm: Harnessing the Power Of Production Obsessions*. (California: New World Library, 2010). P. 13.

C. Research Question

Based on the research written above, the research question in this research are written as follow:

1. What are the students' perceptions toward daily conversation listening as pre-class brainstorming of 11th grade in MAN 2 Banyumas?
2. What are the strengths and weaknesses side of using daily conversation listening as pre-class brainstorming of 11th grade in MAN 2 Banyumas?

D. Objective and Significances of the Research

1. The Objectives of The Research
 - a. To analyze students' perception toward daily conversation listening as pre-class brainstorming of 11th grade in MAN 2 Banyumas.
 - b. To find out the strengths and weaknesses side of using daily conversation listening as pre-class brainstorming of 11th grade 11 in MAN 2 Banyumas.
2. The Significances of The Research
 - a. Theoretical Significant of The Research
 - 1) This research can be use as additional knowledge about the use of daily conversation listening as pre-class brainstorming for teaching and learning English.
 - 2) This research can be use as references for English teacher of using daily conversation listening as pre-class brainstorming.
 - b. Practical Significant of The Research
 - 1) For the researcher, this research is expected to help the researcher to gain information and to answer the curiosity about the students' perception toward daily conversation listening as pre-class brainstorming.
 - 2) For the teacher, this research is expected to give insight about the use of daily conversation listening as pre-class brainstorming during teaching and learning process.
 - 3) For the students, this research is expected to collect students' perception toward daily conversation listening as pre-class

brainstorming and it would be collected as data base for the teacher as well as the school.

- 4) For further research, the researcher hope there would be another researcher interested in this kind of topic and would provide more data about students' perception toward daily conversation listening as pre-class brainstorming.

E. Structure of The Research

To make this research more systematic, the researcher writes the structure of this research in order to help the reader understand this research and to help the researcher during the period of writing the research. The structure of this research will be divided into five chapters that will be explained as follow:

Chapter I presents the introduction to the research which consist background of the research, conceptual definition, research question, objectives and significances of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II presents the literature review of relevant theories about students' perception toward listening as braistorming in pre-class.

Chapter III presents the research methodology. It is contain of research design, source of data, technique of the data collection and techniqe of data analyzing.

Chapter IV presents the result of the research about the students' perception toward listening as braistorming as braistorming in pre-class.

Chapter V presents the conclusion and the suggestion from the researcher to this research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Students' Perception

As the definition of perception according to Slameto is when someone got influenced by other aspects when they interpreting objects as the first step in structured cognitive activity, there are some factors that affect someone's perception¹⁰. These factors written below might not occur for everyone because each human being has their own perspective on how they see or interpret using their senses.

According to Bimo Walgito, there are three factors that can affect perception.¹¹

- a. The object that is perceived, when we received new information about the object, we might not be aware that we process the new information with the prior information we already have before.
- b. The sense organs or the receptor with the sense organ, it helps the brain as the main receptor to process the stimuli.
- c. Attention, is taking the important part in perception. When someone is taking full attention in objects it helps them to process with the perception.

One's perception might be different from another. Where one accepts it as a chance while another might accept it as a warning. Perception is used when we have to take an options, communicate with others etc¹². Therefore, understanding each student's perception plays such a big role for the teacher. It can help the teacher to decide what is best to do or to solve the problem with each student.

¹⁰ Slameto. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. (Jakarta: Rineka Cipta, 2010). P. 102.

¹¹ Bimo Walgito. *Pengantar Psikologi Umum*. (Yogyakarta: Andi Offset, 2004). P. 70-71.

¹² Yulian Purnama, and Asdlori. "The Role of Social Media in Students' Social Perception and Interaction: Implications for Learning and Education". *Technology and Society Perspective (TACIT)*. Vol. 1. No. 2. 2023. P. 47

2. Daily Conversation Listening

a. Listening

Listening as one of skill in language aspect together with reading, writing and speaking become benchmarks for someone who tends to learn a new language. Most of time, people said that listening skill is not as hard as speaking skill. However, listening is the skill that considered as natural skill in obtaining first (native) language. The example is when a kid is in the phase to produce their first words they tend to listen the surrounding sounds, their mother and father speaking before they can finally talk.¹³

Listening is not only act how it is mean to listen from what the speaker says but listening is also lingered and would combine with speaking. People who listen would use the information they have received and combine it with the information that they already have. In pedagogical field this is called speech-understanding.¹⁴ It can be use to measure how far is someone understand what they are listen and to prove it with the speaking.

There are five stages build in listening, they are hearing, understanding, remembering, evaluating and responding.¹⁵

1) Hearing

Hearing referred to the response comes from sound wave that stimulate the receptors in our ears. After that, the receptors would continue the stimuli to the brain and the brain would filtering and only allow few stimuli into focus, this is important in effective learning.

¹³ Utami Widiati and Bambang Yudi Cahyono. "Teaching of EFL Listening in the Indonesian Context: State of the Art". *TEFLIN Journal*. Vol. 20. No. 2. 2009. P. 194.

¹⁴ Ömer Gökhan Ulum. "Listening : The Ignored Skill in EFL Context". *International Journal of Humanities Social Sciences and Education*. Vol. 2. No. 5. 2015. P. 72.

¹⁵ Babita Tyagi. "Listening : An Important Skill and Its Various Aspects". *The Criterion An International Journal In English*. Vol. 12. 2013. P. 1-2.

2) Understanding

In this stage, it is tend to help understand stimuli we have heard. We have to analyze the meaning of the stimuli, stimuli is not only in words form but also sounds like whistle form. To be successfully build a nice communication, the listener have to understand the meaning delivered by the sender.

3) Remembering

After passes the stage of hearing and understanding, the next stage is remembering. Remembering is important because it is makes the listener not only interpret the stimuli that have been heard before but also saved it in the brain storage.

4) Evaluating

Only active listeners engage in this stage, because in this evaluating stage the active listeners tend to sort the proof, facts, opinion and to make sure there is no subjective opinion in the message they listened to.

5) Responding

In this last stage of listening, it is the right time to determine whether a communication is success or not. It can be seen from the respond of the listener, it can be in verbal on non-verbal form.

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. The way the listener interprets the information can be used to categorize listening techniques.¹⁶

1) Top-down Strategy

Top-down strategy is listener based, where the listener taps into background knowledge of the topic, the situation or context, the type of the text, and the language. This background knowledge

¹⁶ Babita Tyagi. "Listening : An Important Skill and Its Various Aspects". *The Criterion An International Journal In English*. Vol. 12. 2013. P. 3.

activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategy include listening for the main idea, predicting, drawing inferences, and summarizing.

2) Bottom-up Strategy

Bottom-up strategy is text based where the listener relies on the language in the message which are the combination of sounds, words, and grammar that create the meaning. Bottom-up strategy include listening for specific details, recognizing cognates, and recognizing word-order patterns.

Listening also consist of some important keys that if someone want to improve the listening skills they have to complete as written below:¹⁷

- 1) Face the speaker
- 2) Maintain the eye-contact with the speaker
- 3) Minimize external distractions
- 4) Respond to the speaker appropriately
- 5) Focus on what the speaker is saying
- 6) Minimize internal distraction
- 7) Keep up an open mind
- 8) Avoid letting the speaker know how you handled a similiar situation unless specifically ask for advice
- 9) Even if the speaker is launching a complaint against you, wait until they finished to defend yourself
- 10) Engage yourself

Learning listening have some benefits for ability improvement as written below:¹⁸

¹⁷ Babita Tyagi. "Listening : An Important Skill and Its Various Aspects". *The Criterion An International Journal In English*. Vol. 12. 2013. P. 6.

¹⁸ Babita Tyagi. "Listening : An Important Skill and Its Various Aspects". *The Criterion An International Journal In English*. Vol. 12. 2013. P. 7-8.

1) Effective communication

Making the communication effective is not only the speaker's responsibility but also it is the listener's job to hear and to understand the instructions.

2) Fewer misunderstandings

Despite of how well spoken a message is, a good listener would avoid misunderstandings within active listening technique.

3) Improved relationship

Misunderstanding can damaged a good-build relationship and strained the relationships between the two parties. But with the use of great listening skill, it can show how the speaker is respected and would make the relationship grow stronger.

b. Daily conversation Listening

There are two types listening which are transactional listening and interactional listening. Transactional listening only demands the students to listen only, in order to get the main idea of the listening content. Transactional listening can be in the form of audio, voice record, or from the teacher's speaking. It is also called one-way listening. The other one is interactional listening, also called two-way listening. In interactional listening, students are demanded to be involved in social interaction later to get into a conversation with a partner in order to discuss the meaning.¹⁹ Based on the definition of the communication process, the daily conversation listening in this research belongs to the transactional listening.

Media comes from the Latin language *medium* which means "in-between" this is referred to any kinds of media that connect between the resource and the recipient. The more media mastered and applied by the teacher, the more it will create a lively and fun learning atmosphere for students.

¹⁹ Yongqi Gu. "Types of Listening". *The TESOL Encyclopedia of English Language Teaching*. 2018. P. 1-6. <https://doi.org/10.1002/9781118784235.eelt0570>

There are ten functions of the media that is used in teaching and learning process:²⁰

- 1) Attract students' attention.
- 2) Help to increase understanding in the teaching and learning process.
- 3) Make the presentation more clear, so that would be not verbalistic.
- 4) Can overcome the space limitations.
- 5) Make the teaching and learning process more communicative and productive.
- 6) The time of the teaching and learning process can be more flexible.
- 7) Increase students' motivation and create enthusiasm in learning process.
- 8) Eliminate students' boredom during the teaching and learning process.
- 9) Cater to various learning styles of the student.
- 10) Increase the level of activity and involvement of students in teaching and learning process.

There are six categories of media that are widely known which are, text, audio, visual, video, manipulative (props), and people.²¹ According to the categories of the media, daily conversation listening is included in audio category. There are some kinds of audio such as audio recording and sounds including music, speech, sounds, etc.

c. Strengths and weaknesses of Daily conversation

The strengths side of daily conversation as one of the skills in English speaking skills can be used to deepen students' speaking skills which will continuously help and broaden students to improve their English skills. Daily conversation is also said to be one of way to increase students' vocabulary and help in understanding the meaning of

²⁰ M. Andi Setiawan. "Belajar Dan Pembelajaran". *Uwais Inspirasi Indonesia*. Vol. 3. No. 2. 2017. P. 141.

²¹ Sharon E. Smaldino, et.al. *Instructional Technology and Media for Learning*. (Jakarta: Kencana Prenada Media Group, 2012). P. 7.

words and sentences²². The best way to develop students in daily conversation is to direct students to be able to organize and to combine words into sentences and train them to be able to carry out conversation in good English.

According to Annisa Najiyah who researched about the use of daily conversation in improving the speaking skills of EFL students, the strengths of daily conversation was effective in improving students' speaking skills. Daily conversation also helps students compose more structured sentences in English²³. The more students have the opportunity to listen to how the English words are spoken and practice having conversations in English, the more their speaking skills will be improved.

Although it has been stated before that daily conversation has its strengths side, daily conversation also has weaknesses side that can obstruct students' improvement in speaking. According to Nurmawati, the weaknesses side of daily speaking as one of the practices to improve students' speaking is the students' were feel ashamed to speak because they were worried if they make mistakes. They also fear of the criticism even when they were told by the teacher they do not have to feel like that²⁴. These samples of weaknesses side of daily conversation might be different from other schools. The weaknesses side were not only come from the internal but also can be come from the external factors such as the environment when the daily conversation session happened.

²² Yohanes Paulus Silli Bataona, et.al. "An Analysis of Spontaneous English Conversations Among Second Semester Students of The English Education Department of San Pedro University in Academic Year 2017/2018". *Indonesian Journal of Educational Review*. Vol 2. No. 5. 2018. P. 12.

²³ Annisa Najiyah Aulia, et.al. "English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Student". *Ethical Lingua*. Vol. 8. No. 1. 2021. P. 84.

²⁴ Nurmawati. *The Implementation of Daily Conversation Method (DCM) to Improve Students' Speaking Ability at Ma'had Al Jami'ah UIN Raden Intan Lampung*. Lampung. 2018.

3. Pre-class

As stated in the attachment of Minister of Education and Culture, pre-class together with in-class and after-class is the execution of the lesson plan.²⁵ The pre-class session is the time when the teacher can maximize this session to interact with students in order to check the students' readiness before jumping into the in-class session.

The students' readiness in learning is very important component in teaching and learning. Since readiness is the capacity refers to the physical as well as mental ability to do something, therefore completing out the pre-class activity will expect to increase each students' capacity.

The teacher should pay more attention to each characteristics of the students during the pre-class session. There are individual differences in learning ability. Each individual has potential abilities such as talent and intelligence that differ from one another. What people learn quickly, maybe not with other people in the same way. Therefore teacher must pay attention to the differences and to find the most efficient way to teach the student equally.²⁶

There are some activities that can be developed by the teacher in pre-class session. There are three kinds of activities that are generally used, they are giving motivation, apperception, and brainstorming.²⁷

a. Motivation

There are several ways that can be used by the teacher in giving motivation for the students:

1) Goal of the study

Explaining the goal of study as motivation in pre-class session would give students the realization to give their best work to achieve the goal.

²⁵ Kemendikbud. *Peraturan Menteri Pendidikan dan Kebudayaan no. 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah*. 2016. P. 11.

²⁶ M. Andi Setiawan. "Belajar Dan Pembelajaran". *Uwais Inspirasi Indonesia*. Vol. 3. No. 2. 2017. P. 98.

²⁷ M. Andi Setiawan. "Belajar Dan Pembelajaran". *Uwais Inspirasi Indonesia*. Vol. 3. No. 2. 2017. P. 40.

2) Competitor

Teachers can make the students compete with each other in a good way. This type of motivation should be given in such a careful way in order not to create a bad atmosphere among the students.

3) Gifts and punishment

Giving gifts and punishment as motivation would motivate the student to do their best to get the gifts and to avoid the punishment. This type of motivation would work well if the teacher and the student already reach an agreement and content between what gifts and punishment the student will get.

4) Compliment

As there are various style of learning, there are also various way in giving and receiving motivation. Some people would like to get some gifts to boost up their motivation, some people also like to receiving compliment to boost their motivation.

5) Pay more attention

Giving extra attention to the student to give their best work in study could also counts as motivation.

6) Form good study habit

Giving motivation to the student to create a good study habit such as repeat the material after school, do the homework early, etc could increase students' capacity and ability.

7) Help the student

Helping the student difficulties in learning both individuality or in a group is a good way to keep the student motivated.

8) Using various method

By using various method during class could improve student motivation to come into the class.

9) Sorting and using the right learning media that support the learning objectives.

b. Apperception

In the teaching and learning process, the teacher needs to connect the material that will be learned by the student with the student's previous knowledge. Therefore the student will have the relations between their knowledge with the new material that they will be receiving.

c. Brainstorming

Using brainstorming in pre-class sessions would help students to gain the new insight of the theme that will be discussed later in the class. By using brainstorming it will increase student's activeness in class and their awareness of every participant during the brainstorming session.

4. Brainstorming

Casually, brainstorming is a method to determine idea or decision of any possible theme. Brainstorming can be used in any context include educational context as well, it is requires participant activeness so it is important to pay attention to the quantity of the participant in order to collect the best idea or decision of all but still have to get the approval of the coordinator of the brainstorming session. Brainstorming not only became a tool or method in idea or decision making in general but also make sure it has been through a thorough disscussion. During the process of brainstorming, each participant will have new insight of the theme that is being talked about and characteristic of other participant.²⁸

Brainstorming is devided into three types, they are traditional brainstorming, nominal brainstorming and electronic brainstorming.²⁹

a. Traditional brainstorming

Traditional brainstorming also called as verbal brainstorming, member of groups can be active and dialogue and interaction verbally and freely. In this traditional brainstorming session, ideas would be flooded by the member groups before decided by the coordinator.

²⁸ Inktakhab Khan. "Relevance of Brainstorming in an EFL Classroom". *Elixir Social Science*. Vol. 54. 2018. P. 1.

²⁹ Hosam Al-samarraie and Shuhaila Hurmuzan, "A Review of Brainstorming Techniques in Higher Education". Vol. 27. P. 78–91.

This type of brainstorming can be done in a class that need to be more active. The teacher that act as a moderator needs to choose the right topic that most likely will get attention from the participant. There will be various ideas coming from the topic before the moderator take the lead to generates the idea.

b. Nominal brainstorming

Nominal brainstorming is mostly similar with the traditional brainstorming, the difference is the member of group are not required to have the interaction with other member of the same group to produce their own idea/ opinion. This made the result of the nominal brainstorming is much more than traditional brainstorming.

The difference between nominal brainstorming and traditional brainstorming is that nominal brainstorming not using verbal aspect. The moderator will divide the class into some groups, in each group there will be one topic. Each member of the group will write down the idea before gather all the ideas from each member and after that give it to the moderator.

c. Electronic brainstorming

In electronic brainstorming, member of groups supported by online resources such as email, chatting system, browser and others to support their disucssion process.

Basically this type of brainstorming is almost as the same as nominal brainstorming, the difference is the use of the media to write and to search the idea related to topic given by the moderator. This type of brainstorming suitable when the class is in hybrid mode, where the material given first outside the class before learning the main material inside the class.

B. Review of Relevant Studies

Based on the topic of this research, there are several previous studies that are related with this research. These following are the comparison between this research and the other related studies:

The first is a thesis entitled “An Analysis On Student’s Response Toward Teacher’s Brainstorming Strategy In Teaching Reading Comprehension At MA Al Jauhar Duri”, written by Ramayadi published in University Islam Negeri SUSKA Riau repository in 2022. In this thesis, the objective of the researcher’s point of view is to aim students’ responses to the strategies used by the teacher in teaching reading comprehension using the brainstorming method in MA Al Jauhar Duri. The researcher collects the data used a questionnaire consist of ten questions which are then divided into two categories they are cognitive and affective responses. From the questionnaire, the researcher obtained 97 positive responses and 3 negative responses for both cognitive and affective categories. Therefore it can be concluded that this research showed a good result in using brainstorming in teaching reading comprehension. The similarity to this research is both researchers used brainstorming in teaching skills in English. Meanwhile, the differences are the English skills that was used and how the researcher divided his questionnaire into two categories; cognitive and affective response.

The second is a thesis entitled “Students’ Perception Towards Teacher Strategies In Teaching Reading Skill At The Eleventh Grade Of SMAN 4 Palopo” written by Suci Indah Sari and published in IAIN Palopo repository in 2021. In this research, the researcher used a qualitative approach and the data was collected by questionnaire. The teacher uses seven strategies; brainstorming, predicting, generating, role-playing, summarizing questioning and answering. Later than the researcher looked for students’ perception of those strategies and looked for what strategy suited the most according to the students. Based on the result, the researcher stated that the brainstorming strategy showed a good result for teaching reading skill with 10% of students were strongly agreed, 30% of students agreed, and 20% students quite agreed. The similarity to this research is both of the researchers analyzed students’ perception toward brainstorming.

Meanwhile, the differences are the English skills that was used and the amount of strategies used in teaching reading skill.

The third is a research article entitled “Students’ Perception Toward The Effectiveness Of Collaborative Brainstorming In Academic Writing Classes”, written by Rendhi Rakasiwi and Listyani published in 2020. This research was done by qualitative approach. The participant of this research is 33 English students in the English Language Education program who will take an academic writing exam. The data was collected used interviews and questionnaire consist of six questions given at the beginning. Based on the data collection result, there are three categories of students’ perceptions toward collaborative brainstorming. 67% of students agreed that collaborative brainstorming is helpful in academic writing, 18% students thought that collaborative brainstorming is confusing and not working in academic writing, and the last 15% of students were in the middle between agreed or disagreed of the use of collaborative brainstorming in academic writing. These perceptions might happened because each student has a different style of learning. The similarity to this research is both of the researchers analyzed students’ perceptions toward brainstorming. Meanwhile, the difference is the type of brainstorming. The type of brainstorming in this research is an audio type consist of daily conversation listening, but Rendhi Rakasiwi used a collaborative brainstorming.

The last is a thesis entitled “The Academic Students’ Perception Toward Pre Writing Activities: A Qualitative Study on Academic Writing Classes”, written by Dian Pratiwi and was published in 2013. The objective of this research was to investigate students’ perception toward brainstorming and outlining as pre writing activities in academic writing class. The participant of this research are 15 students of English Department that already took academic writing class in the third year. This research was done with a qualitative approach. The researcher used a semi-structured interview with some questions in order to get more data in flexible situation where the interview were done between 10-15 minutes for each participant.

The research have positive research where most of the participants thought that brainstorming and outlining are helpful and important to be done before starting to write in academic writing class. The similarity with this research is both of the researchers were looked for students' perceptions toward brainstorming as a preliminary activity. Meanwhile, the difference between these two research was the different English skill and method that were used. Dian Pratiwi only used a qualitative approach, while this research used two approaches; qualitative and quantitative approaches.



CHAPTER III

METHODOLOGY

A. Type of Study

This research had been conducted with a qualitative and quantitative approach in order to analyze students' perception toward listening as pre-class brainstorming. A qualitative approach is one of the methods in research to find the meaning, concept, or description of a phenomenon, theme, or problem. A qualitative approach prioritizes the quality aspect which can be conducted in several ways and the result would be presented narratively.

Qualitative research uses the scientific background to interpret or to analyze the phenomenon that is being researched with observation, interview, and documentation.³⁰ On the quantitative approach, one of the data collection is analysis descriptive using questionnaire.

B. Subjects and Object of the Study

The subjects of this research are the English teacher and the student of the 11 Science 3, 11 Science 4, and 11 Science 5 of MAN 2 Banyumas with the total amount of 126 students. The English teacher used listening as brainstorming in pre-class in order to provide pre-material for the student before the main material.

Meanwhile the object of this research is students' perception toward listening as brainstorming in pre-class. This topic is chosen to be studied more because this topic might be efficient way to emphasize students' ability and the use of listening as brainstorming in pre-class would get known more widely.

C. Techniques of the Data Collection

- a. Interview

³⁰ Umar Sidiq, Moh. Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan*. (Ponorogo: CV. Nata Karya, 2019. P.4.

Interview is the process of asking-answering in order to achieve specific goals of the interviewer through the interviewee. The meaning of holding an interview is to construct about people, phenomenon, activities, organizations, feelings, motivations, demands, concerns, etc.³¹

The interviewees of this research are the chosen students of 11 Science 3, 11 Science 4, and 11 Science 5 also one of the English teacher of MAN 2 Banyumas. The interviewees were provided with the question asked by the interviewer which is the researcher about daily conversation listening as pre-class brainstorming.

b. Documentation

Documentation is a record from the past that has various forms. It can be in the form of writing, pictures, or the great works of someone.³²

In this research, the form of the documentations are contained scripts from the daily conversation listening which comes from the English book used by the English teacher and student of MAN 2 Banyumas.

c. Questionnaire

A questionnaire used when the researcher wants to measure the behavior and attitude of the respondent.³³ In this research, the researcher used the questionnaire to support the qualitative data. A statement is mostly used when someone is doing the questionnaire. The statement in the questionnaire used the Likert scale consist of four scales for each statement. Those four scales are Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA). The result of the questionnaire would be measured using the classification table.

³¹ Hardani et al. *Metode Penelitian Kualitatif & Kuantitatif*. (Yogyakarta: CV. Pustaka Ilmu Group, 2020). P. 138

³² Hardani et al. *Metode Penelitian Kualitatif & Kuantitatif*. (Yogyakarta: CV. Pustaka Ilmu Group, 2020). P. 150

³³ Hardani et al. *Metode Penelitian Kualitatif & Kuantitatif*. (Yogyakarta: CV. Pustaka Ilmu Group, 2020). P. 406

Table 3.1 Questionnaire Statement

Statements	Responds			
	SA	A	DA	SDA
I feel enthusiastic when listening to daily conversation listening.				
I feel that I can understand the daily conversation listening.				
I feel like I can answer questions more easily after listening to daily conversation listening.				
I feel that material related to daily conversation listening is very important.				
I feel that daily conversation listening helps me understand English subject.				
I feel that daily conversation listening has an advantage for me both inside and outside the school.				
I feel that my communication skills in English have increased after listening to daily conversation listening.				
I feel helped to speak like the native speaker after listening to daily conversation listening.				
I feel more familiar with English vocabulary after listening to daily conversation listening.				
I feel it easy to memorize English vocabulary after listening to daily conversation listening.				

Those statements written above are adapted from two research articles. Statements number one to five were adapted from an article entitled

“Students’ Perception of Listening Lesson at University Riau”, written by Elvrin Septyanti and Otang Kurniaman in 2019. Statemets number six to ten were adapted from an article entitled “Student’s Perception Toward English Song As A Learning Media Of Listening Comprehension” written by Ester Sekeon, Paula Rombepajuang, Tirza Kumayas in 2022. Those statements from the two research articles had been sorted and edited by the researcher to suit the needs of this research.

D. Technique of Data Analysis

There are four phases in mix method data analysis which are data reduction, data display, classification table and conclusion.³⁴

a. Data reduction

Data reduction is focusing on selecting, and simplifying from the data that occurred in the field note. Data reduction was carried out continuously from the beginning until the end of the study, with the use of data reduction the researcher would get the data through the strict data selection.

b. Data display

As the second phase of analysis, data display have the role to help the researcher to drawing the data after selecting it first. On data display, the data can be in the form of short written narration, charts, categories, etc.

c. Classification Table

For the quantitative data analysis, the researcher used a classification table in order to measure the result from the questionnaire.

Table 3.2 Classification Table

Value	Classification
1) 31-40	1) Very High
2) 21-30	2) High
3) 11-20	3) Low

³⁴ Hardani et al. *Metode Penelitian Kualitatif & Kuantitatif*. (Yogyakarta: CV. Pustaka Ilmu Group, 2020). P. 163

4) 0-10	4) Very low
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(Source: *Technique Of Data in Nurningsih, 2022*)

Table 3.3 Statement Score

No.	Responds	Score
1.	Strongly agree	4
2.	Agree	3
4.	Disagree	2
5.	Strongly disagree	1

(Source: *Data Collection Technique in Muammar Kadafie, 2022*)

The maximal value from the questionnaire would be 40, the value then used to measure whether the use of daily listening as pre-class brainstorming have a great result, the researcher would use the mean formula as written below.

$$\bar{x} = \frac{\Sigma X}{n}$$

Information:

\bar{x} = Mean

X= Raw Data

n= Cumulative Respondents

d. Conclusion

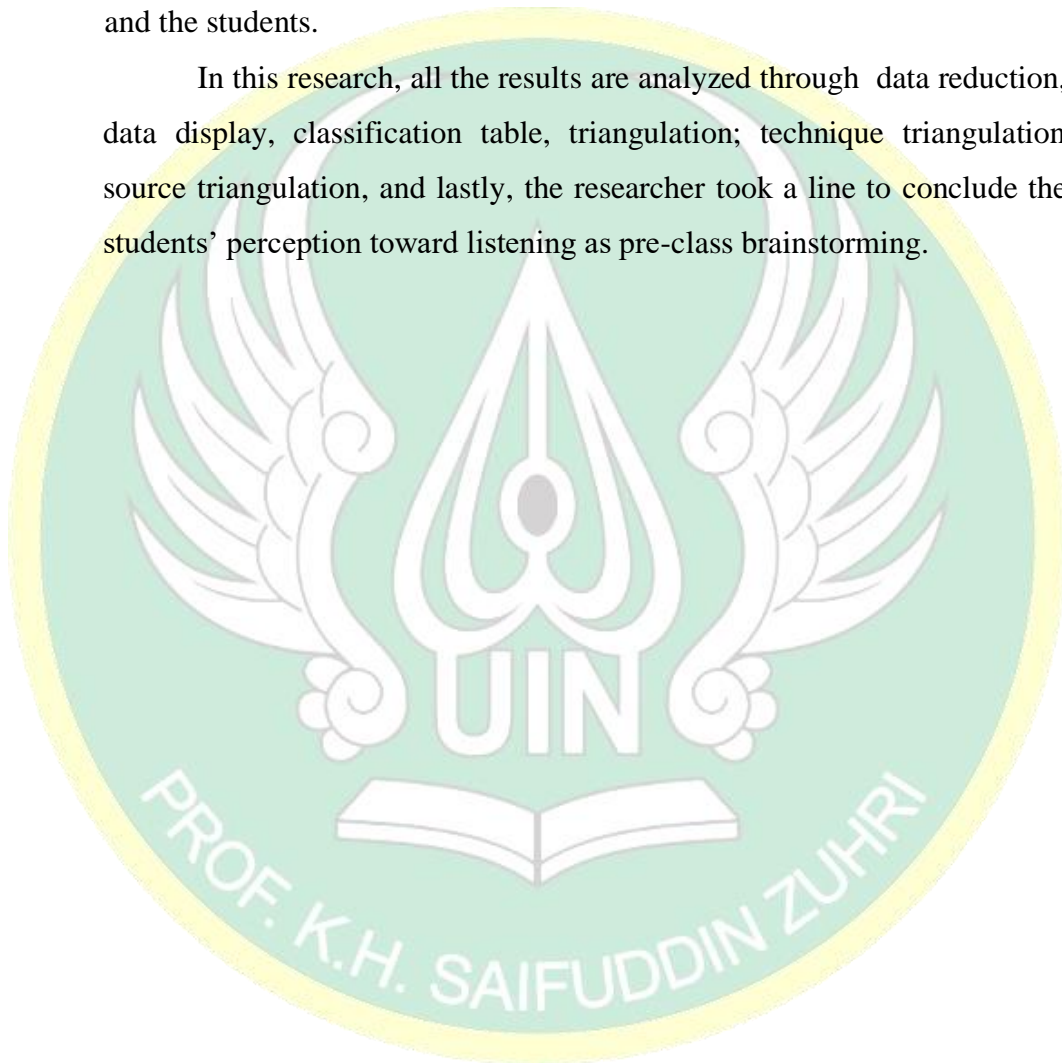
The conclusion is the main part of the research, conclusion would be found after finishing the data reduction and data display. As the main part of the research that would be answered the research questions in the beginning. The conclusion must be related to the initial idea when the research was made.

E. Triangulation

Triangulation is one of the data collection techniques in which a researcher used a different techniques and sources. By using triangulation, the credibility of data can be tested by source triangulation or technical triangulation. Technique triangulation is carried out using different techniques to obtain data from the same source, meanwhile, source

triangulation is carried out to obtain data using only one techniques but from different sources³⁵. The researcher used the technique triangulation for the first research question because the researcher used interview, questionnaire and documentation. For the second research question, the researcher used source triangulation because the researcher interviews the English teacher and the students.

In this research, all the results are analyzed through data reduction, data display, classification table, triangulation; technique triangulation source triangulation, and lastly, the researcher took a line to conclude the students' perception toward listening as pre-class brainstorming.



³⁵ Hardani et al. *Metode Penelitian Kualitatif & Kuantitatif*. (Yogyakarta: CV. Pustaka Ilmu Group, 2020). P. 154

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed the research findings and discussion based on the research questions which are “What are the students’ perceptions toward daily conversation listening as pre-class brainstorming of 11th grade MAN 2 Banyumas?”, and “What are the strengths and weaknesses side of daily conversation listening as pre-class brainstorming of 11th grade in MAN 2 Banyumas?”. A qualitative and quantitative approach was used to find the research’s data. For the first research question, the researcher used a triangulation technique where the data would be obtained with both quantitative and qualitative. For the quantitative, the researcher used a questionnaire. Meanwhile, for the qualitative the researcher used interview. Lastly, for the second research question, the researcher only used a qualitative approach which was an interview with the English teacher.

The participants are the students of 11 Science 3, 11 Science 4, and 11 Science 5 of MAN 2 Banyumas. There are a total of 126 students who had completed the questionnaire which was shared through Google form. The researcher used 10 statements in total to dug into students’ perception toward daily conversation listening as pre-class brainstorming in MAN 2 Banyumas. Four scales were used for each statement which was Strongly Agree (SA)= 4 points, Agree (A)= 3 points, Disagree (DA)= 2 points, and Strongly Disagree (SDA)= 1 point. Meanwhile, for the interview, the researcher used the same statements from the questionnaire but changed it into open-ended questions. The researcher used two categories to decide which student to do the interview. The two categories were three students with the highest scores and three students with the lowest scores obtained from the questionnaire. The students who had been selected would then denoted as R1, R2, R3 which were the students with the highest scores, and R4, R5, R6 were the students with the lowest score.

1. Students' Perception Toward Daily Conversation Listening as Pre-class Brainstorming

a. Students' Enthusiasm in Learning English Through Listening

The first perception statement was "I feel enthusiastic when listening to daily conversation listening". Below were the results of the interview with **R1** and **R6** which showed their different perception of this statement. From the result of the interview, the students felt enthusiastic when listening to daily conversation listening. Although R1, R2, R3, R4, and R5 have different reasons why they felt enthusiastic when listening to daily conversation listening, as written follow was R1's answer.

R1: "Yes, I find it exciting to listen to the daily conversation listening"

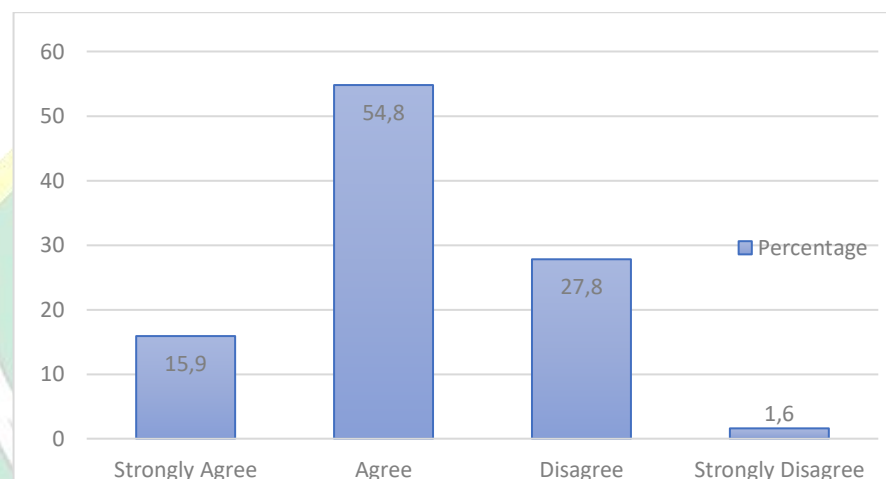
Students acknowledged that learning English through listening to a song as a media makes them felt more excited or enthusiastic. This may apply to the other media or other listening contexts used in listening activities³⁶. On the other hand, only one student which was R6 who had a different opinion about this question. From the result of the interview, R6 stated as follows.

R6: "I am not really feel enthusiastic because I am having trouble understanding it"

R6's answer was one of the answers that showed the disagreement from a total of 36 other students who also disagreed to this statement. Students' enthusiasm in learning was not only affected by the internal factor come from the students it self, but it can also affected from te external factor. According to Mery and Markus, teacher enthusiasm in

³⁶ Saun Lolong. 2019. *Persepsi Siswa Terhadap Penggunaan Lagu Bahasa Inggris Untuk Pembelajaran Bahasa Inggris*. Manado. P. 7.

teaching would affect students' enthusiasm in learning³⁷. R6's answer about the lack of enthusiasm was come from the internal as R6 said that h/she was not really understand the context of the listening audio.



Graphic 4.1 Result of Statement 1

From the graphic table above, it showed that from the statement “I feel enthusiastic when listening to daily conversation listening”, as much as 15,9% (20 students) answered strongly agree, 54,8% (69 students) answered agree, 27,8% (35 students) answered disagree, and 1,6% (2 students) answered strongly disagree. Based on the result of the interview and the result of the questionnaire percentage, it can be inferred that the statement “I feel enthusiastic when listening to daily conversation listening” showed a positive result. Where the total percentage of the agreement was more than the total percentage of the disagreement and also supported with the R1's answer.

There were various way that could be used to increase students' enthusiasm or motivation in learning English through listening. One of which was using film.³⁸ Motivation was said to be the energy that a

³⁷ Mery Mangin Borong and Markus Deli Girik Allo. “The Students' Enthusiasm in Learning of the Tenth Grade Students at SMK Kristen Tagari”. *TEFL Overseas Journal*. Vol. 2. 2018. P. 58.

³⁸ Siti Munawaroh and Nurul Hasanah Fajaria. “Motivating Student Learning Listening Trough English Movies”. 2nd International Conference on Education. Vol. 2. 2023. P. 97-98

person had when have to decided to do something and was characterized by how long the person could persist to achieve the goals that had been decided previously³⁹. Through film, students could listen the dialog spoken by the native speakers. Learning English through creative way of listening could lessen the boredom. It also motivates them to know the meaning of the word they did not know and would likely to increase their enthusiasm or motivates them to learn English more.

b. Improving Students' Understanding of Communicative Competence Through Listening

The second perception was “I feel that I can understand the daily conversation listening”. Below were the results of the interview with **R2** and **R4** which showed their different perception of this statement. From the results of the interview with R1, R2, and R3 showed that they could understand the daily conversation listening. Below was the R2's answer to this question.

R2: “Yes I can understand it because I frequently listen to it and practice it in my daily life”

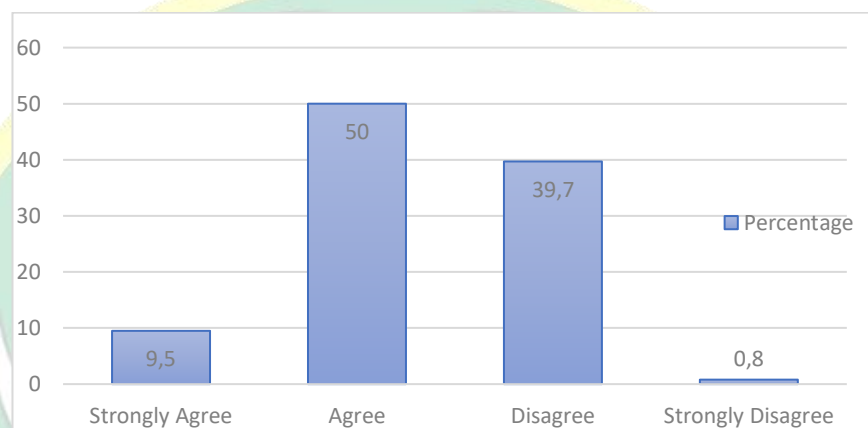
Through listening activities, students' understanding of English subject as a whole or in a specific context would be increased due to their attempts to understand what was said with all the accents, grammar, vocabulary, and pronunciation in the listening audio.⁴⁰ Meanwhile R4, R5, and R6 disagreed with this statement. Below was R4's answer to this question.

³⁹ Maulidiya Umi Handayani and Agus Husein As-Sabiq. “The Effect of Learners's Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom”. Proceeding of Conference on English Language Teaching (CELT 2023). Vol. 3. 2023. P. 499.

⁴⁰ Nurningsih. 2022. *Students' Perceptions On Using Podcasts To Learn Listening At The MTs Negeri Mataram*. Mataram. P. 57.

R4: “I can understand it, but maybe I have to learn about daily conversation listening more”

From R4’s answer it showed the reason why R4 was disagree with the statement. Other showed that they could not really understand it yet, and other showed that they had difficulty understand the listening.



Graphic 4.2 Result of Statement 2

From the graphic table above, it showed that from the statement “I feel that I can understand daily conversation listening”, as much as 9,5% (12 students) answered strongly agree, 50% (63 students) answered agree, 39,7% (50 students) answered disagree, and 0,8% (1 students) answered strongly disagree. Based on the result of the interview and the result of the questionnaire percentage, it can be referred that the statement “I feel that I can understand the daily conversation listening” showed a positive result. Where the total percentage of the agreement was more than the total percentage of the disagreement and also supported with the R2’s answer.

Communicative competence requires all four types of language skills which are reading, writing, speaking, and listening⁴¹. As the goal of learning English as a foreigner was to be able to develop

⁴¹ Shoazizova Aziza Shomurod Qizi. “Methods of Improving Students’ Communicative Competence in English”. Eurasian Journal of Learning and Academic Teaching. Vol. 2. 2021. P. 33.

communicative competence. This had to be crafted in mind especially for the teachers to create such a creative English learning session to impress the student. This things were done by the English teacher in MAN 2 Banyumas to develop communicative competence through listening. The English teacher used daily conversation listening as pre-class brainstorming.

c. Listening Improve Students' Communicative Competence in Answering Question

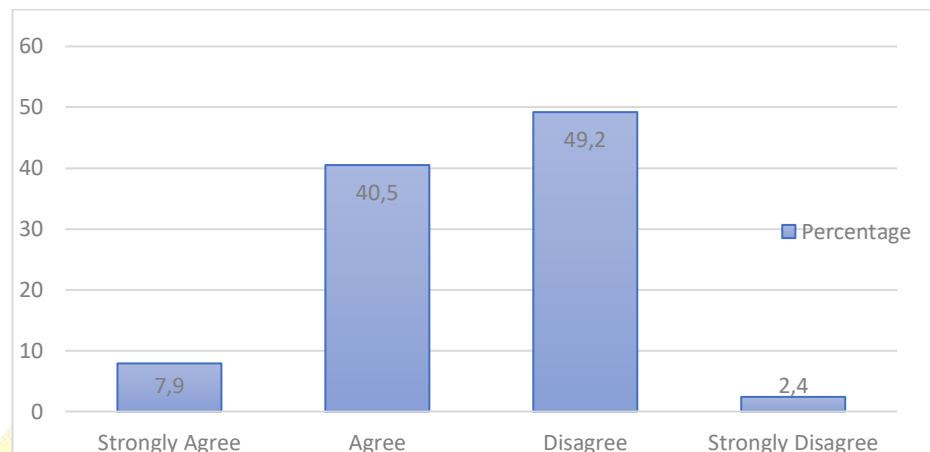
The third statement was “I feel like I can answer questions more easily after listening to daily conversation listening”. Below were the results of the interview with **R5** and **R3** which showed their different perception of this statement. Below was R5's answer that showed the disagreement to this statement.

R5: “No, because I forget easily (the context of the listening)”

There was a relation with the previous question where R4, R5, and R6 could not really understand the daily conversation, along with that they also could not answer the questions related to daily conversation listening. below was R3's answer that showed the agreement to this statement.

R3: “Yes, I can answer the questions easily”

This also applied to R1, R2, and R3 where they could understand the daily conversation listening so that they also could answer the questions related to daily conversation listening easily. This ca be reffered that students' understanding could affect to how easy or not when they answering the questions.



Graphic 4.3 Result of Statement 3

From the graphic table above, it showed that from the statement “I feel like I can answer questions more easily after listening to daily conversation listening”, as much as 7,9% (10 students) answered strongly agree, 40,5% (51 students) answered agree, 49,2% (62 students) answered disagree, and 2,4% (3 students) answered strongly disagree. Based on the result of the interview and the result of the questionnaire percentage, it can be referred that the statement “I feel like I can answer questions more easily after listening to daily conversation listening” showed a negative result. Where the total percentage of the disagreement was more than the percentage of the agreement and also supported with the R5’s answer.

In order to enrich students’ communicative competence. It was important to make students think more widely and it was important to make them get more exercises to solve the problem together through discussion⁴². The use of daily conversation listening as pre-class brainstorming could give students some space to think more and to pay attention to the details of the listening. So that they could answer more easily to the questions given after they listened to the audio.

⁴² Shoazizova Aziza Shomurod Qizi. “Methods of Improving Students’ Communicative Competence in English”. Eurasian Journal of Learning and Academic Teaching. Vol. 2. 2021. P. 33. Journal of English Language Teaching and Literature. Vol. 5. No. 1. 2024. P. 13.

d. The Use of Related-material in Listening

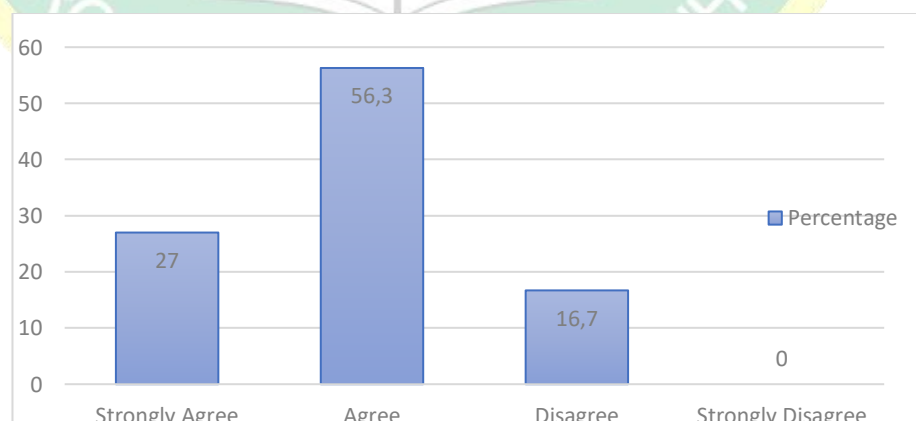
The fourth statement was “I feel that material related to daily conversation listening is very important”. Below were the results of the interview with **R2** and **R4** which showed their different perception of this statement. From the result of the interview with R1, R2, R3, and R5 it showed the reason why they agreed that material related to daily conversation listening is very important. As written follow was R2’s answer to this question.

R2: “Yes, I strongly agree. From my perspective as a student, I feel that when students are only taught the practice without material they become less proficient in English”

From the result of the interview with R1, R2, R3, and R5 it showed the reason why they agreed that material related to daily conversation listening is very important. As written

R4: “I disagree, maybe because it displays too many less important conversations”

Based on R4 and R6, their answer to this question showed that they disagreed that material related to daily conversation listening was very important. As written follow was R4’s answer to this question.



Graphic 4.4 Result of Statement 4

From the graphic table above, it showed that from the statement “I feel that material related to daily conversation listening is very important”, as much as 27% (34 students) answered strongly agree, 56,3% (71 students) answered agree, 16,7% (21 students) answered disagree, meanwhile there was no student answered strongly disagree for this statement. Based on the result of the interview and the result of the questionnaire percentage, it can be referred that the statement “I feel that material related to daily conversation listening is very important” showed a positive result where the total percentage of the agreement was more than the total percentage of the disagreement also there was not even one participant from the questionnaire answered strongly disagree. It also supported with R2’s answer.

Textbook was took into account to improve students’ listening skill⁴³. Textbook not only helpful for the students because they felt that material related to listening was very important. It was also make the teacher easier in saving time when they prepared the material. Because in the textbook there were already a syllabus, materials, worksheet and even a listening script. It also gave students more time to practice to listen because they could always replay the listening audio whenever they wanted to.

e. Daily Conversation Listening Help Students Understand English Subject

The fifth statement was “I feel that daily conversation listening helps me understand English subject”. Below were the results of the interview with **R3** and **R6** which showed their different perception of this statement. Below was R3’s answer that was show the agreement.

R3: “I strongly agree that listening to daily conversation can help understand English subject because it helps student to improve their understanding in English language”

⁴³ Zulfah Fakhruddin, Arqam and Irma Maming. “Analysis of English Listening Materials and the Compatibility to Curriculum”. *Journal of English Language Teaching and Literature*. Vol. 5. No. 1. 2024. P. 13.

From the result of the interview with R1, R2, R3, and R4 the reason why they agreed that daily conversation listening could help students to understand English subject.

R6: “I disagree, I think I am not really understand English subject through daily conversation listening”

Similar to the second perception, through listening activity, student’s understanding of the English subject was increased due to their attempts to understand what was said with all those speaker’s accents, grammar, vocabulary, and pronunciation in the listening audio before finally withdrew the meaning⁴⁴. Below was R6’s answer showed the disagreement.

Based on the answer of R6 to this question, it indicated his/her learning styles was different and had difficulties increasing the understanding in English through daily conversation listening.



Graphic 4.5 Result of Statement 5

From the graphic table above, it showed that from the statement “I feel that daily conversation listening helps me understand English subject”, as much as 10,3% (13 students) answered strongly agree, 64,3% (81 students) answered agree, 23,8% (30 students) answered

⁴⁴ Nurningsih. 2022. *Students’ Perceptions On Using Podcasts To Learn Listening At The MTs Negeri Mataram*. Mataram. P. 57.

disagree, and 1,6% (2 students) answered strongly disagree. Based on the result of the interview and the result of the questionnaire percentage, it can be referred that the statement “I feel that daily conversation listening helps me understand English subject” showed a positive result. Where the total percentage of the agreement was more than the total percentage of the disagreement and also supported with R3’s answer.

f. Listening Improve Students’ Pronunciation

The sixth statement was “I feel that daily conversation listening has an advantage for me both inside and outside the school”. Below are the results of the interview with **R2** and **R6** which showed their different perception of this statement. From the results of the interview with R1, R2, R3, R4, and R5 they were showed positive reactions where they could answer the benefits that they experience themselves after listened to daily conversation listening. Below was R2’s answer to this question.

R2: “I can understand how to pronounce some vocabulary that I did not know before, and sometimes I can learn some slang words from daily conversation listening”

This is in line with the English teacher’s answer when asked a similar question.

“Students will have more chances to listen and more familiar with how to pronounce the word in English.”

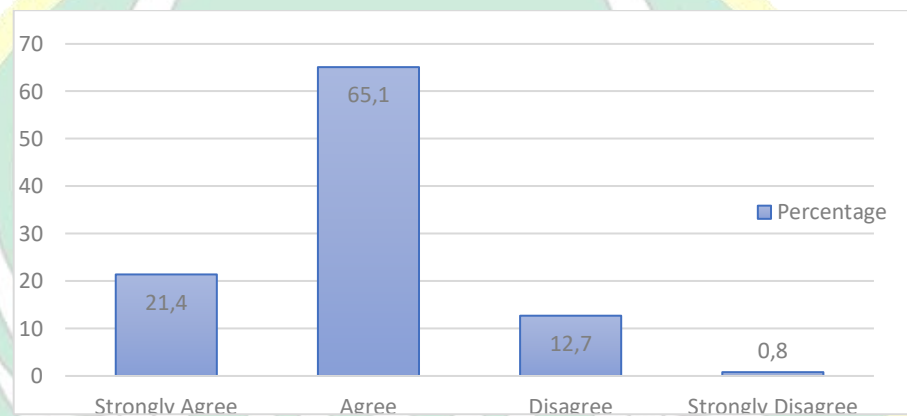
Listening to a song as a media in learning English effectively made student felt improvement in their pronunciation. They would likely imitate how the words are pronounced in the song, this is also applied as well when they listened to the other listening context. When they found new words they did not know the meaning they would try to find the meaning in the dictionary.⁴⁵ Meanwhile, R6 is the only one out of

⁴⁵ Saun Lolong. 2019. *Persepsi Siswa Terhadap Penggunaan Lagu Bahasa Inggris Untuk Pembelajaran Bahasa Inggris*. Manado. P. 10.

six students who were asked this question and disagreed with the statement, R6's answer was written as follows.

R6: "I couldn't really feel the benefits, because I found it difficult to understand what was being discussed"

R6 stated that s/he could not feel any benefits from daily conversation listening could be due to lack of vocabulary and lack of opportunity to look up the meaning of new vocabulary in the dictionary.



Graphic 4.6 Result of Statement 6

From the graphic table above, it showed that from the statement "I feel that daily conversation listening has an advantage for me both inside and outside the school", as much as 21,4% (27 students) answered strongly agree 65,1% (82 students) answered agree, 12,7% (16 students) answered disagree, and 0,8% (1 student) answered strongly disagree. Based on the result of the interview and the result of the questionnaire percentage, it can be referred that the statement "I feel that daily conversation listening has an advantage for me both inside and outside the school" showed a positive result. Where the total percentage of the agreement was more than the total of the disagreement and also supported with R2's answer.

g. Improve Students' Communication Skills Through Listening

The seventh statement was “I feel that my communication skills in English have increased after listening to daily conversation listening”. Below were the results of the interview with **R3** and **R6** which showed their different perception to this statement. From the results interview with R1, R2, and R3 for this questions, they all agreed that they experienced improvement in their communication skills in English after listened to daily conversation listening. As written follows was R3's answer to this question.

R3: “I feel the improvement in my communication skills in English after listening to daily conversation listening. I can understand conversation in English better”

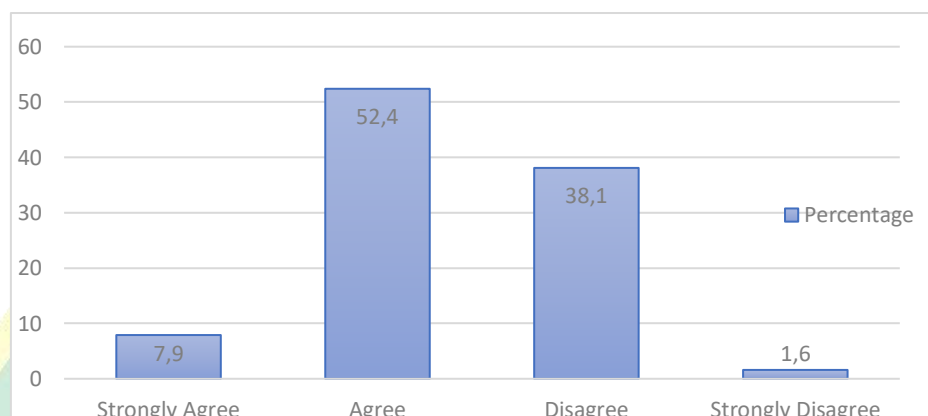
Listening practices could make students improved in the communication skill and to prepare them in any difficulties in speaking⁴⁶. As stated that R3 was agree that h/she could feel improvement in communication skill also that h/she could understand the vonversation in English better than before. On the other hand, R4, R5, and R6 showed their perspective about the improvement in their communication skill after listening to daily conversation listening. As written follows was R6's answer to this question.

R6: “No, because the lack of my vocabulary, and I did not feel any self-confidence”

Students usually lack of confidence when speaking English in front of other people, and had limited time to practice it. Just as songs could help students deal with these problems, listening to daily conversation

⁴⁶ Ary Iswanto Wibowo, and Sayyid Khairunas. “Improving Communication English Speaking Skill through Listening Practice for Non-English Majored Students”. Journal Wanastra. Vol. 11. No. 2. 2019. P. 105.

also help them became more confident when it comes to speak in their daily life as they had listened to daily conversation listening.⁴⁷



Graphic 4.7 Result of Statement 7

From the graphic table above, it showed that from the statement “I feel that my communication skill in English has increased after listening to daily conversation listening”, as much as 7,9% (10 students) answered strongly agree, 52,4% (66 students) answered agree, 38,1% (48 students) answered disagree, and 1,6% (2 students) answered strongly disagree. Based on the result of the interview and the result of the questionnaire percentage, it can be referred that the statement “I feel that my communication skill in English has increased after listening to daily conversation listening” showed a positive result. Where the total percentage of the agreement was more than the total percentage of the disagreement and also supported with R3’s answer.

h. Listening Help Student to Speak Like Native Speaker

The eighth statement was “I feel helped to speak like the native speaker after listening to daily conversation listening”. Below were the results of the interview with **R2** and **R4** which showed their different perception of this statement. From the interview result with R1, R2, R3 it indicates a relation with the previous question where they also felt

⁴⁷ Saun Lolong. 2019. *Persepsi Siswa Terhadap Penggunaan Lagu Bahasa Inggris Untuk Pembelajaran Bahasa Inggris*. Manado. P.6.

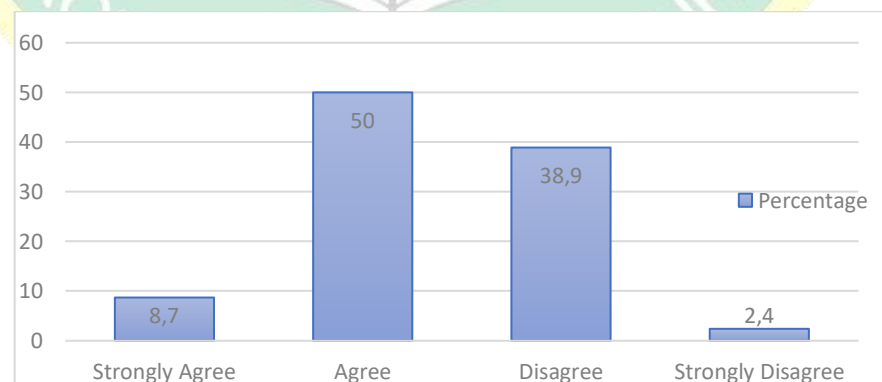
improvement in their communication skills so that they found it helpful to speak like a native speaker after listened to daily communication listening. As written follows was R2's answer to this question.

R2: "Yes, doing more listening actually helps me with pronunciation, and when I listen I automatically pronounce it too like the native speaker"

From the result interview with R4, R5, and R6 it was also indicates a relation experienced by R1, R2, and R3. Meanwhile, R4, R5, and R6 are not felt any improvement in their communication skills so they did not found it helpful to be able to speak like a native speaker after listened to daily communication listening. As written follows was R4's answer to this question.

R4: "I did not find it helpful for me"

Even though there were students who felt helped to be able to speak like a native speaker after listened to daily conversation, this does not rule out the fact that there also students who do not feel helped. This can be caused by how fast the native speaker speak or when heard a new English accent after only hearing an American accent⁴⁸.



Graphic 4.8 Result of Statement 8

⁴⁸ Nurningsih. 2022. *Students' Perceptions On Using Podcasts To Learn Listening At The MTs Negeri Mataram*. Mataram. P. 59.

From the graphic table above, it showed that from the statement “I feel helped to speak like the native speaker after listening to daily conversation listening”, as much as 8,7% (11 students) answered strongly agree, 50% (63 students) answered agree, 38,9% (49 students) answered disagree, and 2,4% (3 students) answered strongly disagree. Based on the result of the interview and the result of the questionnaire, it can be referred that the statement “I feel helped to speak like the native speaker after listening to daily conversation listening” showed a positive result. Where the total percentage of the agreement was more than the total percentage of the disagreement and also supported with R2’s answer.

Listening directly to the English native speaker speak could grow students’ consciousness and self-confident to be able to speak like the native⁴⁹. This thing is similar to listening to daily conversation listening spoken by the native. It could help student to be more confident to speak like one or even just to make them brave enough to speak in English. The difference was that student can replay the audio more enough based on their needs.

i. Listening Makes Student Familiar with English Vocabulary

The ninth statement was “I feel more familiar with English vocabulary after listening to daily conversation listening”. Below were the results of the interview with **R3** and **R4** which showed their different perception to this statement. From the result interview with R1, R2, R3 agreed that they felt more familiar with English vocabulary after listened to daily conversation listening. Below was R3’s answer to this question.

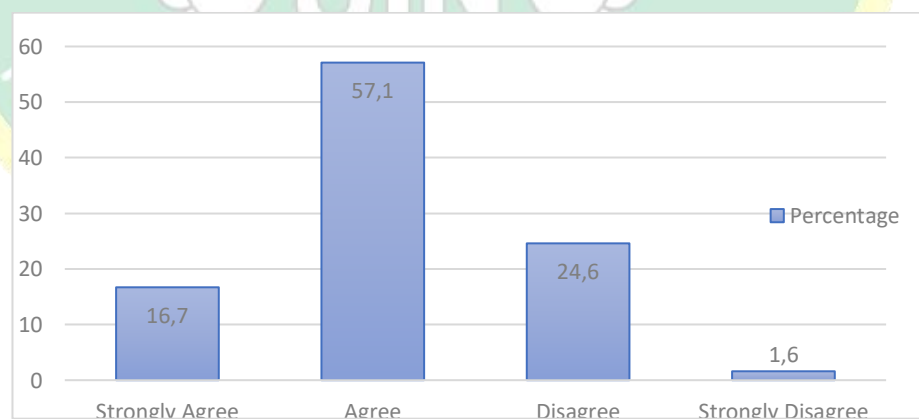
R3: “Yes, I feel more familiar with English vocabulary after listening to daily conversation listening”

⁴⁹ Nisrina Nurhaliza. “The Impact of The Invited Native Speakers Program on Students’ Confidence in Speaking English at STIKES Bina Cipta Husada Purwokerto”. *Indo-Math Intellectuals Journal*. Vol. 4. No. 3. 2023. P. 2994.

Learning English as a foreign language could improve students' vocabulary storage. Later it would make them more familiar with the vocabulary they got from listening activity so that they could use their new English vocabulary not only for academic purposes but also for their daily needs⁵⁰. Meanwhile, R4, R5, and R6 had difficulty when asked whether they felt more familiar with English vocabulary after listened to daily communication listening. Below was R4's answer to this question.

R4: "No, because I feel what is being said sometimes sounds so different to what is written"

R4 stated that s/he had difficulty whether s/he felt familiar with vocabulary after listening to daily conversation listening as pre-class brainstorming. According to Nurningsih, students faced such problem like this because they lack of opportunity to listen to how native speaker usually speak or when they listen to new another English accent when they usually only listen to a certain English accent such as American accent⁵¹.



Graphic 4.9 Result of Statement 9

⁵⁰ Nurningsih. 2022. *Students' Perceptions On Using Podcasts To Learn Listening At The MTs Negeri Mataram*. Mataram P. 58.

⁵¹ Nurningsih. 2022. *Students' Perceptions On Using Podcasts To Learn Listening At The MTs Negeri Mataram*. Mataram. P. 59.

From the graphic table above, it showed that from the statement “I feel more familiar with English vocabulary after listening to daily conversation listening”, as much as 16,7% (21 students) answered strongly agree, 57,1% (72 students) answered agree, 24,6% (31 disagree. Based on the result of the interview and the result of the questionnaire percentage, it can be referred that the statement “I feel more familiar with English vocabulary after listening to daily conversation listening” showed a positive result. Where the total percentage of the agreement was more than the total percentage of the disagreement and also supported with R3’s answer.

There are a correlation between students’ interest in listening to English song to the improvement of their vocabulary mastering⁵². This was quit similar to listening to daily conversation listening. As supported with R3’s answer that h/she feel more familiar with English vocabulary after listening to daily conversation listening.

j. Listening Helps Student Memorize Vocabulary

The tenth statement was “I feel it easy to memorize English vocabulary after listening to daily conversation listening”. Below were the results of the interview with **R2** and **R4** which showed their different perception to this statement. From the result interview with R1, R2, R3, and R6 it was showed that listening to daily conversation listening could make them felt more easy to memorize English vocabulary. Below was R2’s answer to this question.

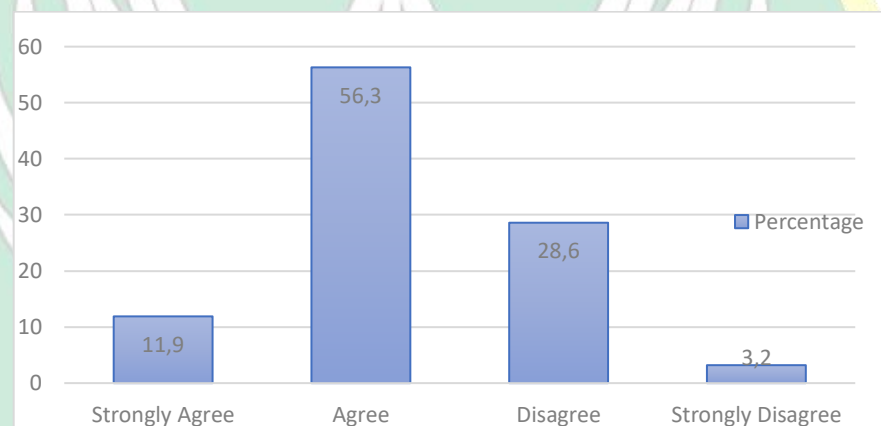
R2: “Yes, besides it can fix my accent and pronunciation, listening also can make me learn and memorize new vocabulary. After that, I will practice it in my daily conversation”

⁵² Ria Syafitri, Supriusman and M. Syarfi. “The Correlation Between Interest in listening to English Songs and Vocabulary mastery of the Second Semester of English Study Program FKIP Universitas Riau”. JOM FKIP. Vol. 6. No. 2. 2019. P. 10.

From the result interview with R4, and R5 it was showed their difficulties in memorize new vocabulary after listened to daily conversation listening. Below was R4's answer to this question.

R4: “No, because sometimes how the speaker pronounces is different from what I expect”

Some students could not easily memorize new words in English the first time they heard them or when they heard vocabulary that they think they already memorized but tured out it only had the same way of pronunciation but had a completely different meaning.⁵³



Graphic 4.10 Result of Statement 10

From the graphic table above, it showed that from the statement “I feel it easy to memorize English vocabulary after listening to daily conversation listening”, as much as 11,9% (15 students) answered strongly agree, 56,3% (71 students) answered agree, 28,6% (36 students) answered disagree and 3,2% (4 students) answered strongly disagree. Based on the result of the interview and the result of the questionnaire percentage, it can be referred that the statement “I feel it easy to memorize English vocabulary after listening to daily conversation listening” showed a positive result. Where the total

⁵³ Nurningsih. 2022. *Students' Perceptions On Using Podcasts To Learn Listening At The MTs Negeri Mataram*. Mataram. P. 59.

percentage of the agreement was more than the total percentage of the disagreement and also supported with R2's answer.

As stated in the previous chapter, the researcher would use a means formula to find out the students' perception of the use of daily conversation listening as pre-class brainstorming. There were a total of 126 students from 11 Science 3, 11 Science 4, and 11 Science 5 that were involved in answering the questionnaire. There were 10 statements that students need to answer. There were various final scores from each student, and the final score from all 126 students was 3556.

Table 4.1 Total score of the questionnaire

Cummulative Respondents	126
The Total Score	3556
Mean	28.22

$$\bar{x} = \frac{\Sigma X}{n}$$

$$\bar{x} = \frac{3556}{126}$$

$$\bar{x} = 28.22$$

Based on the means measurement where the value of students' perception toward daily conversation listening was 28.22 that according to the classification tabel was included in high classification. Based on the the data findings and discussion through interview, questionnaire, and the means measurement it can be referred that students' perception toward daily conversation listening as pre-class brainstorming showed a positive result.

2. Strengths and Weaknesses Side of Using Daily Conversation Listening as Pre-class Brianstorming of Grade 11 in MAN 2 Banyumas

This research question had been done by doing an interview with one of the English teacher in MAN 2 Banyumas. The English teacher acknowledged that every method must have its own strengths and

weaknesses including the daily conversation listening as pre-class brainstorming the English teacher used in 11 Science 3, 11 Science 4, and 11 Science 5.

“Of course there are, in my opinion each method definitely has its own strengths and weaknesses”

Below are the results of the interview with the English teacher and the chosen students with the highest scores and lowest scores from the questionnaire about strengths and weakness side of using daily conversation listening as pre-class brainstorming.

English Teacher: “The weaknesses of using daily conversation listening as pre-class brainstorming is that for students who can not understand the context yet, they need more time to listen again, they feel like the speaker speak too fast, and they also lack of vocabulary . In contrast it will make the students who already understand the context feel bored if they have to synchronize the pace to listen again. The strengths is that it could give students more opportunities to become more familiar with how the words are pronounce and students will get familiar with the vocabulary related to the English subject.”

Based on the result interview with the English teacher about the strengths and weaknesses obtained throughout the use of daily conversation listening as pre-class brainstorming, students would have more opportunities to get more familiar with English pronunciation and they could increase their vocabulary. This is in line with the research done by Jwahir Alzamil where the participants acknowledged that by learning English through listening by the native’s speaker is a way to improve their listening skills.⁵⁴

R2: “It could makes student get used to listening to daily conversation and to improve my English skills”

⁵⁴ Jwahir Alzamil. “Listening Skills: Important but Difficult to Learn”. *Arab World English Journal (AWEJ)*. Vol. 12. No. 3. 2021. P. 372

Daily conversation as one of practices to improve student speaking skills was said to have the strengths side to students' English skills. According to Annisa Najiyah, daily conversation was able to improve students' speaking skill⁵⁵. Through daily conversation, student also would have more opportunity to practice to make more structured sentences in English.

R3: "Daily conversation help me to improve my understanding in English subject and more familiar with the vocabulary"

Besides being able to improve students' speaking skill and that daily conversation would give student more opportunity to make more structured sentences in English. Daily conversation also had the strenght as one of ways to increase students' vocabulary and help student to understand the English subject more⁵⁶.

Below were the answer from the English teacher and students about the weaknesses side of daily conversation.

Teacher: "students who did not understand the context of the listening yet were need more time to play the audio again because they thought that the speaker was speak too fast and with the lack of the vocabulary"

Where Indonesian students which were EFL students could find it difficult to listen to audio listening with a native's speaker who usually spoke faster than a non-native speaker⁵⁷. Students might face the difficulty in understanding what was being said in the audio listening

⁵⁵Annisa Najiyah Aulia, et.al. "English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Student". *Ethical Lingua*. Vol. 8. No. 1. 2021. P. 84.

⁵⁶ Yohanes Paulus Silli Bataona, et.al. "An Analysis of Spontaneous English Conversations Among Second Semester Students of The English Education Department of San Pedro University in Academic Year 2017/2018". *Indonesian Journal of Educational Review*. Vol 2. No. 5. 2018. P. 12.

⁵⁷ Rahma Melati Amir. *English Listening Problem Faced By Students At An Indonesian Senior High School*. Makassar. 2019.

caused by the accent used and they felt unfamiliar with how the words were spoken by the native speaker.

R5: “Sometimes I don’t really understand what is being said because of the accent spoken by the native speaker”

R6: “I am not very used to do conversation in English so I find it a little difficult to do so”

The weaknesses of daily conversation stated by R5 and R6 who are students from MAN 2 Banyumas were different from the weaknesses found by Nurmawati. According to Nurmawati, the weaknesses of daily conversation were that students usually feel pressured and embarrassed to have conversation in English because they were afraid of making mistakes and afraid of criticism⁵⁸. From the result of the interview with the English teacher and students, it was indeed strengths and weaknesses of daily conversation listening used as pre-class brainstorming of 11th grade of MAN 2 Banyumas.

The strengths of daily conversation listening as pre-class brainstorming were it could improve students understanding the English subject, help them in their listening and speaking skills, and to increase their vocabulary. Meanwhile, the weaknesses of daily conversation listening as pre-class brainstorming were some students need more time to understand the content of the listening caused by the unfamiliarity with how the audio listening was spoken by the native speaker which the accent used were different with how they usually have or heard in the classroom spoken by the English teacher.

⁵⁸ Nurmawati. The Implementation of Daily Conversation Method (DCM) to Improve Students’ Speaking Ability at Ma’had Al Jami’ah UIN Raden Intan Lampung. Lampung. 2018.

CHAPTER V

CONCLUSION

This chapter contains conclusion and suggestion for this study. The conclusion and suggestion written below are based on the findings and discussion in chapter IV.

A. Conclusion

The goal of this study is to analyze students' perception toward daily conversation listening as pre-class brainstorming and to find out the strengths and weaknesses side of using daily conversation listening as pre-class brainstorming. The subject and object of this study respectively are the English teacher and the students of 11th Science 3, 11th Science 4, and 11th Science 5 of MAN 2 Banyumas.

Based on the data conducted in the findings and conclusion, it can be seen that students' perception toward daily conversation listening as pre-class brainstorming in MAN 2 Banyumas, it is shown that the result of students' perception is good. Where the final value which is calculated using the mean formula showing 28.22 points. Based on the classification table it is showing that 28.22 is comes under the high category. Meanwhile, the strengths and weaknesses side of using this method are that it can increase students vocabulary also help them in understanding English subject and that are some students are need more time to listen while others would feel bored if they keep listening to the same audio listening.

The final result showed that students' perception toward daily conversation listening as pre-class brainstorming is had a positif result. However, it can not be denied that it also has the weaknesses side. Even though there are still students who do not have high score from the questionnaire result, their willingness to keep studying and continue to pay attention to the English teacher during the lesson even though they need extra time to adjust to these conditions is an attitude that should be

appreciated. The English teacher hopefully can minimize the weaknesses side so the students would likely enjoying the lesson session more

B. Suggestion

This study contains students' perception toward daily conversation listening as pre-class brainstorming that is used by one of English teacher in MAN 2 Bayumas. The researcher will write down some suggestion that might be useful related to this study.

1. School as the place for the students to gain knowledge should do the best to provide adequate facilities for the teachers and students so that there are more effective and new methods specifically in foreign language such as English so that it will increase students' interest in learning English.
2. It is better for the English teacher to do monthly evaluation about students' perception of whether the students have a good perception of the method or not and to find the best method based on the students' perception but still supporting the goal of the study.
3. Future research should carry out interviews to support the results of the questionnaire so that the data will be more accurate.

C. Limitations of the Study

This research was conducted to analyze students' perception toward daily conversation listening and its strengths and weaknesses at 11th grade of MAN 2 Banyumas. The following are the limitations of this research so that it becomes more focused and not be widened.

1. This research only focuses on analyzing students' perception toward daily conversation listening as pre-class brainstorming and its strengths and weaknesses at 11th grade of MAN 2 Banyumas.
2. The 11th grade that were chosen to be the participants of this research are limited only to 11th Science 3, 11th Science 4, and 11th Science 5 as this method are only used by the English teacher in these classes.

3. Interview with the chosen students was done online because of the time limit where they have to start the final of the first half semester.



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APPENDICES

Appendix 1
Questionnaire

Pernyataan	Respon			
	<i>SS</i>	<i>S</i>	<i>TS</i>	<i>STS</i>
Saya merasa antusias saat mendengarkan audio listening.				
Saya merasa dapat lebih mudah menjawab soal-soal setelah mendengarkan audio listening				
Saya merasa materi yang berkaitan dengan audio listening sangat penting.				
Saya merasa listening activity membantu saya dalam memahami pelajaran.				
Saya merasa listening activity memiliki manfaat untuk saya baik di dalam maupun luar sekolah.				
Saya merasa kemampuan berkomunikasi dalam bahasa Inggris meningkat setelah mendengarkan audio listening.				
Saya merasa dapat beradaptasi dengan native's speaker pronunciation setelah saya mendengarkan audio listening.				

Saya merasa terbantu untuk untuk berbicara seperti native's speaker setelah mendengarkan audio listening.				
Saya merasa lebih familiar dengan kosa kata bahasa Inggris setelah mendengarkan audio listening.				
Saya merasa dapat lebih mudah menghafal kosa kata bahasa Inggris setelah mendengarkan audio listening.				



Appendix 2

Interview

Daftar pertanyaan di bawah ini disusun oleh peneliti untuk ditunjukkan kepada Guru Bahasa Inggris dan siswa kelas 11 MIPA 3, 11 MIPA 4, dan 11 MIPA 5 untuk mendapatkan data yang dibutuhkan dan sesuai dengan penelitian ini.

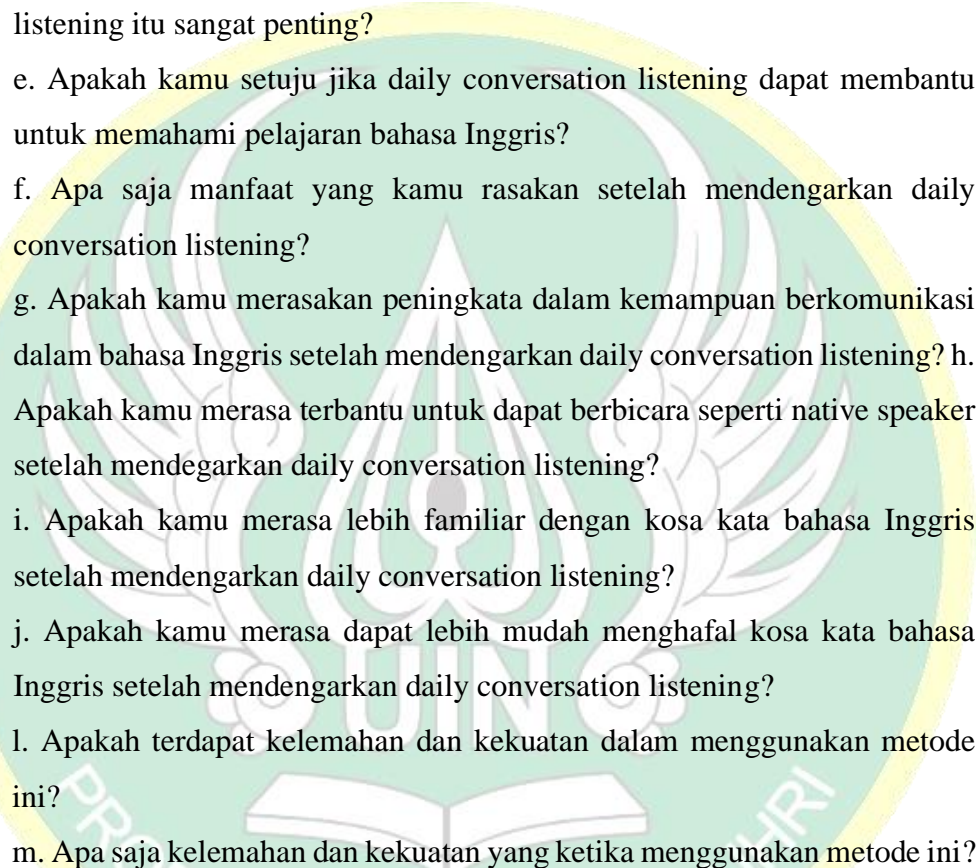
1. Untuk Guru Bahasa Inggris

These following list of questions are conducted by the researcher and addressed to the English teacher in order to obtain the data to complete the research.

- a. Apa yang membuat anda memutuskan untuk menggunakan daily conversation listening sebagai kegiatan brainstorming di awal kelas?
- b. Apakah siswa dapat memahami isi dari daily conversation listening dengan baik?
- c. Dari manakah sumber yang anda gunakan untuk menyiapkan materi daily conversation listening?
- d. Apakah siswa antusias ketika mendengarkan daily conversation listening?
- e. Apakah siswa dapat menjawab soal-soal setelah mendengarkan daily conversation listening?
- f. Apakah siswa dapat memahami penjelasan yang anda berikan setelah mereka mendengarkan daily conversation listening?
- g. Apakah metode ini dapat membantu siswa memahami pelajaran bahasa Inggris?
- h. Adakah manfaat setelah menggunakan metode ini?
- i. Apakah terdapat kelemahan dan kekuatan dalam menggunakan metode ini?
- j. Apa saja kelemahan dan kekuatan yang ketika menggunakan metode ini?

2. Untuk Siswa

- a. Apakah kamu merasa antusias ketika mendengarkan daily conversation listening? Apakah alasannya?

- 
- b. Apakah kamu merasa dapat memahami tentang daily conversation listening?
- c. Apakah kamu merasa dapat lebih mudah menjawab soal-soal yang diberikan guru bahasa Inggris setelah mendengarkan daily conversation listening?
- d. Apakah kamu setuju jika materi yang berkaitan dengan daily conversation listening itu sangat penting?
- e. Apakah kamu setuju jika daily conversation listening dapat membantu untuk memahami pelajaran bahasa Inggris?
- f. Apa saja manfaat yang kamu rasakan setelah mendengarkan daily conversation listening?
- g. Apakah kamu merasakan peningkatan dalam kemampuan berkomunikasi dalam bahasa Inggris setelah mendengarkan daily conversation listening?
- h. Apakah kamu merasa terbantu untuk dapat berbicara seperti native speaker setelah mendengarkan daily conversation listening?
- i. Apakah kamu merasa lebih familiar dengan kosa kata bahasa Inggris setelah mendengarkan daily conversation listening?
- j. Apakah kamu merasa dapat lebih mudah menghafal kosa kata bahasa Inggris setelah mendengarkan daily conversation listening?
- l. Apakah terdapat kelemahan dan kekuatan dalam menggunakan metode ini?
- m. Apa saja kelemahan dan kekuatan yang ketika menggunakan metode ini?

Appendix 3
Result of the Questionnaire

1	Nama lengkap	Kelas	A	B	C	D	E	F	G	H	I	J	SCORE
2	Hilman Hatami	MIPA 5	3	3	3	4	4	4	3	3	3	3	33
3	Bayu Cahya Nugroho	MIPA 4	3	3	2	3	3	3	3	2	2	2	26
4	Fiqih Shifa Rahmadani	MIPA 3	3	3	1	3	1	3	1	2	4	4	25
5	Yunita Rahmawati	MIPA 4	3	2	2	4	3	3	2	3	3	2	27
6	TALITHA SHAFIQA F.	MIPA 4	3	2	2	4	3	3	2	3	3	2	27
7	KIKI SETIAWANDARI	MIPA 4	3	2	2	3	2	3	3	2	2	3	25
8	bafani alzahra limijati	MIPA 4	3	3	2	3	3	3	3	3	3	2	28
9	Shava Nuraini Febriyar	MIPA 4	3	2	2	3	2	3	3	2	2	2	24
10	FERRY RAHMA SHAF	MIPA 4	3	4	3	3	3	3	3	3	3	3	31
11	Damar supriatin	MIPA 5	3	2	4	4	1	4	4	3	3	3	31
12	UMI SAKINAH	MIPA 4	3	2	3	3	3	3	3	2	3	3	28
13	ALISA SALWA MUKA	MIPA 4	3	2	2	3	2	2	2	2	2	2	22
14	Kevin satria pambudi	MIPA 4	3	3	2	2	3	3	3	3	3	3	28
15	Anita Sari Dewi	MIPA 4	3	2	3	2	2	3	2	3	2	3	25
16	RADITYA SYAFIQ AZI	MIPA 3	3	2	2	2	3	3	2	3	2	2	24
17	Roslia Lathiifatuz Zahr	MIPA 4	3	2	2	3	2	3	2	2	2	2	23
18	Tri Yuli Setiani	MIPA 3	3	3	3	4	3	3	3	3	3	3	31
19	Nabiilah Meiralisa	MIPA 3	3	2	2	2	3	3	3	3	3	3	27
20	ANISA NURUL WARD	MIPA 3	3	2	2	4	3	4	2	2	2	2	26
21	Asifasani	MIPA 3	3	3	3	4	3	3	4	3	4	3	33
22	Nanda Ayu	MIPA 5	3	3	2	3	2	2	2	2	2	3	24
23	RIZQY NABILA ANJEL	MIPA 4	3	3	3	3	3	3	3	3	3	3	30
24	SASKIA NURFAIZAH	MIPA 5	3	2	2	2	2	2	3	3	3	2	24
25	Nayla Zakina Aliasita	MIPA 3	3	4	3	4	4	3	3	4	4	3	35
26	syalia jennie khairunni	MIPA 4	3	2	2	2	2	2	3	3	3	2	24
27	Uwais kafabih	MIPA 3	3	2	2	3	3	3	2	3	3	3	27

28	Sarah Nurhalimah	MIPA 3	3	3	2	2	3	3	3	3	3	3	28
29	Hafiz Dafa Alfa Rizki	MIPA 3	3	3	3	3	3	4	3	3	3	2	30
30	Ceni Triawidiya	MIPA 3	3	2	2	2	2	2	2	2	2	3	22
31	Farel Nurul Arifin	MIPA 5	3	2	2	2	3	3	2	3	2	3	25
32	Nabiilah Meiralita	MIPA 5	3	1	2	2	2	2	3	2	3	3	23
33	RAHAYU USWATUN	MIPA 3	4	4	4	4	4	4	4	4	4	4	40
34	Amanta Azaria	MIPA 3	3	2	2	3	2	3	3	3	3	3	27
35	An'nissa Rosita Dewi	MIPA 3	3	2	2	2	2	3	2	2	3	3	24
36	ASSYIFA LAILA RAM	MIPA 3	3	2	2	2	3	3	3	3	3	3	27
37	Maulana Reyhan Fasil	MIPA 5	3	3	1	2	4	4	3	4	2	2	28
38	Nuzulul quraeni	MIPA 3	3	2	2	4	3	3	3	3	3	2	28
39	checilya indah tri anda	MIPA 4	3	3	3	4	3	3	3	3	3	3	31
40	ARSA NIMA FADILA S	MIPA 4	3	3	3	3	4	3	4	3	4	4	34
41	Faiz gangsar	MIPA 5	3	2	2	3	2	2	2	2	3	3	24
42	Rasya Akbar Syah Ra	MIPA 5	3	3	2	2	3	3	2	2	1	1	22
43	Akhya Lulu Lutfiah	MIPA 3	3	2	2	3	2	2	3	2	2	3	24
44	Shabri Maulana Trisan	MIPA 3	3	2	2	3	2	3	3	2	3	2	25
45	Raditya Rizki Priyono	MIPA 3	3	3	2	3	3	3	3	2	3	3	28
46	anugrah suci imelda d	MIPA 3	3	2	2	2	3	3	2	2	3	3	25
47	Aida Fatimatus Zahra	MIPA 3	3	3	2	3	2	3	3	2	2	2	25
48	Fakhri Said Shubhi	MIPA 3	3	3	3	3	3	3	3	3	3	4	31
49	Mayang Candra Anugr	MIPA 3	3	3	2	3	3	3	3	3	3	3	29
50	Tristia Cahya Ningrum	MIPA 3	3	3	2	3	3	3	3	3	3	3	29
51	Dede Hadi Saputra	MIPA 4	3	2	3	3	3	3	3	2	2	2	26
52	OPHELIA STELLA V	MIPA 5	3	3	3	3	3	3	3	3	3	3	30
53	Putri Zahra Aurelly	MIPA 4	3	3	3	4	3	3	3	2	2	3	29
54	Hidayah Desti Khayrur	MIPA 5	3	2	2	4	3	4	3	3	3	3	30

55	Muhammad Rijal Utom	MIPA 5	3	2	2	3	3	3	3	3	2	2	26
56	Muhammad Farrel Abt	MIPA 5	3	2	2	2	2	3	2	3	3	2	24
57	Syahri Ramadhoni	MIPA 4	3	3	2	3	2	2	2	2	2	2	23
58	Ramadhani surya abiy	MIPA 5	3	4	4	3	3	3	2	2	2	3	29
59	Taat prasetyono	MIPA 3	3	4	2	2	2	2	3	2	4	3	27
60	Syafrizal Abdul Rozaq	MIPA 3	3	3	3	3	2	4	3	3	3	3	30
61	Siti Fatimah Rohkaesi	MIPA 5	3	3	4	4	2	4	3	4	2	2	31
62	Affah Hilmi Qurrotal'ai	MIPA 3	4	4	4	4	4	4	4	4	4	4	40
63	Debi Nesa Agata	MIPA 3	3	3	3	3	3	3	3	3	3	3	30
64	Siti Maryana Agustin	MIPA 5	3	3	2	3	3	3	3	3	3	3	29
65	Salahuddin habibie tar	MIPA 5	3	3	4	2	4	4	3	4	2	3	32
66	Athaya Aqilah	MIPA 5	3	2	3	4	3	2	1	1	4	4	27
67	Ungu Melody	MIPA 5	3	3	3	3	2	3	3	2	2	2	26
68	ANGGA SETIAWAN	MIPA 4	3	3	3	3	2	3	2	3	3	3	28
69	Muhammad Aflah Azz	MIPA 3	3	3	3	4	3	4	3	3	3	3	32
70	Rahma nur Aulia	MIPA 5	3	2	2	4	3	3	2	2	3	2	26
71	Ragil Akhva Amalia	MIPA 5	3	3	2	3	2	3	2	2	2	2	24
72	Ine chintia hati	MIPA 3	3	3	3	3	2	3	2	2	3	3	27
73	Muhammad Ma'ruf Ary	MIPA 4	3	3	3	3	3	3	3	3	3	3	30
74	Arin Pramudita Inayah	MIPA 4	3	2	2	4	4	4	3	3	3	1	29
75	sekar ayu suciwa putri	MIPA 3	3	3	3	4	3	3	4	3	3	3	32
76	Nanda Surya pamungl	MIPA 4	3	2	2	3	3	2	2	3	2	2	24
77	Alexander Hakim	MIPA 3	3	2	2	3	3	4	3	4	3	3	30
78	APRILLIA PUTRI HAM	MIPA 3	3	2	2	4	3	3	4	2	4	3	30
79	AHNAF MAULANA C/	MIPA 4	3	3	3	3	3	3	3	3	3	3	30
80	ASHIFA FIRDA FARK	MIPA 3	3	4	3	3	3	3	2	2	3	4	30
81	DZAKI ASABUR ZAIN	MIPA 3	3	2	2	3	3	4	3	2	3	4	29

82	ANGGUN KIRANIA R/	MIPA 4	3	2	2	2	3	2	2	3	2	3	24
83	TRISTA AMALIA SEK	MIPA 5	3	3	3	3	3	4	3	4	4	4	34
84	ANI NUR CAHYATI	MIPA 4	3	2	2	2	3	3	2	3	2	3	25
85	WAHID RIFKI RAMAD	MIPA 5	3	3	3	3	3	3	3	3	4	4	32
86	FADILAH RAFI WIDY/	MIPA 3	3	4	2	3	3	4	2	4	4	4	33
87	WIDAGDA GAFNA H/	MIPA 5	3	4	4	3	4	3	3	3	4	3	34
88	ANISA TAUNAH	MIPA 4	3	3	2	2	3	3	2	3	2	4	27
89	ARSANI DARA NURU	MIPA 4	3	2	3	3	3	2	2	2	2	2	24
90	ZAHRA RIZQA NURUL	MIPA 5	3	4	3	3	4	3	2	2	4	3	31
91	ZHRIN AMALINA	MIPA 5	3	4	3	3	3	3	3	3	4	4	33
92	KAYLA SAYNINA RA`	MIPA 5	3	3	2	3	2	3	3	2	3	3	27
93	MUHAMMAD HABIBI	MIPA 5	3	3	1	3	4	3	3	2	3	3	28
94	Hanif Megan Nugraha	MIPA 4	3	3	3	3	3	3	2	3	3	3	29
95	Hasna Divana Tuhfah	MIPA 4	3	3	3	3	3	2	2	2	4	3	28
96	Muhammad zakie putr	MIPA 5	3	3	2	3	2	3	2	3	2	1	24
97	Huriyatun Nuril 'Izzati	MIPA 4	3	3	3	3	3	2	2	2	4	4	29
98	Nayla Novitasari	MIPA 5	3	2	2	3	2	3	2	3	2	3	25
99	Ibrahim Caesarion Alb	MIPA 4	3	3	3	3	3	3	3	3	3	3	30
100	raaghib relka pradipa	MIPA 5	3	3	3	3	3	3	3	3	3	3	30
101	Kurnia Janah Kaba	MIPA 4	3	3	3	3	3	1	2	2	4	4	28
102	AYASHA DEKANIA A	MIPA 5	3	3	3	4	3	4	3	3	4	3	33
103	DAMAR JAWZAA BAI	MIPA 5	3	3	3	3	3	3	4	4	3	3	32
104	EKSA SETYA NINGRI	MIPA 5	3	3	3	4	3	3	4	3	3	4	33
105	FARAH NUR ITNAENI	MIPA 5	3	3	3	4	3	3	3	3	3	2	30
106	FAREZAL ARDHANI	MIPA 5	3	3	3	3	3	3	3	3	3	3	30
107	Fauzan Nur Afandi	MIPA 3	3	3	3	3	3	3	2	3	3	2	28
108	Jidan Abdu Fatah	MIPA 3	3	3	3	3	3	3	3	3	3	3	30

109	Kamilatunnisa	MIPA 3	3	3	4	3	3	4	3	3	3	3	32
110	Mutiara Adinda Putri L	MIPA 3	3	3	4	4	3	4	3	3	3	3	33
111	Rafa Valecia Sandhi	MIPA 3	3	3	4	4	3	4	3	3	3	3	33
112	Bambang Darmawan S	MIPA 4	3	2	2	3	3	3	2	2	3	2	25
113	Damarjati Akhmad As	MIPA 4	3	2	2	3	3	3	2	2	3	2	25
114	Deffita Amelia Agustin	MIPA 4	3	2	2	3	3	3	2	2	3	2	25
115	Diah Ayu Sekar Wang	MIPA 4	3	2	2	3	3	3	2	2	3	2	25
116	Azhar Al Baihaqi	MIPA 4	3	2	2	3	3	3	2	2	3	2	25
117	INDAH MAYLANI	MIPA 5	3	3	3	4	3	3	2	2	3	3	29
118	LUTHFI MARITZA	MIPA 4	3	2	3	3	2	3	3	3	3	3	28
119	MITRI ASTUTI	MIPA 4	3	3	3	3	3	3	3	3	3	3	30
120	NADINE CANDRA AN	MIPA 4	3	3	3	4	3	4	3	4	3	3	33
121	NUFAIL ARUNA TRAC	MIPA 4	3	4	3	3	4	4	4	2	3	3	33
122	NAFI RIZKY DARMAV	MIPA 4	3	3	3	4	3	4	2	1	4	2	29
123	Safira Gesti Febiola	MIPA 5	3	3	3	4	2	3	2	2	3	3	28
124	Sekar Ayu Haningtyas	MIPA 5	3	2	2	4	3	4	2	2	4	2	28
125	Shafrina Alya Putri	MIPA 5	3	2	2	4	3	3	2	2	1	1	23
126	Syahninda Zafiera Seti	MIPA 5	3	2	2	3	3	4	2	1	2	2	24
127	Syam Dwi Laksana	MIPA 5	3	2	2	4	4	4	3	2	3	3	30
128													3556



Appendix 4

Result of the Interview with the English Teacher

1. Apa yang membuat anda memutuskan untuk menggunakan *daily conversation listening* sebagai kegiatan brainstorming di awal kelas?

Jawaban: karena bahasa Inggris merupakan bahasa Asing, metode yang paling efektif adalah dengan metode mendengarkan, listening berperan sebagai jembatan bagi EFL students untuk mempelajari bahasa Inggris. Seperti ketika anak-anak yang baru pertama kali belajar berkomunikasi, pasti mereka akan mulai dari mendengarkan orang-orang disekitarnya berkomunikasi. Setelah murid sudah terbiasa dengan metode listening barulah kemudian menggunakan metode-metode yang lain

2. Apakah siswa dapat memahami isi dari *daily conversation listening* dengan baik?

Jawaban: siswa memang mempunyai tingkat pemahaman yang berbeda-beda, biasanya ketika sedang melakukan kegiatan listening ada beberapa anak yang langsung dapat menangkap maksudnya tapi memang kebanyakan meminta untuk diulang dan saya batasi maksimal diulang tiga kali. Untuk lebih membantu biasanya saya sediakan script yang sesuai dengan listeningnya.

3. Dari manakah sumber yang anda gunakan untuk menyiapkan materi *daily conversation listening*?

Jawaban: untuk sumber semua semua saya dapatkan dari buku, didalamnya sudah termasuk barcode untuk audio listening yang sesuai dengan pelajaran.

4. Apakah siswa antusias ketika mendengarkan *daily conversation listening*?

Jawaban: reaksinya biasanya tergantung oleh siswanya, ada yang antusias dan ada yang kurang antusias. Untuk siswa yang kurang antusias dengan kegiatan listening biasanya karena belum menyadari pentingnya listening ketika belajar bahasa asing.

5. Apakah siswa dapat menjawab soal-soal setelah mendengarkan *daily conversation listening*?

Jawaban: untuk hasilnya bervariasi, tergantung oleh tingkat pemahaman mereka. Untuk siswa yang kurang bisa memahami listening biasanya mendapatkan nilai pas dengan KKM atau di bawah KKM. Sedangkan untuk siswa yang tingkat pemahamannya baik nilainya juga baik.

6. Apakah siswa dapat memahami penjelasan yang anda berikan setelah mereka mendengarkan *daily conversation listening*?

Jawaban: biasanya setelah mendengarkan penjelasan dari saya, murid akan menjadi lebih paham dengan konteks yang dibicarakan pada audio listeningnya.

7. Apakah metode ini dapat membantu siswa memahami pelajaran bahasa Inggris?

Jawaban: menurut saya, metode ini dapat lebih membantu siswa tentang apa yang akan dan apa yang telah dipelajari.

8. Adakah manfaat setelah menggunakan metode ini?

Jawaban: manfaat yang didapat dari menggunakan metode ini adalah siswa akan lebih sering mendengar dan familiar dengan cara pengucapan kata dalam bahasa Inggris.

9. Apakah terdapat kelemahan dan kekuatan dalam menggunakan metode ini?

Jawaban: tentunya ada ya menurut saya setiap metode pasti memiliki masing-masing kelemahan dan kekuatannya.

10. Apa saja kelemahan dan kekuatan yang ketika menggunakan metode ini?

Jawaban: untuk kelemahannya, biasanya beberapa siswa tidak memperhatikan dengan baik. Untuk murid yang sudah paham apa isi listeningnya biasanya akan merasa bosan jika harus mendengarkan berulang karena mengikuti teman-teman lain yang membutuhkan waktu untuk mengulang lagi listeningnya untuk memahami apa isinya. Itu terjadi karena terkadang mereka merasa jika pembicara di dalam audio berbicara terlalu cepat ditambah juga dengan kosa kata yang terbatas. Untuk kekuatan atau kelebihan adalah siswa akan semakin banyak mendapat kesempatan untuk lebih familiar dengan pronounciationnya dan siswa akan semakin

familiar dengan kosa kata-kosa kata baru yang berkaitan dengan pelajaran bahasa Inggris.



Appendix 5

Result of the Interview with the Students

1. Result of the Interview with R1

The image displays three screenshots of a WhatsApp chat conversation with a contact named 'RAHAYU MIPA 3'. The chat is in Indonesian and appears to be an interview transcript. The messages are as follows:

Screenshot 1 (Left):

- Anda:** a. Apakah kamu merasa antusias ketika mendengarkan daily conversation listening? Apakah alasannya?
Rahayu: iyaa, karena seru mendengarkannya 19.23
- Anda:** b. Apakah kamu merasa dapat memahami tentang daily conversation listening?
Rahayu: b. iyaa 19.23
- Anda:** c. Apakah kamu merasa dapat lebih mudah menjawab soal-soal yang diberikan guru bahasa Inggris setelah m...
Rahayu: c. iya lebih mudah memcerna materinya 19.23
- Anda:** d. Apakah kamu setuju jika materi yang berkaitan dengan daily conversation listening itu sangat penting?
Rahayu: d. setujuuu 19.23

Screenshot 2 (Middle):

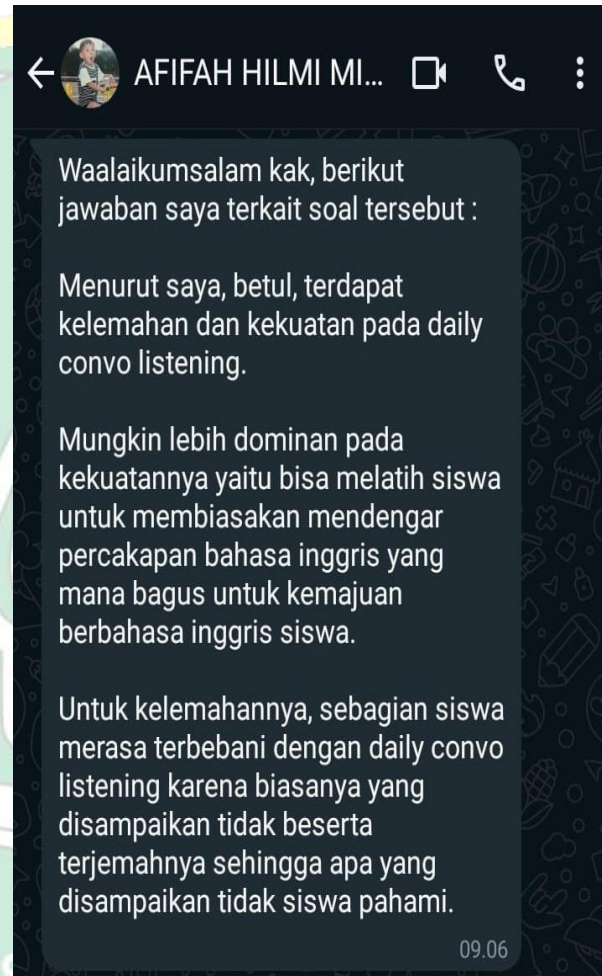
- Anda:** e. sangat setuju 19.23
- Anda:** f. Apa saja manfaat yang kamu rasakan setelah mendengarkan daily conversation listening?
Rahayu: f. jadi lebih mudah dalam pengucapan kata 19.23
- Anda:** g. Apakah kamu merasakan peningkatan dalam kemampuan berkomunikasi dalam bahasa Inggris setelah mendengarkan d...
Rahayu: g. sedikitt lebih ada peningkatan 19.23
- Anda:** h. Apakah kamu merasa terbantu untuk dapat berbicara seperti native speaker setelah mendegarkan daily conversatio...
Rahayu: h. sangat terbantu 19.23
- Anda:** i. Apakah kamu merasa lebih familiar dengan kosa kata bahasa Inggris setelah mendengarkan daily conversation listen...
Rahayu: i. iyaa benar 19.23
- Anda:** j. Apakah kamu merasa dapat lebih mudah menghafal kosa kata bahasa Inggris setelah mendengarkan daily con...
Rahayu: j. iya benarr 19.23

Screenshot 3 (Right):

- Terimakasih** 10.10 ✓✓
- Anda:** Assalamu'alaikum Rahayu
Maaf ya ganggu waktunya lagi, masih s...
1. adaa kelemahan dalam pengucapan kata
2. masih susah dalam pengucaapn listening, masih susah memahami kalo ada soal bhs inggris 10.21
- Anda:** Halo Rahayu, sekiranya apa bisa untuk menjawab 2 pertanyaannya hari ini?
...
maaf kak baru dibales 🙏🙏 10.21

2. Result of the Interview with R2





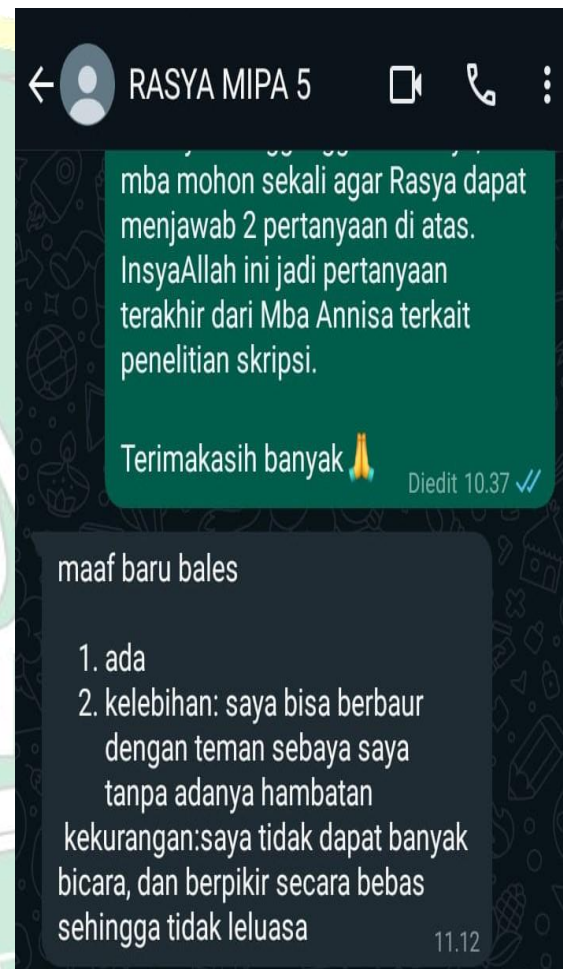
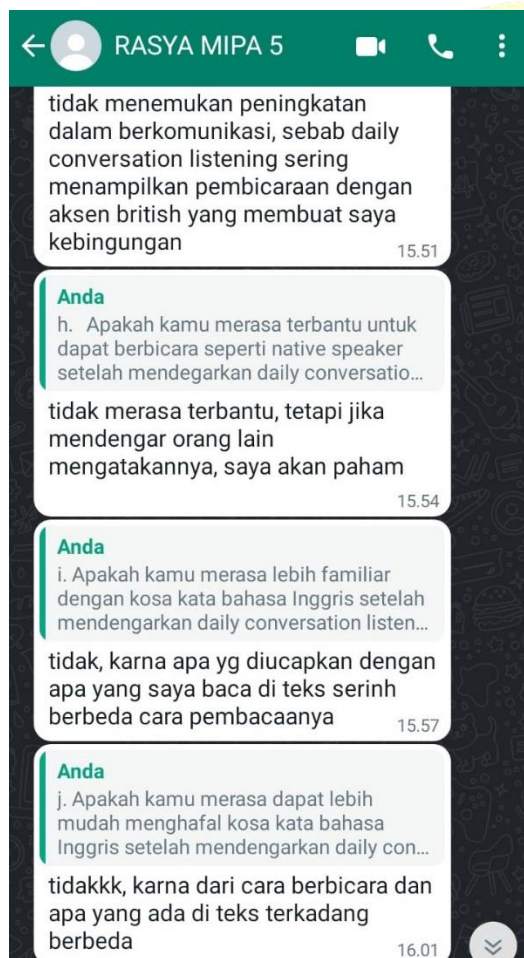
3. Result of the Interview with R3



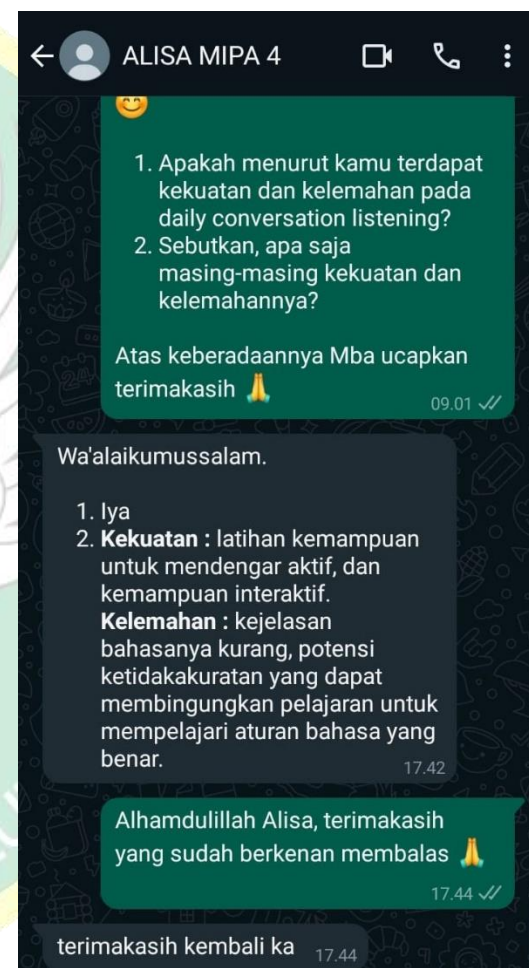
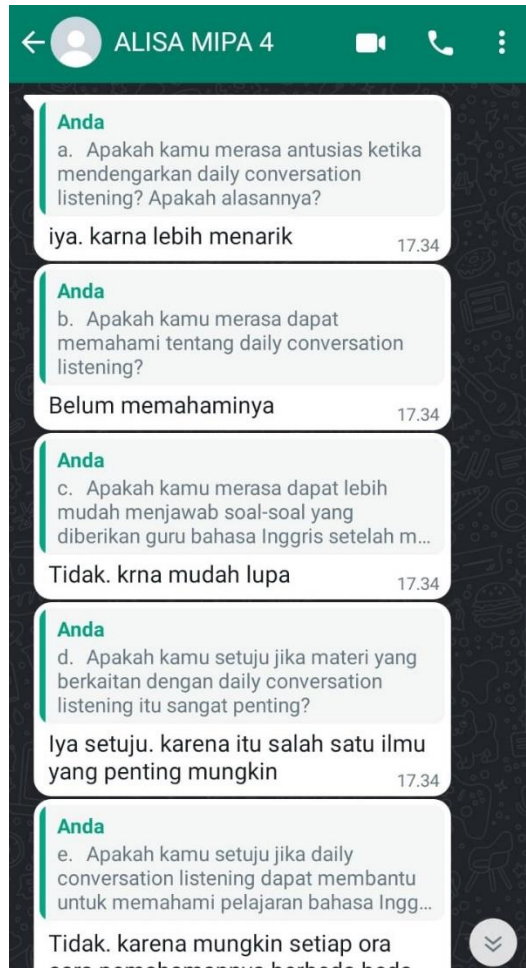


4. Result of the Interview with R4

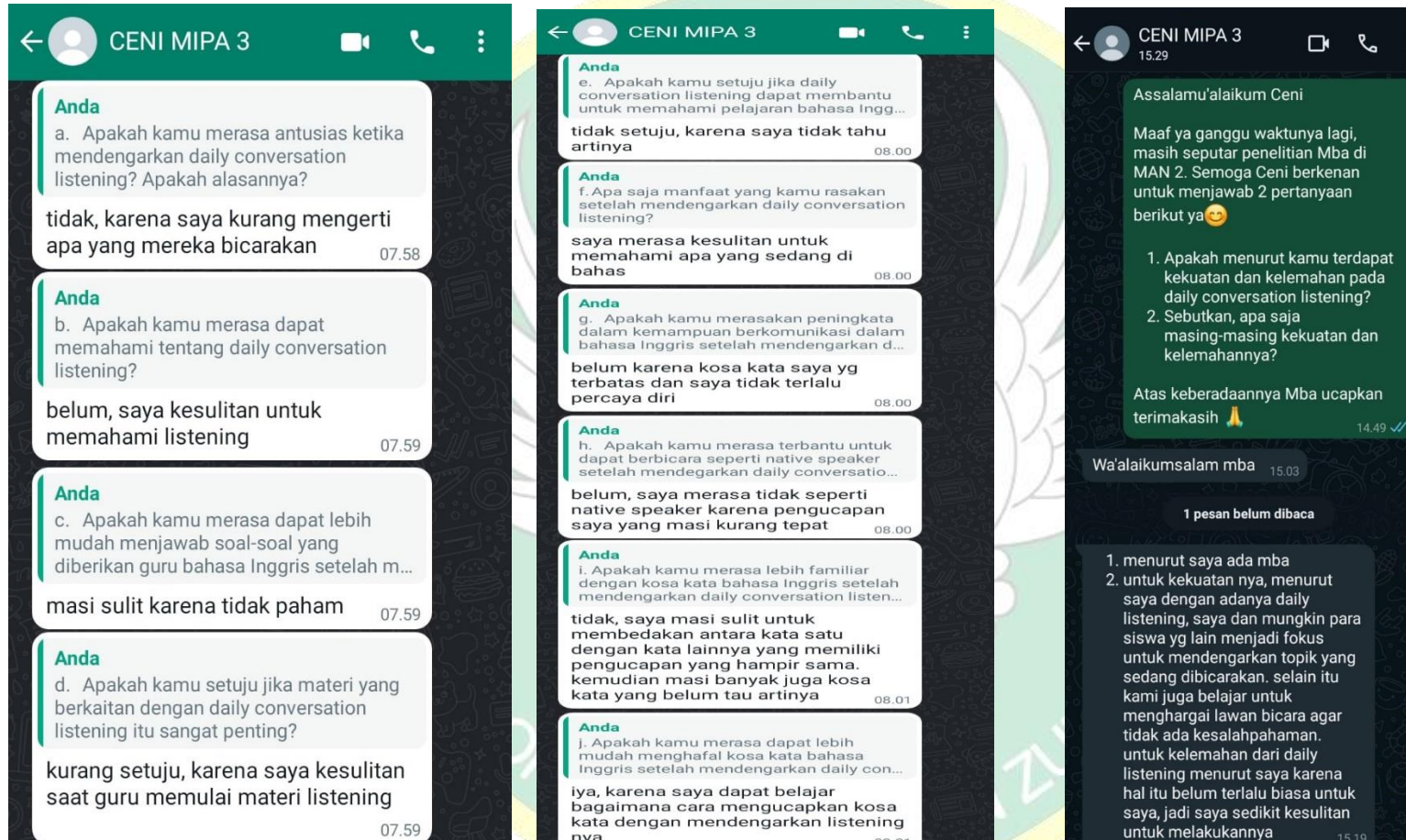




5. Result of the Interview with R5

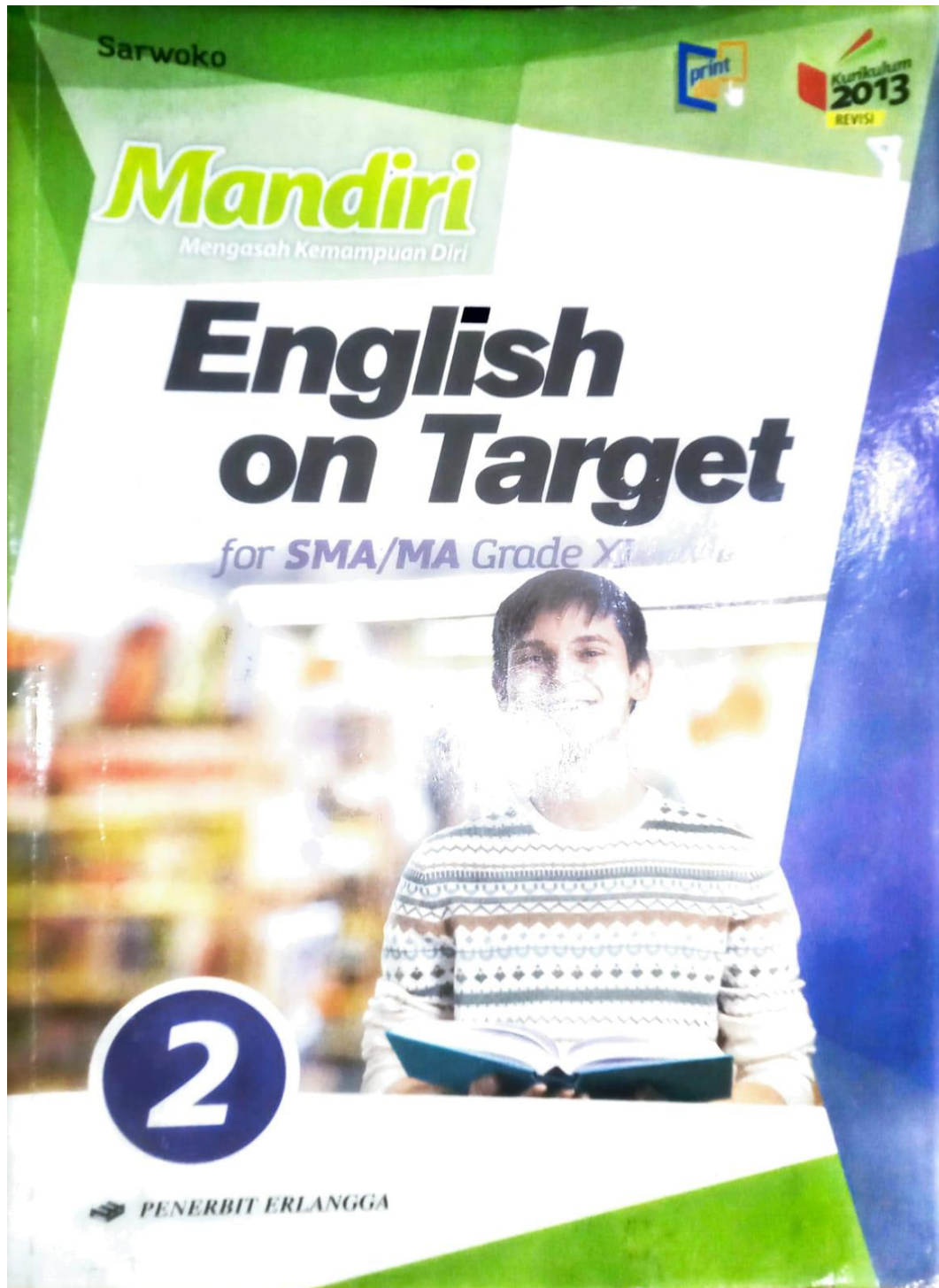


6. Result of the Interview with R6



Appendix 6

Script Documentation of the Daily Conversation Listening



LISTENING SECTION

Practice 2

Directions:

In this section, you will hear some *recurrent dialogues* followed by five responses spoken in English. The dialogues and the responses will be spoken just once.



1. *What time are you returning tomorrow?*
 1. A. I'll be back at 10:00.
 2. B. I'll be back at 11:00.
 3. C. I'll be back at 12:00.
 4. D. I'll be back at 13:00.
 5. E. I'll be back at 14:00.

2. *It's nice and here at the house and have some coffee.*
 1. A. I'll be back at 10:00.
 2. B. I'll be back at 11:00.
 3. C. I'll be back at 12:00.
 4. D. I'll be back at 13:00.
 5. E. I'll be back at 14:00.

3. *I want to do something challenging this weekend.*
 1. A. I'll be back at 10:00.
 2. B. I'll be back at 11:00.
 3. C. I'll be back at 12:00.
 4. D. I'll be back at 13:00.
 5. E. I'll be back at 14:00.

4. *How Rita is getting better?*
 1. A. I'll be back at 10:00.
 2. B. I'll be back at 11:00.
 3. C. I'll be back at 12:00.
 4. D. I'll be back at 13:00.
 5. E. I'll be back at 14:00.

5. *What can I do in Barcelona?*
 1. A. I'll be back at 10:00.
 2. B. I'll be back at 11:00.
 3. C. I'll be back at 12:00.
 4. D. I'll be back at 13:00.
 5. E. I'll be back at 14:00.

6. *It's very sunny today.*
 1. A. I'll be back at 10:00.
 2. B. I'll be back at 11:00.
 3. C. I'll be back at 12:00.
 4. D. I'll be back at 13:00.
 5. E. I'll be back at 14:00.

7. *Would you like to go shopping this weekend?*
 1. A. I'll be back at 10:00.
 2. B. I'll be back at 11:00.
 3. C. I'll be back at 12:00.
 4. D. I'll be back at 13:00.
 5. E. I'll be back at 14:00.

8. *I'm sorry, I can't have any money left.*
 1. A. I'll be back at 10:00.
 2. B. I'll be back at 11:00.
 3. C. I'll be back at 12:00.
 4. D. I'll be back at 13:00.
 5. E. I'll be back at 14:00.

9. *What's about thinking? The weather is nice and it's much cheaper.*
 1. A. I'll be back at 10:00.
 2. B. I'll be back at 11:00.
 3. C. I'll be back at 12:00.
 4. D. I'll be back at 13:00.
 5. E. I'll be back at 14:00.

10. *That sounds like a good idea.*
 1. A. I'll be back at 10:00.
 2. B. I'll be back at 11:00.
 3. C. I'll be back at 12:00.
 4. D. I'll be back at 13:00.
 5. E. I'll be back at 14:00.

Practice 3

Directions:

You will hear some conversations spoken in English. You will be asked to answer the questions about what the speaker's said in each conversation. The conversations and the questions will not be printed in your test book and will be spoken only once. Select the best response to each question and mark the letter (A), (B), (C), (D), or (E).



1. *They will not be pushed in your test book. You will be asked to choose the best response to each dialogue. Your answer is a new type of question. You will hear.*
 Man: What shall we do next?
 Woman: ...
 Question: What is the best response to the man's question?
 A. It's time to relax.
 B. I will do it alone.
 C. Really! What had happened?
 D. Of course, everything is OK.
 E. Why don't we watch a movie?
 The best response to this question is **Why don't we watch a movie?** because you should choose answer E.

1. A B ~~C~~ D E
 2. A ~~B~~ C D E
 3. A B C ~~D~~ E
 4. A B C D ~~E~~
 5. ~~A~~ B C D E
 6. A B C D ~~E~~
 7. A B C D ~~E~~
 8. ~~A~~ B C D E
 9. A B C ~~D~~ E
 10. A B C D ~~E~~

A. Chapter 1 Suggestion

Listening Section 1

Directions: In this section, you will hear some incomplete dialogues followed by five responses spoken in English. The dialogues and the responses will be spoken just once. They will not be printed in your text book, so you must listen carefully. You are to choose the best response to each dialogue.

1. Man : I don't know what to buy for my dad's birthday Jean.
Woman : ...
Narrator: What is the best response to the man's statement?
 - A. Let see dad.
 - B. Happy birthday dad.
 - C. Why dont you get him a painting?
 - D. Your idea for dad's birthday.
 - E. Really? I was so happy when your dad came.
2. Man : I don't know what I have to gave for my sister's graduation.
Woman: ...
Narrator: What is the best response to the man's statement?
 - A. What is she doing after graduation?
 - B. Why don't you buy her some CDs?
 - C. She is in a good University.
 - D. She is absolutely smart.
 - E. She is the best student.
3. Woman: I don't know when to tell her the bad news.
Man : ...
Narrator: What is the best response to the woman's statement?
 - A. It is very terrible.
 - B. You did a good job.
 - C. It is not important, is it?
 - D. Let's talk to her tonight.
 - E. I don't know what happened.
4. Woman: What time shall we go?
Man : ...
Narrator: What is the best response to the woman's question?
 - A. I will go with him.
 - B. I don't want to buy a clock.
 - C. I don't know what time it is.
 - D. Do you know what we're doing?
 - E. Shall we go early in the morning?

5. Man : I don't know what to write for the writing project.
Woman: ...
Narrator: What is the best response to the man's statement?
A. Perhaps you could write about tourist attraction in your town.
B. I don't have anything to write.
C. Of course, it is not my project.
D. I am writing the project.
E. It's my pleasure.
6. Woman: I ordered a new printer last week, but it hasn't arrived yet.
Man : ...
Narrator: What is the best response to the woman's statement?
A. The printer is broken.
B. The printer is pretty good.
C. The printer is out of order.
D. I want to print my writing project.
E. Why don't you call the company?
7. Man : I have an interview next week, I am worry to get there late because the traffic is so bad.
Woman: ...
Narrator: What is the best response to the man's statement?
A. The interview is important.
B. I know the time is very tight.
C. Good luck with your interview.
D. I don't know what to say in the interview.
E. I suggest to to ride your motorcycle, it is faster.
8. Woman: I am very hopeless, I don't have any job yet, I really need some work.
Man : ...
Narrator: What is the best response to the woman's statement?
A. Maybe you should look for temporary work, it is often easier to find.
B. Thanks, you are really a hard-working woman.
C. I don't want to see you at work.
D. You are really unlucky.
E. I absolutely disagree.
9. Man : I have to present our new product tomorrow but I don't know how to do it.
Woman: ...
Narrator: What is the best response to the man's statement?
A. It is a perfect product.
B. I want you to present it alone.
C. I am sorry, I won't come to your presentation session.

- D. Why don't you go to your company website and do some research about it?
- E. I can't wait to hear to your stimulating presentation and asked you a few questions.
10. Woman: I am nervous about the final examination on Monday. I don't know what the test will be about.
 Man : ...
 Narrator: What is the best response to the man's statement?
- A. You know that I hate tests.
 B. I don't want to fill the tests.
 C. You don't need to take the tests.
 D. Thanks for reminding me about the tests.
 E. Perhaps we could prepare for the tests together.

Listening Section 2

Directions: You will hear some conversations spoken in English. You will be asked to answer the questions about what the speakers say in each conversation. The conversation and the questions will not be printed in your text book and will be spoken only once. Select the best response to each question and mark the letter (A), (B), (C), (D), or (E).

1. Woman: Why don't we go to the mall?
 Man : No. I'd rather not. I don't have any money these days. What about going to the library? Remember we have to finish our writing project.
 Woman: Why not, let's go then. After we finish doing the project we could go to the coffee lounge.
 Man : Yes, I'd love to
 Narrator: What does the man suggest?
2. Man : What are you planning to do this weekend?
 Woman: Emm, nothing. Why?
 Man : what about watching a movie? My dad bought me a new film
 Woman: That's sound a good idea. What film?
 Man : its "Nonstop"
 Woman: It is said that the film was wonderful. I can't wait to see it.
 Narrator: what does the man suggest to the woman?
3. Man : Let's go to the cinema.
 Woman: That's a good idea, what is showing today?
 Man : Its Gladiator and KungFu Panda. What about watching Gladiator?
 Woman: No, I don't like fighting film. Why don't we watch KungFu Panda? I heard its a quite funny film.

- Man : Alright, shall we have dinner before watching the film?
 Woman: Sure, that's sound great. We could go to Sederhana Restaurant.
 Man : Its great. See you there at 6 P.M
 Woman: See you then.
 Narrator: Wat does the woman suggest?
4. Man : Should I bu a car or a motorcycle?
 Woman: I suggest you to buy your own motorcycle.
 Man : Why?
 Woman : You know traffic is getting worst today, riding a motorcycle can save your time. Besides, I can borrow it from you.
 Narrator: What does the woman recommend to the man?
5. Man : Do you still remember Dessy?
 Woman : Of course, we were close friend at school. Why?
 Man : Her bussiness is very successful nowadays.
 Woman : Really? I didn't know about that because I haven't seen her for years. But, last time I called her she said she was very busy with her new project.
 Man : Maybe you should ask her for eat out. She likes crab vey much.
 Woman : That's a good idea.
 Narrator: What does the man suggest to the woman?
6. Woman : Hey, how are you doing?
 Man : I'm just fine
 Woman: By the way, are you free this weekend?
 Man : Yes, seems I have nothing to do.
 Woman : How about going to museum?
 Man : Sure, what museum do you have in mind?
 Woman : Well, how about the national museum? Ancient coint from around the world are going to be exhibited.
 Man : That's sound good.
 Narrator: What does the woman suggest to the man?
7. Woman : Our company is having a serious problem. Productivity is going down. The company is planning to fire some of us. I am worried about losing the job.
 Man : Perhaps, you should look for a new job.
 Woman: I think so.
 Man : At the same time you should try hard to keep your current job. Finding a new job is harder isn't?
 Woman: What else can I do?
 Man : Why don't you talk to your supervisor? You could ask for a feedbck on your work and ask for his advice to improvement.
 Woman : Thanks to your suggestion.

- Narrator: Why does the woman worry about her job?
8. Woman : What shall we buy for Dad's birthday?
Man : Why don't we buy him a football jersey?
Woman : No, Dad is don't like football since our TV is broken. What about getting him a new TV?
Man : Oh no, I don't think that is a good idea, TV is expensive. Let's get him a tool fix, he likes to fix things right?
Woman : Yes, it is really a good idea.
Narrator: Why does the woman refuse the man's suggestion?
9. Man : What are you doing this weekend?
Woman : I'm swimming with the friends. Why don't you come with us?
Man : I'm sorry. I'd rather not. I have to prepare for my presentation.
Woman : Alright, I do hope you can join us another time.
Narrator: Why does the man refuse the woman's suggestion?
10. Woman : Do you have any plans for this weekend?
Man : I'm going to the beach with friends to fly kites.
Woman : That's lovely.
Man : Yes, we will fly giant kites. Why don't you come with us? You'll meet many kites lover and you'll see many beautiful kites flying in the sky.
Woman : I'd love to, but could you pick me up?
Man : Certainly, I'll pick you up at 8.00 o'clock.
Woman : See you then.
Narrator: What does the man suggest to the woman?

Appendix 7

Form Instrument Validation by Validator

FORM INSTRUMENT VALIDATION
STUDENTS' PERCEPTION TOWARD DAILY CONVERSATION LISTENING
AS PRE-CLASS BRAINSTORMING AT 11 GRADE OF MAN 2 BANYUMAS

A. Questionnaire

Pernyataan	Respon			
	SS	S	TS	STS
Saya merasa antusias saat mendengarkan <i>daily conversation listening</i> .				
Saya merasa dapat memahami tentang <i>daily conversation listening</i> .				
Saya merasa dapat lebih mudah menjawab soal-soal setelah mendengarkan <i>daily conversation listening</i> .				
Saya merasa materi yang berkaitan dengan <i>daily conversation listening</i> sangat penting.				
Saya merasa <i>daily conversation listening</i> membantu saya dalam memahami pelajaran bahasa Inggris.				
Saya merasa <i>daily conversation listening</i> memiliki manfaat untuk saya baik di dalam maupun luar sekolah.				
Saya merasa kemampuan berkomunikasi dalam bahasa Inggris meningkat setelah				

B. Interview

These following list of questions are conducted by the researcher and addressed to the English teacher in order to obtain the data to complete the research

1. For teacher
 - a. Apa yang membuat anda memutuskan untuk menggunakan *daily conversation listening* sebagai kegiatan brainstorming di awal kelas?
 - b. Apakah siswa dapat memahami isi dari *daily conversation listening* dengan baik?
 - c. Dari manakah sumber yang anda gunakan untuk menyiapkan materi *daily conversation listening*?
 - d. Apakah siswa antusias ketika mendengarkan *daily conversation listening*?
 - e. Apakah siswa dapat menjawab soal-soal setelah mendengarkan *daily conversation listening*?
 - f. Apakah siswa dapat memahami penjelasan yang anda berikan setelah mereka mendengarkan *daily conversation listening*?
 - g. Apakah metode ini dapat membantu siswa memahami pelajaran bahasa Inggris?
 - h. Adakah manfaat setelah menggunakan metode ini?
 - i. Apakah terdapat kelemahan dan kekuatan dalam menggunakan metode ini?
 - j. Apa saja kelemahan dan kekuatan yang ketika menggunakan metode ini?
2. For student
 - a. Apakah kamu merasa antusias ketika mendengarkan *daily conversation listening*? Apakah alasannya?
 - b. Apakah kamu merasa dapat memahami tentang *daily conversation listening*?
 - c. Apakah kamu merasa dapat lebih mudah menjawab soal-soal yang diberikan guru bahasa Inggris setelah mendengarkan *daily conversation listening*?
 - d. Apakah kamu setuju jika materi yang berkaitan dengan *daily conversation listening* itu sangat penting?
 - e. Apakah kamu setuju jika *daily conversation listening* dapat membantu untuk memahami pelajaran bahasa Inggris?
 - f. Apa saja manfaat yang kamu rasakan setelah mendengarkan *daily conversation listening*?

mendengarkan <i>daily conversation listening</i> .					
Saya merasa terbantu untuk untuk berbicara seperti <i>native's speaker</i> setelah mendengarkan <i>daily conversation listening</i> .					
Saya merasa lebih familiar dengan kosa kata bahasa Inggris setelah mendengarkan <i>daily conversation listening</i> .					
Saya merasa dapat lebih mudah menghafal kosa kata bahasa Inggris setelah mendengarkan <i>daily conversation listening</i> .					

Those statements written above are adapted from two journals. Statements number one to six are adapted from a journal entitled "Students' Perception of Listening Lesson at University Riau", written by Elvri Septyanti and Otang Kurniaman, published in ELS Journal on Interdisciplinary Studies on Humanities volume 2 issue 3 in 2019. Statemets number seven to ten are adapted from a journal entitled "Student's Perception Toward English Song As A Learning Media Of Listening Comprehension" written by Ester Sekcon, Paula Rombepajuang, Tirza Kumayas and published in Journal of Teaching English, Linguistics, and Literature volume 1 issue 1 in 2022. Those statements has been edited to suit the needs of this research.

- g. Apakah kamu merasakan peningkatan dalam kemampuan komunikasi dalam bahasa Inggris setelah mendengarkan *daily conversation listening*?
- h. Apakah kamu merasa terbantu untuk dapat berbicara seperti *native speaker* setelah mendengarkan *daily conversation listening*?
- i. Apakah kamu merasa lebih familiar dengan kosa kata bahasa Inggris setelah mendengarkan *daily conversation listening*?
- j. Apakah kamu merasa dapat lebih mudah menghafal kosa kata bahasa Inggris setelah mendengarkan *daily conversation listening*?

Pupokerto, 09 November 2023
Validator

Ira Wahidjati, M. Pd.
NIP. 198811302019082001

FORM INSTRUMENT VALIDATION
STUDENTS' PERCEPTION TOWARD DAILY CONVERSATION LISTENING
AS PRE-CLASS BRAINSTORMING AT 11 GRADE OF MAN 2 BANYUMAS

A. Questionnaire

Pernyataan	Respon			
	SS	S	TS	STS
Saya merasa antusias saat mendengarkan <i>daily conversation listening</i> .				
Saya merasa dapat memahami tentang <i>daily conversation listening</i> .				
Saya merasa dapat lebih mudah menjawab soal-soal setelah mendengarkan <i>daily conversation listening</i> .				
Saya merasa materi yang berkaitan dengan <i>daily conversation listening</i> sangat penting.				
Saya merasa <i>daily conversation listening</i> membantu saya dalam memahami pelajaran bahasa Inggris.				
Saya merasa <i>daily conversation listening</i> memiliki manfaat untuk saya baik di dalam maupun luar sekolah.				
Saya merasa kemampuan berkomunikasi dalam bahasa Inggris meningkat setelah				

B. Interview

These following list of questions are conducted by the researcher and addressed to the English teacher in order to obtain the data to complete the research

1. For teacher
 - a. Apa yang membuat anda memutuskan untuk menggunakan *daily conversation listening* sebagai kegiatan brainstorming di awal kelas?
 - b. Apakah siswa dapat memahami isi dari *daily conversation listening* dengan baik?
 - c. Dari manakah sumber yang anda gunakan untuk menyiapkan materi *daily conversation listening*?
 - d. Apakah siswa antusias ketika mendengarkan *daily conversation listening*?
 - e. Apakah siswa dapat menjawab soal-soal setelah mendengarkan *daily conversation listening*?
 - f. Apakah siswa dapat memahami penjelasan yang anda berikan setelah mereka mendengarkan *daily conversation listening*?
 - g. Apakah metode ini dapat membantu siswa memahami pelajaran bahasa Inggris?
 - h. Adakah manfaat setelah menggunakan metode ini?
 - i. Apakah terdapat kelemahan dan kekuatan dalam menggunakan metode ini?
 - j. Apa saja kelemahan dan kekuatan yang ketika menggunakan metode ini?
2. For student
 - a. Apakah kamu merasa antusias ketika mendengarkan *daily conversation listening*? Apakah alasannya?
 - b. Apakah kamu merasa dapat memahami tentang *daily conversation listening*?
 - c. Apakah kamu merasa dapat lebih mudah menjawab soal-soal yang diberikan guru bahasa Inggris setelah mendengarkan *daily conversation listening*?
 - d. Apakah kamu setuju jika materi yang berkaitan dengan *daily conversation listening* itu sangat penting?
 - e. Apakah kamu setuju jika *daily conversation listening* dapat membantu untuk memahami pelajaran bahasa Inggris?
 - f. Apa saja manfaat yang kamu rasakan setelah mendengarkan *daily conversation listening*?

mendengarkan <i>daily conversation listening</i> .					
Saya merasa terbantu untuk untuk berbicara seperti <i>native's speaker</i> setelah mendengarkan <i>daily conversation listening</i> .					
Saya merasa lebih familiar dengan kosa kata bahasa Inggris setelah mendengarkan <i>daily conversation listening</i> .					
Saya merasa dapat lebih mudah menghafal kosa kata bahasa Inggris setelah mendengarkan <i>daily conversation listening</i> .					

Those statements written above are adapted from two journals. Statements number one to six are adapted from a journal entitled "Students' Perception of Listening Lesson at University Riau", written by Elvri Septyanti and Otang Kurniaman, published in ELS Journal on Interdisciplinary Studies on Humanities volume 2 issue 3 in 2019. Statements number seven to ten are adapted from a journal entitled "Student's Perception Toward English Song As A Learning Media Of Listening Comprehension" written by Ester Sekoon, Paula Rombepajuang, Tirza Kumayas and published in Journal of Teaching English, Linguistics, and Literature volume 1 issue 1 in 2022. Those statements has been edited to suit the needs of this research.

- g. Apakah kamu merasakan peningkatan dalam kemampuan berkomunikasi dalam bahasa Inggris setelah mendengarkan *daily conversation listening*?
- h. Apakah kamu merasa terbantu untuk dapat berbicara seperti *native speaker* setelah mendengarkan *daily conversation listening*?
- i. Apakah kamu merasa lebih familiar dengan kosa kata bahasa Inggris setelah mendengarkan *daily conversation listening*?
- j. Apakah kamu merasa dapat lebih mudah menghafal kosa kata bahasa Inggris setelah mendengarkan *daily conversation listening*?

Purwokerto, 09 November 2023
Validator


Endang Sarika, S.Pd., M.A.
NIP. 199110302023212040

Appendix 8

Official Letter and Reply of Preliminary Observation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uin-satya.ac.id

Nomor : B-e.1304/Un.19/FTIK.J.TBI/PP.05.3/4/2022
Lampiran : -
Hal : Permohonan Ijin Observasi Pendahuluan

Kepada Yth.
Kepala Madrasah
di MAN 2 Banyumas

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Annisa Nur Maesaroh
2. NIM : 1817404048
3. Semester : VIII
4. Jurusan/Prodi : TBI
5. Tahun akademik : 2021/2022

Memohon kepada Bapak/Ibu berkenan memberikan izin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Guru dan Siswa
2. Tempat/Lokasi : MAN 2 Banyumas
3. Tanggal observasi : 07/04/2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS
MADRASAH ALIYAH NEGERI 2 BANYUMAS
Jalan Jenderal Sudirman Nomor 791 Td/Fas. (0281) 633990
Email: man2_purwokerto@kemenag.go.id / manpr2@gmail.com

SURAT KETERANGAN

Nomor : 266/Ma.11.05/PP.00.6/04/2022

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 2 Banyumas , dengan ini menerangkan bahwa :

1. Nama : ANNISA NUR MAESAROH
2. NIM : 1817404048
3. Semester : VIII
4. Jurusan : S1, Tadris Bahasa Inggris
5. Tahun Akademik : 2021/2022

Yang bersangkutan telah melaksanakan Observasi di Madrasah Aliyah Negeri 2 Banyumas, pada tanggal 7 April 2022.

Demikian surat keterangan ini dibuat guna menjadikan periksa dan dapat dipergunakan sebagaimana mestinya.



Appendix 9

Official Letter and Reply of Individual Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani No. 40A Purwokerto 53135
 Telpox (0281) 635624 Faksimili (0281) 638553
 www.fik.uinralzu.ac.id

Nomor : B.m.5488/Un.19/D.FTIK/PP.05.3/11/2023 10 November 2023
 Lamp. : -
 Hal : **Permohonan Ijin Riset Individu**

Kepada
 Yth. Kepala MAN 2 Banyumas
 Kec. Purwokerto Timur
 di Tempat

Assalamu'alaikum Wr. Wb.
 Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Annisa Nur Maesaroh
2. NIM	: 1817404048
3. Semester	: 11 (Sebelas)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Jl. Dr. Suharso Gg. Kenanga RT 5 RW 3 Purwokerto Lor Kecamatan Purwokerto Timur
6. Judul	: Students' Perception Toward Daily Conversation Listening As Pre-Class Brainstorming At 11 Grade In MAN 2 Banyumas

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: Guru dan Siswa
2. Tempat / Lokasi	: MAN 2 Banyumas
3. Tanggal Riset	: 11-11-2023 s/d 11-01-2024
4. Metode Penelitian	: Mix method

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Marta Ulpah

Tembusan :

- Guru Bahasa Inggris MAN 2 Banyumas



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS
MADRASAH ALIYAH NEGERI 2 BANYUMAS
Jalan Jenderal Sudirman Nomor 761 Purwokerto 53111
 Telpox/Faksimili (0281) 633960 Website <https://man2banyumas.sch.id>

SURAT KETERANGAN

Nomor : 49/Ma.11.05/PP.00.6/01/2024

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 2 Banyumas menerangkan bahwa

Nama	: ANNISA NUR MAESAROH
NIM	: 1817404048
Semester	: 11 (Sebelas)
Jurusan/Prodi	: Tadris Bahasa Inggris
Alamat	: Jl. Dr. Suharso Gg. Kenanga RT 05 / 03 Purwokerto Lor Kecamatan Purwokerto Timur.

Yang bersangkutan telah melaksanakan Riset Individu di MAN 2 Banyumas dari tanggal 11 November 2023 s.d 11 Januari 2024 guna Penyusunan Skripsi dengan Judul " Students' Perception Toward Daily Conversation Listening As Pre-Class Brainstorming At 11 Grade In MAN 2 Banyumas."

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Dibuatkan di : Purwokerto
 Tanggal : 11 Januari 2024



Siswanto, M.Pd.1
 06042001121002

Daftar Riwayat Hidup

A. Identitas Diri

1. Nama : Annisa Nur Maesaroh
2. NIM : 1817404048
3. Tempat, Tanggal Lahir : Banyumas, 18 Juni 2000
4. Alamat Rumah : Jl. Dr. Suharso Gg. Kenanga,
RT 05/03, Purwokerto Timur,
Banyumas
5. Nama Ayah : Suwardi
6. Nama Ibu : Rubini

B. Riwayat Pendidikan

1. Pendidikan Formal
 - a. SD/MI, tahun lulus : MI DIPONEGORO 1 Purwokerto
Lor, 2012
 - b. SMP/MTS, tahun lulus : MTS N MODEL Purwokerto, 2015
 - c. SMA/MA, tahun lulus : MAN 2 Banyumas, 2018
 - d. S1, tahun masuk : UIN Prof. K.H. Saifuddin Zuhri
Purwokerto, 2018

Purwokerto, 20th May 2024



Annisa Nur Maesaroh